A national, open access Learning and Teaching Induction Program (LTIP) for staff new to teaching

Final report 2018

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Curtin University
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University of the Sunshine Coast
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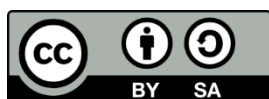
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List of acronyms used

ACODE   Australasian Council on Open, Distance and e-Learning

ASCILTE   Australasian Society for Computers in Learning in Tertiary Education

AQF   Australian Qualifications Framework

AAUT   Australian Awards for University Teaching

CADAD   Council of Australian Directors of Academic Development

CAULLT   Council of Australasian University Leaders in Learning and Teaching

GCHE   Graduate Certificate in Higher Education (certificates in higher education teaching and learning go by many different names)

HERDSA   Higher Education Research and Development Society of Australasia

HESF   Higher Education Standards Framework – 2015

ICED   International Consortium of Educational Development

L&T   Learning and teaching

LMS   Learning management system

LTIP   Learning and teaching induction program

MOOC   Massive open online course

mOOC   mini Open Online Course

OER   Open Education Resource

OLT   Office for Learning and Teaching

SEDA   Staff and Educational Development Association

SIG   Special Interest Group

TEQSA   Australian Government's Tertiary Education Quality and Standards Agency

UK   United Kingdom

USA   United States of America

WIL   Work Integrated Learning

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Executive summary[1]

Teaching well at university is a complex task (Fraser, 2005; Ramsden, 2003) and staff who are new to teaching have many and varied teaching professional development needs. Not only do we expect our staff to be familiar with their university's learning and teaching (L&T) policies, we also expect them to develop an understanding of active learning pedagogies, assessment strategies, feedback, academic literacies, first-year transition pedagogies, group work, curriculum design, blended learning, use of different technologies, and of course, their specific student cohorts and learning management systems (LMS), and to then teach accordingly. This is not an exhaustive list.

Based on the evidence available, thousands[2] of new sessional, contract and full-time staff are appointed to teach in the Australian higher education sector annually, and many of those staff are new to teaching. In 2015, desktop and phone call research by the Fellow indicated that 25 per cent of Australian universities did not provide more than one day of teaching induction for staff who were new to teaching. This result is similar to that of the 2002 report of Dearn, Fraser and Ryan, and the OLT funded project of Hicks, Smigiel, Wilson and Luzeckyj (2010).

To ensure the best possible student learning **experiences** and **outcomes**, and the best possible teaching start for our higher degree research students and new teachers, including those at overseas campuses/partners, the Fellowship collaboratively investigated this under-developed area of professional development and developed:

1. a fully online, open access learning and teaching induction program (LTIP) specific to the Australian regulatory context allowing:
   - any academic, regardless of where they teach, to access the program;
   - any university to use the program as their teaching induction program;
   - any university to use the program or parts of the program to complement their own teaching induction program; and
   - resources comprising the program to be contextualised and embedded into any university's existing teaching induction program (an adaptable Open Education Resource [OER]);
2. a teaching induction website; and
3. a teaching induction research agenda.

The Fellowship was a collaboration between the lead institution and nine Australian partner institutions. Thirty-four colleagues from 20 Australian universities and one English university, developed the current MOOC content. Thirty-three colleagues reviewed the MOOC content, bringing the number of Australian universities involved to 25. By any measure, this Fellowship involved significant cross-institutional collaboration in the Australian higher education sector.

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[1] This summary includes text and information which is in a paper accepted for publication and in a paper under development (refer to Chapter 3 of the report).

[2] Between 2008 and 2017, each year 'full-time and fractional' staff numbers in Australia increased by between 0.3% and 3.5% with a total increase of 16,564 (Department of Education, 2017a). In the same period of time, the department data indicates that casual staff numbers increased by 7,848; in total an increase of 24,412 in the sector in nine years (Department of Education, 2017b).

On 23 January 2018, *Contemporary approaches to university teaching* was launched via the Canvas Network at http://www.canvas.net/browse/swinburne/courses/contemporary-approaches-university-teaching.

MOOC uptake: individuals

In the original February 2016 Fellowship application, we predicted that in the first six months approximately 500 staff from the partner institutions without teaching induction programs would enrol in the MOOC. Within 10 days of launching, just under 500 colleagues had enrolled from 11 different countries including Zambia, the UK, Peru, Namibia, the USA, New Zealand, Egypt, Vietnam, Uganda, South Africa and Australia. People who enrolled included librarians, sessional staff, learning technologists, academic developers, an education project manager and lecturers. Fifteen months since the launch 2791 people from 50 countries[3] have enrolled with a participation rate of 68%. Staff from 39 of the 42 Australian universities[4] enrolled in the MOOC, which included all nine partner institutions and the lead institution. These figures far surpass the anticipated uptake of the MOOC in its first non-pilot year.

MOOC uptake: institutions

Fifteen months after the launch, one college, two private providers, and 18 universities from Australia; one Portuguese higher education institution; one Chilean institution; two New Zealand universities; a Hong Kong University and the Malaysian campus of one of the Australian universities are using the MOOC. Six universities and the Malaysian campus are encouraging their staff to enrol in the MOOC, three universities are using the content in their institution's professional development workshops/ programs, while another university is providing their staff with an assessment task when they complete the MOOC. Sixteen institutions from five countries have imported the MOOC content into their learning management system (LMS) and have contextualised or are in the process of contextualising the content for their own institution. In late 2018, Hong Kong colleagues started translating the MOOC into Mandarin (Putonghua) and Cantonese. In 2019 Chilean and Portuguese colleagues have started the process of translating the MOOC into Spanish and Portuguese respectively. Twenty-seven institutions from six countries are using the MOOC at the time of publication of the report.

Pilot MOOC participant perceptions

The research data from the pilot MOOC trialled in Semester 2, 2017, in which 225 staff enrolled, showed that the vast majority of those responding to surveys reported that they found the modules useful. The following were mentioned repeatedly by respondents about what was most valuable:

- resources, ideas, strategies and activities that can be used immediately in classes
- opportunities to share with other higher education teachers;
- planning, design and assessment frameworks and templates that can be applied;

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[3] Participants who introduced themselves in the first activity indicated that they came from Albania, Algeria, Argentina, Australia, Azerbaijan, Bangladesh, Belarus, Bolivia, Brazil, Cambodia, Cameroon, Canada, China, Costa Rica, Egypt, England, Ethiopia, Ghana, India, Indonesia, Kenya, Kyrgyz Republic, Malaysia, Mexico, Moldova, Mongolia, Namibia, Nepal, New Zealand, Pakistan, Peru, Philippines, Puerto Rico, Republic of Ireland, Republic of Somaliland, Saudi Arabia, Scotland, Slovenia, South Africa, Spain, Tanzania, The United Arab Emirates, Trinidad and Tobago, Uganda, United States of America, Venezuela, Vietnam, Wales, Zambia and Zimbabwe.

[4] As defined by the *Higher Education Support Act 2003* (Australian Government, 2003, Section 16.15).

- tips for engagement, feedback and evaluation;
- a deeper understanding of teaching as a discipline – and the scholarly work that sits behind this and can inform practice; and
- affirming practice or gaining confidence through engaging with relevant examples and hearing from others.

Ninety-four per cent of post-MOOC survey respondents perceived that completing the MOOC helped to improve their confidence in teaching.

Other Fellowship outcomes

One proposed deliverable of the Fellowship was not achieved. The Fellowship was not able to develop a teaching induction Special Interest Group (SIG). The Fellowship did develop a teaching induction blog as a way to try to involve colleagues from across Australia, and internationally. While in the short term the blog seemed to address the Fellowship objective to create an interactive network of colleagues in discussions about teaching induction, in the longer term this approach did not achieve this objective. The same few people responded to blog posts. Different approaches were tried unsuccessfully to engender interest, including emailing all known directors of teaching induction programs at Australian higher education institutions proposing to develop a professional development conference or webinar series. Very few colleagues responded. It is unclear why there was no engagement by more than a handful of colleagues who work in this field. It may be that workload mitigates against involvement in the sorts of discussions and professional development opportunities that the Fellowship intended to generate (Ryan, Tynan, & Lamont-Mills, 2013).

The Fellowship developed a teaching induction website which is located at https://www.caullt.edu.au/project-resources/olt-fellowship-and-mooc-available. The website includes information about the MOOC such as the rationale, how universities are using it, how to import the content, contributors to the MOOC, as well as an annotated teaching induction bibliography, publications and references. Appendix K provides an overview of the website content.

The Fellowship has proposed a substantial teaching induction research agenda in five areas to determine the:

1. proportion of teaching staff who have completed a teaching induction program;
2. relationship between completing a teaching induction program and those who go on to complete an accredited L&T qualification;
3. impact of teaching induction programs on short-term and long-term teaching practice;
4. impact of teaching induction programs on student perceptions of teaching practice; and
5. impact of teaching induction programs on student learning.

Colleagues from the Fellowship anticipate undertaking at least some of this research agenda. The challenge now for the Fellow and the partners is to keep the MOOC up to date. While there is money budgeted for basic maintenance, checking of links and so forth for a three-year period, updating and continuing to disseminate information about the MOOC will require time, energy and goodwill, none of which is in anyone's workload. I am, however, optimistic that given the success of the MOOC and the pride the partners and module/resource developers have expressed in our collaborative endeavour, the MOOC will continue to be nurtured by many colleagues into the future.

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Chapter 1: Fellowship context[5]

University teaching quality matters; to students, parents, university managers, the government, and university teachers. Most new university teachers have no teaching qualifications. Teaching induction professional development (PD) is therefore of critical importance.

Teaching well at university is a complex task (Fraser, 2005; Ramsden, 2003) and staff who are new to teaching have many and varied teaching PD needs. We expect our staff to be familiar with their university's L&T policies, to develop an understanding of active learning pedagogies, assessment strategies, feedback, academic literacies, first-year transition pedagogies, group work, curriculum design, blended learning, use of different technologies, and of course, their specific student cohorts and LMS - and to then teach accordingly. This is not an exhaustive list.

Based on the evidence available, thousands[6] of new sessional, contract and full-time staff are appointed to teach in the Australian higher education sector annually, and many of those staff are new to teaching. In 2015, desktop and phone call research by the Fellow indicated that 25% of Australian universities provided one day or less of teaching induction for staff who were new to teaching. This result is similar to that of the 2002 report of Dearn, Fraser & Ryan, and the OLT funded project of Hicks, Smigiel, Wilson and Luzeckyj (2010).

To ensure the best possible student learning **experiences** and **outcomes**, and the best possible teaching start for our graduate students and new teachers, the Fellowship collaboratively investigated this under-developed area of professional development and developed a national LTIP for Australian staff regardless of where they teach.

The literature

It is not unusual for those new to university teaching to report feeling that they have been 'thrown in the deep end'. Those who teach induction programs will be familiar with the degree of gratitude they receive from participants who struggle to survive their first semester of teaching, when everything is new and nothing is 'automatic'. In the following quotes from the MOOC that we piloted in Semester 2 2017, participants explain why they enrolled in it.

> *I feel I don't yet have the skills to be a good teacher, therefore the process of teaching is a huge challenge full of uncertainties.*

> *I feel competent to a point but want to make my teaching more engaging and use more active learning methods rather than just my presentations.*

> *I'd like to start the semester feeling more confident in my teaching abilities.*

> *I want to build skills that are grounded in research on what works best, rather than operating based purely on my experience of what I have valued in prior learning experiences.*

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[5] This section includes material in a paper which has been accepted for publication by the *International Journal for Academic Development*. Fraser, K., Ryan, Y., Bolt, S., Copeman, P., Cottman, C., Fisher, M., Fleming, J., & Luzeckyj. A. *Contemporary induction to teaching in Australian universities*.

[6] Between 2008 and 2017, each year 'full-time and fractional' staff numbers in Australia increased by between 0.3% and 3.5% with a total increase of 16,564 (Department of Education, 2017a). In the same period of time, the department data indicates that casual staff numbers increased by 7848; in total an increase of 24,412 in the sector in nine years (Department of Education, 2017b).

We know that a significant proportion **(37.3%)** of Australian academics undertake no teacher preparation or development courses (Bexley, James, & Arkoudis, 2011). However teaching PD can change participant thinking and behaviour, and positively impact student learning (Condon, Iverson, Manduca, Rutz, & Willett, 2016), and that teaching PD is more effective when academics can implement their learning in practice and relate it to improved student outcomes (Guskey, 2002). Over the last 30 years the teaching induction literature has pointed to specific ways in which programs can be designed and taught to support staff to improve their teaching practice.

Teaching induction programs

A comprehensive literature review of professional development programs for teaching was undertaken by the Fellowship, with particular attention to induction programs. Little literature focusing specifically on the typical short programs that introduce teaching and learning concepts and strategies was found; most studies centre on longer term programs (a semester or more, a 'foundation' unit/subject credited to a formal Graduate Certificate in Higher Education [GCHE]). Participants in those induction programs that have been studied invariably report their satisfaction in terms of increased confidence to teach, to create effective learning designs, to assess in a variety of authentic modes, and to reflect on their evolving teaching practices for continuous improvement (Gibbs & Coffey, 2004; Rust, 2000).

There is strong evidence in the literature for the positive impact on teaching practice of induction programs which are based on core principles: a 'student-centred' and learning-focused philosophy (Stes, Clement, & Van Petegem, 2007); reflective practice on teaching as a professional activity (Chalmers & Gardiner, 2015); systematic and sustained mentoring (Boyle & Boice, 1998; Holyfield & Berry, 2008); peer observation and conversations about L&T (Bowie, Chappell, Cottman, Hinton, & Partridge, 2009); pedagogical scholarship of L&T, especially about curriculum design and constructive alignment in learning design (Duck, 2015; Osmann & Hornsby, 2016); and promotion of local and institutional communities of practice (Bowie et al., 2009). These principles broadly reflect the key concepts reported in a survey of the curricula of postgraduate certificates in higher education: reflective practice, constructive alignment, student approaches to learning, scholarship of teaching, and assessment-driven learning (Kandlbinder & Peseta, 2009).

In practice, evaluation of induction programs has typically relied on participant self-reports of changes in attitudes to teaching and **intentions** to incorporate suggested teaching practices. Research on GCHEs, which have some similarities to teaching induction programs, have, however, demonstrated their impact on both teaching practices and student outcomes.

Graduate Certificates in Higher Education

Teaching induction programs taught over a semester and Graduate Certificates in Higher Education (GCHEs) provide a sustained L&T professional development program. Some Australian universities provide and require new teaching staff to complete a GCHE. The work of Gibbs and Coffey (2004) has shown that a GCHE can:

- increase the adoption of a student learning focus which is then directly relatable to student perceptions of good teaching; and
- change aspects of teaching practices and **lead to improved student learning**.

Prebble, Hargreaves, Leach, Naidoo, Suddaby and Zepke (2004) report that longer programs such as GCHEs are better professional development approaches than shorter programs to promote attitudinal change and education discipline knowledge (Kandlbinder & Peseta, 2009). However, those new to teaching may be better served by enrolling in a teaching induction program in their first six months, followed by enrolling in a graduate certificate (Fraser, 2005). There are several arguments that support this approach.

1. Staff new to teaching need to become familiar with the university's L&T policies, its LMS, and their student cohort. Familiarity with such information is arguably not at the Australian Qualifications Framework (AQF) level 8 of an accredited qualification.

2. Having a semester of teaching experience while completing a teaching induction program provides a base on which to underpin the first semester of a GCHE.

3. In the first semester of teaching, having also to complete at least one unit of a GCHE arguably overloads staff (Fraser, 2005).

Engaging in a substantive LTIP can be a stepping stone into a GCHE helping academics to 'survive' their first semester and introducing them to key education concepts that will be developed in a GCHE. While the Prebble et al. (2004) research was not focussed on induction programs, we can infer that they have the potential to improve both **teaching practice** and **student outcomes** if they are taught over a sufficient time period to allow for reflection and discussion. From experience, members in the Fellowship network know that induction programs have the potential to improve teaching confidence and provide a toolkit of strategies. Through an induction program we begin the slow process of engendering among new staff a 'common language of learning and teaching' and an evidence-based, scholarly approach to teaching (Dewar & Bennett, 2015; Rowland & Myatt, 2013).

Online professional development

An efficient way to 'fund' some staff development across the sector is to provide open access, fully online programs. Doing so would support Australian universities to comply, in part, with the Australian Government's Tertiary Education Quality and Standards Agency (TEQSA) Higher Education Standards Framework (HESF) Domain 3 requirement that teaching staff have ' … knowledge of contemporary developments in the field they are teaching (which is informed by continuing scholarly activity), skills in teaching, learning and assessment relevant to the needs of the student cohorts involved …' (HESF Domain 3; TEQSA, 2015).

Arguably, all universities need to provide professional development on themes that would likely be agreed across the sector: feedback, assessment, curriculum design etc. An online program allows expert-developed content to be accessed by any individual or university, thereby reducing the need to 'reinvent the wheel' at great cost in universities across the sector. The approach introduces staff to the use of this technology for teaching purposes.

At the time of application, two online teaching induction programs were operating in the sector. The six-week 'First Steps in Learning and Teaching' MOOC was developed in 2012 by Oxford Brookes University, and the six-week 'Learning to teach online' MOOC was developed more recently by UNSW Sydney (the University of New South Wales, Sydney. Both programs were thus of short duration, with the latter focussing only on teaching online. The Oxford Brookes program ran at a time that did not align with the Australian academic calendar, did not focus on the Australian higher education context, was not open to research students who were not teaching, and formally assessed participants for a fee.

Neither of the programs provided the comprehensive induction to teaching that the Fellowship partners considered necessary for the needs of academics and professional staff new to teaching in the Australian higher education sector. Nor did they provide a sustained period over which staff could engage, which the graduate certificate literature indicates is necessary for teaching practice change. The Fellowship program planned to develop a free, fully online, expert-developed program in the form of a MOOC, spanning a semester and specific to the Australian higher education context, including the regulatory context.

While the value of MOOC technology is contested (Kolowich, 2013b), the MOOC modality allows institutions to provide local support (in person or online), or rely on peer support through forums and discussion boards. Hence, a MOOC can be 'just in time', and 'just for me' and can be linked within an institution's own program.

MOOCs are not without their issues, however, with Udacity, EdX, Coursera and other major providers reporting completion rates of less than 10 per cent (Glance, 2013). While this was of some concern to the partners, it was mitigated by several factors: participants would be higher education teaching staff with success in undergraduate study and likely to have the skills to study online; the difficulty of teaching and the relevance of the MOOC to their everyday experience would motivate staff to progress; and practically, with reductions in staff development funding across the sector, units responsible for professional development would welcome an expert-developed program to replace or supplement their own programs.

Further, a MOOC offers participants the affordances of internet technologies, and demonstrates how online programs nurture connectivism (Siemens, 2005), a theory of learning in which peer learning and sharing personal experience and knowledge combine through a conducive platform incorporating discussion boards, interactive modules, and a variety of media. At the Fellowship workshop (refer to Chapter 2), partners agreed that the underpinning philosophy the Fellowship MOOC should reflect is a collaborative and collegial approach to professional development for teaching, and that digital affordances would be used for connecting participants to both resources and to other participants.

Outcomes proposed

The Fellowship partners concurred that the sector needed to provide freely available teaching induction professional development to staff no matter where they teach. The Fellowship program collaboratively explored contemporary teaching induction practices and to develop:

1. a fully online, open access LTIP specific to the Australian regulatory context allowing:
   - any academic, regardless of where they teach, to access the program;
   - any university to use the program as their teaching induction program;
   - any university to use the program or parts of the program to complement their own teaching induction program; and
   - resources which comprise the program to be contextualised and embedded into any university's existing teaching induction program (an adaptable OER);
2. a teaching induction website;
3. a teaching induction SIG; and
4. a teaching induction research agenda.

Chapter 2: Fellowship methodology

The program of activities was designed to bring the partners together from the beginning of the Fellowship to develop a shared understanding of the work and outcomes. This was achieved through a two-day, face-to-face workshop. Prior to that workshop, a literature review and a survey of Australian directors of teaching induction programs were conducted. Subsequent activities were also designed to involve stakeholders from as many Australian universities as possible. This was achieved through involving colleagues from many different universities as MOOC content developers, content reviewers, and members of the Reference Group. Finally, the MOOC was piloted in Semester 2 2017, evaluated and revised before launching in January 2018.

Involving other scholars in the Fellowship program

An evaluation of nationally funded L&T projects showed that many project outcomes are not taken up in other institutions because of a lack of buy-in to the project (Alexander, McKenzie & Geissinger, 1998). To mitigate this possibility, I involved the nine partner universities from the application stage. The partners were invited because they either did not have a substantive teaching induction program, or because they had a well-regarded program.

Past OLT Fellows and Teaching Excellence Award winners agreed to be part of the Fellowship Reference Group and as the workshop facilitator. Representatives from key sector stakeholders including the Higher Education Research and Development Society of Australasia (HERDSA) and the Council of Australasian University Leaders in Learning and Teaching (CAULLT), previously known as Council of Australian Directors of Academic Development (CADAD), as well as project leaders of related OLT projects also agreed to be members of the Reference Group (Appendix H). In addition, 34 colleagues (including the Fellow) from 21 different universities developed the MOOC content, and 33 colleagues from Australian and international universities and one non-university institution reviewed the modules and MOOC. One reviewer was an independent higher education consultant. Such an extensive number of colleagues contributing to the work of the Fellowship arguably engendered significant buy-in and awareness of the Fellowship at least in Australian universities.

Literature review and survey of 2016 Australian Directors of teaching induction programs

Prior to the official commencement of the Fellowship in October 2016, the teaching induction literature was reviewed and an annotated bibliography created. Those doing the review were already familiar with the literature and had gathered relevant references from publication references. The Google Scholar search engine was used to identify further literature with search terms such as 'teaching induction', 'foundation program', and 'professional development for university teachers'. Hundreds of publications were generated through this process. The abstracts of these publications were reviewed for relevance. In total, 29 teaching induction publications were included in the annotated bibliography.

Those program design elements the literature showed to be effective were summarised, as a benchmark in the October two-day workshop that was the official start of the Fellowship. While not included in the original Fellowship program of activities, a survey of teaching induction programs was conducted in second semester of 2016. Twenty-six Australian teaching induction program directors completed the survey. Questions were constructed

from the literature review, covering such issues as the administration of programs, the content of programs, and assessment and mentoring in programs. The survey data were summarised in time for the two-day workshop and reviewed in that workshop[7].

Two-day workshop

The official start of the Fellowship brought together all partners, the Fellowship critical friend, the Fellowship evaluator and the workshop facilitator in a two-day workshop. This workshop was designed to: create shared understanding among the participants; discuss the teaching induction literature, the survey data about current programs and current, successful teaching induction programs; make key decisions that would underpin the development of the MOOC; and begin the development of MOOC modules.

By the close of the workshop, participants had agreed on the MOOC level[8], audience[9], topics[10], and platform[11], the pedagogical principles underpinning the MOOC[12], the presumptive length of time for completion[13] of each module, the schedule of topics across a semester, that assessment would not be included, and that a template for developing the modules would be used. Work on many of the modules was commenced during the workshop. The participants also agreed that the MOOC would include specialty modules that teaching induction programs do not typically include. This approach was taken to broaden the usefulness of the MOOC to institutions that did have their own teaching induction programs. Two professional associations - the Australian Mathematics Society and the Australian Collaborative Education Network - were approached. Both had fully developed online subjects and both agreed to develop introductory two-hour modules on, respectively, Teaching Mathematics and Work Integrated Learning (WIL).

Experts invited to develop modules

Two experts in content areas were invited to develop each MOOC module (Appendix F). The rationale behind choosing two colleagues to develop each module was multifaceted. Firstly, we believed that two colleagues negotiating and discussing content and structure would produce a better product than a colleague on his or her own. Secondly, the timeline for module development was quite short and we wanted to ensure that every module would be available for the pilot, even in the event of a colleague unexpectedly being unable to work on the module.

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[7] This data is included in a paper which has been accepted for publication by the *International Journal for Academic Development*. Fraser, K., Ryan, Y., Bolt, S., Copeman, P., Cottman, C., Fisher, M., Fleming, J., & Luzeckyj. A. *Contemporary induction to teaching in Australian universities*.

[8] Introduction to each topic with optional extension reading or activities.

[9] Higher education academics, sessional staff, research students, professional staff who teach, e.g. librarians and Information Technology staff.

[10] Teaching the first class of the semester, preparing lessons, feedback, learning and teaching theories, online learning, curriculum design, collaborative learning, assessment, quality processes, inclusive teaching, and scholarly teaching.

[11] Blackboard CourseSites primarily because the Fellow's institution used Blackboard at the time of the pilot.

[12] Accessible, stand-alone, contemporary, engaging, evidence-based, resource-rich, relevant, self-paced, scaffolded, requiring participants to be reflective and to explore their own institution's resources, providing choice and linked to the UK Higher Education Performance Standards Framework.

[13] Two hours.

Review of modules and resources

On further investigation, the proposed module for sessional staff, became a 'resource' document, rather than a module. Subsequently, another resource on professional wellbeing was also developed for the MOOC. Both resources were developed by one, not two, experts.

Each module and resource were blind peer-reviewed twice by a content expert. Initially, the module developers were asked to develop an outline or table of contents for their module. The outline was reviewed and feedback provided. The rationale for doing this early review was for the expert to provide input to the module before significant effort had been invested in the development of the module. This approach seemed to work well, with many reviewers providing substantive input that was adopted by the module developers. The expert reviewers again reviewed the modules and resources at the completed draft stage.

Pilot, peer review and participant surveys

The MOOC was piloted in Semester 2 2017. Originally, we sought about 55 participants from partner universities, however anyone who asked to take part in the pilot was welcomed to do so. In total, 225 people enrolled in the pilot MOOC.

To evaluate the pilot participants were asked to complete a 14 question online pre-MOOC survey, and a nine question online post-MOOC survey after completion (Appendix D). Participants were also asked to complete a short five question online survey at the end of each module and resource. All questions, which can be found in Appendix D, were developed from the literature and were reviewed by partners before the surveys were finalised.

Additionally, 16 colleagues who had offered to review the MOOC were asked to review a particular module or resource, while also being encouraged to provide feedback on any part of the MOOC. Appendix G provides information about all involved in the review of modules and the MOOC.

Participant and peer review feedback was provided to module developers in time for them to review their modules before the MOOC was launched on 23 January 2018 via the Canvas Network. This platform was chosen because it afforded elements not present in Blackboard CourseSites, such as allowing module content to be broken down into multiple sections. It was also chosen because the Fellow's institution, Swinburne University of Technology, moved to Canvas as their LMS, so staff supporting the MOOC development and maintenance into the future would have their expertise in Canvas rather than Blackboard.

The pre- and post-MOOC survey data and the end-of-module survey gathered both quantitative data and qualitative feedback from participants. The researchers used both statistical and thematic analysis to identify patterns within the data. Descriptive statistics were used to develop summaries and conclusions based on the representative sample within the data. The quantitative analysis focused on number of responses and percentages (based on responses). The thematic analysis was used to identify, analyse and report patterns (themes) within the data (Braun & Clarke, 2006; Clarke & Braun, 2013).

Chapter 3: Objectives, outcomes, products and impact

Original Fellowship objectives

The Fellowship brought together a sector-wide network of Australian colleagues to investigate the under-developed and critical area of teaching induction. Through the Fellowship we intended to collaboratively develop an open access, online, learning and teaching induction program (LTIP) for the sector, initiate an ongoing teaching induction SIG, develop a teaching induction website and map out a teaching induction research agenda.

Outputs and impacts

1.   A teaching induction special interest group (SIG)

When first approached in late 2016 about the development of a teaching induction SIG, the Higher Education Research and Development Society of Australasia (HERDSA) responded that only HERDSA members could participate in SIGs. It was likely that potential SIG participants were neither members of HERDSA nor willing to become members. A proposal for opening up the SIGs to non-HERDSA members was rejected by the October 2016 executive meeting.

In the meantime, the Fellowship developed a teaching induction blog as a way to involve colleagues from across Australia, and possibly internationally. This blog was used to inform colleagues about Fellowship progress, to test ideas for the Fellowship methodology, and to share resources, papers and posts[14]. While in the short term the blog seemed to address the Fellowship objective to create an interactive network of colleagues in discussions about teaching induction, in the longer term this approach was not effective. The same few people responded to blog posts. It was also difficult to get posts from a range of different colleagues. Different approaches were tried unsuccessfully to engender interest, including emailing all known directors of teaching induction programs at Australian universities.

In Semester 1 2018, we tried again to initiate interest in a SIG, this time by contacting all current directors of teaching induction programs. We directed them to a post on the teaching induction blog which asked for comment on the possibility of revisiting the Foundation Colloquium[15] with a view to developing professional development opportunities in this area, either through an annual event, or a series of webinars, while also opening it up to respondents to suggest other avenues for engagement. Again, very few people responded.

It is unclear as to why so few colleagues engaged with the blog. It may be that workload mitigated against involvement in the sorts of discussions and professional development opportunities that the Fellowship intended to generate (Ryan et al., 2013). It might be that the blog posts were of limited relevance. In light of the lack of particpation, when the HERDSA executive relaxed their SIG rules in 2017 allowing non-HERDSA members to join their SIGs, I, the Fellow, decided not to pursue the SIG because of the lack of interest.

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[14] Since June 2016 there have been over 5000 page views.

[15] At the turn of the century, the annual Australian Foundations Colloquium brought together 'Foundations' or teaching induction program colleagues. The colloquium ran through much of the first decade of the 21st century.

2. A self-paced, semester-long, national, open access learning and teaching induction program for teaching staff in the Australian higher education sector

The outputs and impact of the pilot MOOC and the first semester of the MOOC are discussed in Chapters 4 and 5 respectively.

3. A teaching induction research agenda

The research agenda has been progressed by the:

- literature review;
- research resulting in the paper "*Contemporary induction to teaching in Australian universities*" accepted for publication by the *International Journal for Academic Development; and*
- research on the MOOC pilot.

The Fellowship has added significantly to current understanding of university teaching induction programs, however, there is still much research which could be carried out.

The current teaching induction literature has invariably evaluated programs in terms of participant self-reports. There is no robust evaluation of programs in terms of their actual impact on teaching practice or student learning, and there are no longitudinal evaluations of programs, with Houston and Hood (2017) and Stes et al. (2007) being two exceptions. Below are five areas for which we could find no research. In each area we suggest a research approach that could be used.

Current proportion of teaching staff who have completed a teaching induction program
Bexley et al. (2011) determined that 37 per cent of Australian academics have not completed any teacher preparation or teaching development courses. If teaching induction programs can be shown to have a positive impact on teaching practice, it will be timely to determine what proportion of teaching staff have completed a teaching induction program, as per TEQSA's framework for quality. Doing so might also influence university policies on induction.

Suggested approach: Most Australian universities require staff to complete an annual 'Performance and Development and Review'. If this process could be used to ask teaching staff if they have completed a teaching induction program, the response rate would likely be greater than any other method. The question would need to be asked across 10 different universities of different types in order to generalise the results to the broader sector.

Relationship between completing a teaching induction program and those who go on to complete an accredited teaching and learning qualification
Gibbs and Coffey (2004) demonstrated that successfully completing a GCHE can lead to improved student learning. Relevant research questions are 'What proportion of staff who complete a GCHE have completed a teaching induction program?' and 'Did completing the teaching induction program lead them to enrol in and/or complete the GCHE?'.

Suggested approach: Identify a representative range of Australian universities that have both a teaching induction program and a GCHE. Partner with directors of the GCHE to conduct the research. Staff who have completed the GCHE would be asked to participate in the research.

A further suggestion is for longitudinal studies of participants over a five-year period following completion of the teaching induction program exploring questions such as: Have participants received teaching awards? Have they enrolled in further professional development activities? Have they attended teaching streams in their discipline conferences? Have they joined a professional association focused on L&T? Have they undertaken scholarship and research into L&T?

Impact of teaching induction programs on short and long-term teaching practice

The research literature that reports teaching practice change as a result of participating in a teaching induction program has only explored participant perceptions of their teaching practice (Martin & Ramsden, 1994). While it is very difficult to determine improvement in teaching practices, it would be useful for the sector to determine the effect of teaching induction programs on teaching practices in more robust ways than participant perceptions.

Suggested approach: Choose teaching induction programs that demonstrate good practice in teaching induction (for example, they include mentoring [Boyle & Boice, 1998; Holyfield & Berry, 2008]; peer review and observation of teaching [Bowie et al., 2009] and scholarship of teaching [Duck, 2015; Osmann & Hornsby, 2016]). Prior to staff enrolling in the program, observe their face-to-face and online teaching, and discuss their course/unit and lesson planning with them. At the completion of the teaching induction program, participant teaching is again observed and their lesson planning discussed.

Impact of teaching induction programs on student perceptions of teaching practice

There is no definitive research evidence to suggest that students perceive teaching staff who have completed a teaching induction program as better teachers than those who have not.

Suggested approach: Develop a set of variables that could be used to select similar academic staff who started university teaching within three years (for example, number of years teaching, discipline, year levels taught, completed/not completed a teaching induction program, mode of teaching). Within a large university, identify two groups which are similar in all the variables except whether they have completed a teaching induction program or not. Retrospectively compare the end-of-unit student surveys for both groups to answer the research question 'Do student perceive that teachers who have completed a teaching induction program are better teachers than those who have not?'.

Impact of teaching induction programs on student learning

Research to determine the impact of teaching induction programs on student learning may not have been previously undertaken because it is very difficult, if not impossible to determine.

Suggested approach: At one or more universities that have a well-developed, substantive teaching induction program, develop a cohort of teachers who have taught for one semester, and who will next year teach the same units, to complete the teaching induction program. Compare student results, such as grade distribution and failure rate between the pre-teaching induction program unit and the post teaching induction program.

Going forward

The fact that eight colleagues from the Fellowship are co-authors of the paper that has been accepted for publication and nine co-authors for the paper that is under development suggests that there is interest in the team to pursue the research agenda into the future.

4. A teaching induction website

The executive of CAULLT, which originally contributed to the funding of the Fellowship, agreed to host the Fellowship website at https://www.caullt.edu.au/project-resources/olt-fellowship-and-mooc-available.

5. Conference and event presentations and a paper

While not part of the Fellowship objectives, nine conference/meeting/award presentations and three posters were given about the Fellowship as part of the dissemination plan and to generate interest. One article has been accepted for publication and one paper is under construction.

Fleming, J. & Naido, K. (2017). *Quality in Teaching and Learning. Higher Education Services, Assessment and Review Summit*, 19-20 September, Melbourne.

Fraser, K. (2016). *Teaching induction for the sector*. Council of Australian Directors of Academic Development conference, March 17 – 18, Brisbane.

Fraser, K. (2016). *A 2016 OLT National Teaching Fellowship: A national, open access Learning and Teaching Induction Program (LTIP) for staff new to teaching*. Poster. Higher Education Research and Development Society of Australasia conference, 4-7 July, Fremantle.

Fraser, K. (2018). *Contemporary approaches to university teaching*. Australian Learning and Teaching Fellows meeting, November 28, Christchurch, New Zealand.

Fraser, K. (2018). *Contemporary approaches to university teaching: A MOOC*. Council of Australasian Leaders in Learning and Teaching conference, November 8, Wollongong.

Fraser, K. (2018). *Contemporary approaches to university teaching: A MOOC*. Ako Aotearoa Talking Teaching Conference, November 29-30, Christchurch, New Zealand.

Fraser, K. (2018). *Contemporary approaches to university teaching: A MOOC*. Australasian Academic Development Good Practice Awards, November 7, Wollongong.

Fraser, K. (2017). *Online learning and teaching induction program for Australian Higher Education*. Council of Australian Directors of Academic Development conference, November 2-3, Newcastle.

Fraser, K. & Clarke, L. (2017). *A 2016 OLT National Teaching Fellowship: A national, open access Learning and Teaching Induction Program (LTIP) for staff new to teaching*. Poster. Victorian/Tasmanian Promoting Excellence Network workshop, August 7, Melbourne.

Fraser, K. & Clarke, L. (2017). *A 2016 OLT National Teaching Fellowship: A national, open access Learning and Teaching Induction Program (LTIP) for staff new to teaching*. Poster. Australian Awards for University Teaching Network event, December 14, Melbourne.

Fraser, K. & Clarke, L. (2018). *What do new Australian higher education teachers value in a teaching induction MOOC?* Higher Education Research and Development Society of Australasia conference, July 3-5, Adelaide.

Fraser, K. & Ryan, Y. (2017). *A snapshot of teaching induction program provision in the Australian higher education sector*. Higher Education Research and Development Society of Australasia conference, 28-30 June, Sydney.

Fraser, K., Ryan, Y., Bolt, S., Copeman, P., Cottman, C., Fisher, M., Fleming, J., & Luzeckyj. A. *Contemporary induction to teaching in Australian universities*. Accepted for publication by the *International Journal for Academic Development*.

Fraser, K., Ryan, Y., Naidoo, K., Luzeckyj. A., Fleming, J., Fisher, M., Bolt, S., Cottman, C., & Copeman, P. *Contemporary tertiary teaching induction programs: How might we best design them?* Paper under review.

6.   An Australasian award

While not part of the Fellowship objectives, the team was honoured as a winner of the inaugural 2018 Australasian Awards for Academic Development Good Practice Award – Finalist with Distinction.

Chapter 4: 2017 Pilot MOOC data

The data in this chapter are the subject of a paper under review. Highlights from the analysis of the participant survey data are presented in this chapter, and a fuller description of the analysis is in Appendix J. Appendix B illustrates the modules provided in the pilot MOOC.

Enrolments and engagement

In the Fellowship application, we predicted that five participants would enrol in the pilot from the 11[16] collaborating institutions. The predicted total of 55 participants was far surpassed when 184 staff enrolled. Additionally, 41 experienced colleagues requested enrolment, all coming from 22 Australian universities and six non-university institutions (225 enrolments in total). We allocated experienced colleagues to a guest account, which did not allow them to participate in the discussion boards. While we thought the guest account data would be separate from that of the other 184 participants, many of the guests who worked through the modules completed the pre, post and end-of-module surveys. Unfortunately, the data analytics could not separate out the participation of individuals in the guest account so we can only determine a participation rate on the 184 individual enrolments.

Not including those in the guest account, of the other 184 people who enrolled, we know that 128 (70%) subsequently participated in the MOOC. The MOOC was designed as a 'just in time', 'just for me' resource so that participants could use as much or as little of the resource as suited their purposes. Pilot MOOC participants were informed that those who engaged with six or more modules and completed two quizzes would be given a Certificate of Participation by Swinburne University of Technology. Sixteen (9%) of the 184 participants who were not on the guest account were given a Certificate of Participation. It was not possible to determine a meaningful 'completion' rate for the pilot MOOC for the following reasons:

1. the MOOC was designed to allow participants to choose topics of most relevance to their needs;

2. the content of the modules generally did not allow for the meaningful use of multiple-choice quizzes that could be automatically marked. The big MOOC providers often use successful completion of end-of-module multiple choice quizzes to award completion certificates; and

3. the MOOC was developed on a very small budget when compared with the MOOC development costs[17] of the big providers, and as there was no resource allocation for the marking of any assessment task, no formal assessment was associated with the pilot.

The pilot MOOC was developed in Blackboard CourseSites, as it was the LMS used by the Fellow's institution. Blackboard CourseSites summary analytics provides data on the number of overall 'hits' made or the number of times someone 'opened' a module or resource. It does

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[16] Because of a central L&T unit restructure, one of tnh partner institutions dropped out before the Fellowship commenced, leaving 10 collaborating institutions.

[17] EdX charges $250,000 to help colleges build a course/subject, then charges $50,000 each time the course runs and they take a cut of revenue [based on 100 hours to 'build' and 8–10 hours each offer to maintain] (Kolowich, 2013a).

not provide information on how long a participant spent inside the module/resource, or how many sections within a module/resource were accessed.

Table 1 orders the 11 modules, two specialty modules and two resources based on the number of 'hits'. While it is possible that the number of participants and hits in modules/resources reflects the priority of topics for the participants, it is likely that other factors also influenced participation in certain modules over others; for example, the order in which the modules and resources were presented. Survey data presented later in this chapter show that participants, while intending to work on all modules across the semester, were not able to follow through on original intentions after the first few weeks, due to the pressure of work commitments.

Table 1: Modules/resources ordered based on most hits

Number of hits	Week*	Content	Number of end-of-module surveys completed
477	2	Planning for learning	35
325	1	Teaching your first class	57
247	3	Feedback for learning	22
246	4	Learning and teaching theories	14
228	6	Curriculum design	12
148	7	Assessment	8
105	5	Designing, implementing and supporting online learning	10
60	Resource**	Sessional staff	0
54	9	Teaching today's diverse learners	1
34	Specialty module**	Work Integrated Learning	1
28	8	Collaborative learning	4
26	10	Quality assurance and your responsibilities	6
26	11	Scholarly teaching and the scholarship of teaching	4
15	Resource**	Your professional wellbeing	0
17	Specialty module**	Teaching Mathematics	0

* The order in which the modules are presented.
** Resources/specialty modules located at the end of the modules within the course.

Participants commenced the MOOC either prior to or very early in their university's semester. The design of the MOOC reflected our belief that participants' concerns initially would be about the first time that they meet a class, and how to plan for the learning activities in their classes. For this reason, those modules were located at the beginning of the MOOC, and by weeks three and four of semester, colleagues are expected to assess and provide feedback to students, and again, these modules were located early in terms of 'order' of the modules in the platform. However, participants could participate in any module in whatever order they chose.

Pre-MOOC survey results

Of the 225 staff who participated in the pilot MOOC, 90 (40%) completed the pre-pilot MOOC survey (questions located in Appendix D). Approximately two-thirds of survey respondents were female, with over 40 per cent employed in continuing positions. Fifty-three per cent of

respondents had no teaching qualifications. There was a relatively even spread across the years of teaching experience, with 30 per cent in their first year and 29 per cent with over 10 years teaching experience. Sixty-six per cent of respondents were employed at their current institution for three years or less.

Respondents were spread across the disciplines, with more coming from Business and Health than other disciplines. Thirty-six respondents had not participated in L&T professional development in the last 12 months. The most common L&T professional development activities were conference, seminar and workshop attendance. Sixty respondents had completed their undergraduate degree in Australia, and 29 overseas.

The most frequent response to the question asking why respondents wanted to do the MOOC was to 'improve my teaching' (56), followed by having been encouraged by their university to do it (24). The other popular response was to appraise the MOOC to recommend to their staff (7).

The most frequent responses to what specific L&T area they wanted to improve related to student engagement in online learning (25), course and assessment design, including feedback and marking (12), followed by teaching strategies (9). Some commented they were 'open to improvements' as they were new to teaching and wanted to 'know it all'.

Post-MOOC survey results

Twenty of the 225 enrolled staff (9%) responded to the post-MOOC survey. Participants were asked to rate each module/resource that they had used as 'Very useful', 'Useful' or 'Not useful'. Table 2 reflects responses with percentages of total responses for each question (N = 20).

Table 2: Respondent perception of usefulness of module/resource

	Very useful	Useful	Not useful	No answer
Orientation week: Teaching your first class	13 (65%)	5 (25%)		2 (10%)
Week 2: Planning for learning	11 (55%)	6 (30%)		3 (15%)
Week 3: Constructive feedback	14 (70%)	2 (10%)		4 (20%)
Week 4: Learning and teaching theories …	10 (50%)	5 (25%)		5 (25%)
Week 5: Designing … online learning	9 (45%)	6 (30%)		5 (25%)
Week 6: Curriculum design	8 (40%)	5 (25%)		7 (35%)
Week 7: Assessment	12 (60%)	2 (10%)		6 (30%)
Week 8: Collaborative learning	8 (40%)	3 (15%)	1 (5%)	8 (40%)
Week 9: Teaching diverse learners	7 (35%)	5 (25%)		8 (40%)
Week 10: Quality assurance	4 (20%)	4 (20%)		12 (60%)
Week 11: Scholarly teaching	4 (20%)	5 (25%)		11 (55%)
Teaching Mathematics		2 (10%)		18 (90%)
Work Integrated Learning	2 (10%)	4 (20%)		14 (70%)
Sessional staff	1 (5%)	2 (10%)	1 (5%)	16 (80%)
Your professional wellbeing	2 (10%)	1 (5%)	1 (5%)	16 (80%)

N = 20 – not all respondents answered for all modules

It is evident from these responses that where participants completed the module the majority found them at least useful. If we assume that those who did not respond did not complete the module, then most respondents did not complete the last four modules or the two resources.

Two participants expressed frustration at not being able to complete more of the modules before responding to the survey. Reasons given for not completing modules were invariably workload-associated. Overall only three respondents found modules/resources that were not useful, with a different module/resource indicated in each case.

Information, resources and strategies were highly valued. Nine respondents (45%) said they intended reviewing/changing their practice from having completed modules. As some respondents were experienced colleagues, the percentage for inexperienced staff is likely to be higher than 45 per cent.

One question asked respondents if, as a result of doing the MOOC, their confidence in their teaching had changed. Ninety-four per cent of respondents (Table 3) perceived that completing the MOOC helped improve their confidence in teaching, with only one respondent indicating that their confidence had remained the same (two respondents did not answer this question). As experienced staff responded to the survey, the result that 30% of respondents perceived that their teaching confidence had improved substantially is a very positive result.

Table 3: 'As a result of doing this MOOC my confidence in my teaching…'

Confidence in teaching …	No and % responses
… has improved substantially	6 (30%)
… has improved a little	11 (55%)
… is about the same as before I did the MOOC	1 (5%)
No answer	2 (10%)
Total	20 (100%)

End-of-module/resource survey results

Each module was designed to take most participants about two hours to complete and, as illustrated in Table 4, this was achieved in only half of the modules for which we have data. Participant comments about the content of the longer modules did not suggest that the content was irrelevant, more that they struggled to find the time to complete the modules with their teaching and research responsibilities.

Table 4: Time spent by respondents on each module

Module	1	2	3	4	5	6	7	8	9	10	11	WIL
Time												
<1 hour	30%	20%		-	20%	8.3%	-	50%			25%	
1-2 hrs	63%	63%	41%	64%	30%	33.3%	62.5%	50%	100%	50%	25%	
>2 hrs	7%	17%	59%	36%	50%	58.3%	37.5%	-		50%	50%	100%
Total respondents	57	35	22	14	10	12	8	4	1	6	4	1

As a consequence of the feedback, some content in the modules that were taking most participants more than two hours to complete, was moved to an end-of-module 'optional' section.

The following were mentioned repeatedly by respondents as aspects of the module perceived to be most valuable:

- resources, ideas and strategies activities that can be used immediately in classes;

- opportunities to share with other higher education teachers;
- planning, design and assessment frameworks and templates that can be applied;
- tips for engagement, feedback and evaluation;
- deeper understanding of teaching as a discipline, and the scholarly work that sits behind this and can inform practice; and
- affirming practice or gaining confidence through engaging with relevant examples and hearing from others.

In some modules, particularly the longer ones, some participants did not engage with some or all of the discussion boards, activities or all of the readings. The reasons for not engaging with all elements of a module tended to relate to:

- time constraints - 'It would have taken me more time to complete the module'
- relevance to role -'I am a librarian and I don't teach consistently throughout the year … so some just didn't apply'; and
- prior knowledge - 'I didn't do it because I already know it'.

The vast majority had no difficulty understanding the content of the modules. The few things mentioned included:

- the topic of plagiarism;
- how to integrate and apply teaching theories to their teaching;
- a lack of clarity about a particular activity in Module 2; and
- the term 'learning management system'.

In response to this feedback, a glossary was added to the MOOC and some content was adjusted to be more accessible.

The sorts of things that participants thought that they would use in their teaching from the modules included: checklists, ice-breaker activities, active learning strategies, online assessment, the Assessment Design Decision Framework, co-operative learning made easy guide, top 10 tips, and evaluation techniques.

Participants said they would like more information including: more on online learning environments and help engaging distance students, copyright implications of MOOC content, and how to build high quality resources. One participant suggested that the quality of a digital recording in one module be improved while another suggested including discussion in a specific module. Several participants suggested that the quantity of content be reduced in one of the modules while one suggested removing a reference.

This feedback was provided to the module/resource developers who then chose how best to respond as they reviewed their content and activities for the 2018 launch of the MOOC. The feedback about the MOOC, both in terms of individual modules and the MOOC overall, was overwhelmingly positive and constructive. The engagement with modules past the first seven weeks was disappointing but not totally unexpected. Overall, we were reassured by the pilot data that the MOOC would be a valuable resource for the sector.

Chapter 5: 2018 MOOC preliminary outcomes

On 23 January 2018, *Contemporary approaches to university teaching* was launched via the Canvas Network. In this chapter we provide preliminary outcomes from this first, non-pilot, year of the MOOC, including uptake by individuals and institutions, and unsolicited comments from across the sector. Appendix C illustrates the content of the MOOC while Appendix E specifies the dissemination approach used. At the time of publication of this report, the MOOC will be in its third semester.

MOOC uptake: individuals

In the original February 2016 Fellowship application, we predicted that in the first six months approximately 500 staff from the partner institutions without teaching induction programs would enrol in the MOOC. Within 10 days of launching, just under 500 colleagues had enrolled from 11 different countries including Zambia, the UK, Peru, Namibia, the USA, New Zealand, Egypt, Vietnam, Uganda, South Africa and Australia. People who enrolled included librarians, sessional staff, learning technologists, academic developers, an education project manager and lecturers. Fifteen months since the launch 2791 people from 50 countries[18] have enrolled with a participation rate of 68%. (countries listed in footnote 3 on page v) as indicated in dark green on the map below. Staff from 39 of the 42 Australian institutions[19] enrolled in the MOOC, which included all Fellowship partners institutions and the lead institution. These figures far surpass the anticipated uptake of the MOOC in its first year after the pilot.

Figure 1: The 50 countries from which the MOOC participants enrolled in 2018

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[18] Participants who introduced themselves in the first activity indicated that they came from Albania, Algeria, Argentina, Australia, Azerbaijan, Bangladesh, Belarus, Bolivia, Brazil, Cambodia, Cameroon, Canada, China, Costa Rica, Egypt, England, Ethiopia, Ghana, India, Indonesia, Kenya, Kyrgyz Republic, Malaysia, Mexico, Moldova, Mongolia, Namibia, Nepal, New Zealand, Pakistan, Peru, Philippines, Puerto Rico, Republic of Ireland, Republic of Somaliland, Saudi Arabia, Scotland, Slovenia, South Africa, Spain, Tanzania, The United Arab Emirates, Trinidad and Tobago, Uganda, United States of America, Venezuela, Vietnam, Wales, Zambia and Zimbabwe.

[19] As defined by the *Higher Education Support Act 2003* (Australian Government, 2003, Section 16.15).

MOOC uptake: institutions

In the original application we predicted that six months after launch the MOOC would be in use at Fellowship partner institutions which did not have a teaching induction program. This and more was achieved at the six-month mark, and 15 months after the launch, one college, two private providers, and 18 universities from Australia; one Portuguese higher education institution; one Chilean institution; two New Zealand universities; a Hong Kong University and the Malaysian campus of one of the Australian universities are using the MOOC. Six universities and the Malaysian campus are encouraging their staff to enrol in the MOOC, three universities are using the content in their institution's professional development workshops/ programs, while another university is providing their staff with an assessment task when they complete the MOOC. Sixteen institutions from five countries have imported the MOOC content into their learning management system (LMS) and have contextualised or are in the process of contextualising the content for their own institution. In late 2018, Hong Kong colleagues started translating the MOOC into Mandarin (Putonghua) and Cantonese. In 2019 Chilean and Portuguese colleagues have started the process of translating the MOOC into Spanish and Portuguese respectively. Twenty-seven institutions from six countries are using the MOOC at the time of publication of the report.

Using the MOOC within institutional teaching induction programs

Deakin University

We would love to use your fabulous MOOC content for a new professional development plan for sessional staff we are introducing at Deakin. (unsolicited email, 6/2/18, Dr Julia Savage, Professional Learning, Learning Environments, Research and Evaluation). In a solicited email message, Dr Savage wrote: *We* [used] *your material relating to Assessment and Feedback, Teaching your first class and Online Teaching. We have plans, however, to continue to draw on your materials for further modules this year.* (16/4/18)

Macquarie University

I'm emailing you to let you know that we have been recommending your open access course as a substitute for our Foundations in Learning and Teaching program … We also intend to include your course as a substantive resource in our own professional learning programs … On behalf of those constantly searching for good professional development for learning and teaching in higher education, thank you for all the work you and your team/s have done here. It is an immensely valuable and accessible resource. (3/5/18, Dr Karina Luzia, Professional Learning Project Coordinator, Macquarie University)

CQUniversity (Fellowship partner)

Part of my portfolio is professional development particularly for new staff and casuals [and] it is my intention to start to use the course once [in 2019]. (Solicited email, 22/02/19, Associate Professor Julie Fleming, Associate Dean Scholarship and Technology, School of Education and the Arts)

Charles Sturt University (Fellowship partner)

Teaching staff new to Charles Sturt University (CSU) *who are required to meet probation requirements have the option to complete a 16 credit point Graduate Certificate of Learning*

and Teaching in Higher Education subject or to complete six modules from the Contemporary approaches to university teaching MOOC. For staff wishing to be awarded a CSU MOOC certificate of completion, they also need to complete three CSU assessment tasks. Fulfilling the certificate of completion equates to credit towards half of a Graduate Certificate subject. (Solicited email, 12/4/18, Kogi Naidoo, Director, Learning Academy)

Curtin University (Fellowship partner)
Curtin University Learning and Teaching has now placed the content of the MOOC onto Blackboard (with attributions to the OLT Project) to enable self-enrolment for academic staff. The MOOC content will be updated to align more closely with processes for Fellowship of the HEA. Participants in the MOOC can use the activities undertaken to reflect on practice and build evidence for Associate Fellowship of the HEA or as part of their assessment for the Graduate Certificate of Innovative Learning and Teaching. (Solicited email, 20/02/19, Professor Beatrice Tucker, Curtin University)

University of the Sunshine Coast (Fellowship partner)
The Centre for Support and Advancement of Learning and Teaching (C-SALT) has included information about the MOOC in their general learning and teaching resources for teaching staff.

It is recommended as a good starting point in preparation for conversations with our Learning Designer/or Academic Developer about aspects of curriculum design, teaching or assessment. Links to the MOOC have been integrated throughout our Foundations of University Teaching course materials, where the MOOC modules complement the content and activities of the Foundations course. (Solicited email, 11/5/18, Dr Caroline Cottman, C-SALT)

Swinburne University of Technology (Lead institution)
In Swinburne University of Technology's new staff teaching induction program, both academic and Pathways and Vocational Education staff are encouraged to enrol in Contemporary approaches to university teaching. In 2019 the university plans to offer staff who complete the MOOC the opportunity of completing an assessment task which will give them partial credit towards the core unit of the Graduate Certificate in Learning and Teaching in Higher Education. (Solicited email, 22/02/19, Associate Professor Liz Branigan, Director, Learning Transformations)

University of Southern Queensland
University of Southern Queensland have imported the MOOC into their LMS and Professor Kinash sent to us the flier advertising the program to their staff.
I thought you might like to have evidence of the national impact of your wonderful initiative. (Unsolicited email, 07/2/1, Professor Shelly Kinash, Director, Advancement of Learning & Teaching)

RMIT University, School of Science
We have heard so many great things about the Contemporary Approaches to University Teaching course Dr Fraser set up and via our colleagues in the College Academic Development Unit confirmed that the course is suitable for sessional staff and that it is a nation-wide, open access/free course. (Unsolicited email, 20/4/18, Boogie Balsan, Manager, Academic and Student Operations, School of Science, College of Science, Engineering and Health)

Ms Balsan subsequently confirmed that: *We have placed the MOOC in our Canvas shell for our sessional staff and will be running the first training session on 28 of February.* (Solicited email, 20/02/2019)

Victoria University

The module [Teaching today's diverse learners] *was used with one cohort as a pilot* [in 2018] *and is ready to go for 2019.* (Solicited email, 22/02/19, Dr Teresa De Fazio, Learning Innovation and Quality, Victoria University)

In addition, James Cook University, University of New South Wales, Massey University in New Zealand, Marcus Oldham College, Navitas Limited, EQUALS International and Politecnico de Coimbra in Portugal have imported the MOOC into their local LMS for use in/as their teaching induction program. Curtin University Malaysia, the Australian Catholic University and the University of Canterbury in New Zealand are encouraging their staff to utilise the MOOC, while Flinders University is using the MOOC content in their workshops.

Translation of the MOOC

In late 2018 Professor Paul Lam, Associate Professor of the Chinese University of Hong Kong Centre for Learning Enhancement and Research, and his team, commenced working with us to translate the MOOC into Cantonese and Putonghua (Mandarin). China has approximately 3000 universities and the potential impact of the MOOC in China is immense.

Unsolicited comments

The following comments are all unsolicited and have been sent to the Fellow primarily in response to the 2018 MOOC; however, some comments were made in response to the 2017 pilot MOOC. These comments are a representative sample of the comments received about the MOOC by the Fellowship team. They have been categorised into two categories: (a) impressed by the quality of the MOOC, (b) wishing to promote the MOOC.

Impressed with the quality of the MOOC

Thanks for the wonderful University Teaching course on the Canvas platform, great efforts. (13/2/18, Dr Ahmed Mekkawy, Macquarie University)

Just enrolled and had a browse through the content – very impressive. The breadth of the material is amazing. (4/2/18, Professor Chris Pilgrim, Pro Vice-Chancellor [Education and Quality], Swinburne University of Technology)

Congratulations on this excellent piece of work. I have been promoting it here amongst the PVCE team, and we will certainly refer to it in our own staff inductions. (19/1/18, Associate Professor Simon McIntyre, Associate Dean Education, UNSW Sydney)

I have just had a final feedback session with the team completing the [pilot] *MOOC and their big question was about ongoing access to the MOOC. Many of them found the info really useful and were wondering how long they would get access to it for if they wanted to go back at some point and re-read.* (23/10/17, Kellie Smyth, Charles Sturt University)

I think the MOOC you have developed will have universal appeal across the HE sector and I am looking forward to incorporating it into our professional development stacks for our

commencing staff. I am also considering how we might provide staff with a credential for its completion. The content is spot on and very relevant to RMITs context too. Thanks again Kym. Your leadership in this space has been so welcomed. (Unsolicited email, 14/4/18, Professor Belinda Tynan, Deputy Vice Chancellor Education, RMIT University)

Wishing to promote the MOOC

I have been actively looking for suitable content of contemporary teaching practices, and have found your course. I am very interested in completing the "Contemporary Approaches to University Teaching for myself and then potentially offering it to a number of staff I manage. (20/3/18, Paul Sesta, Manager Science, Engineering and Technology, Swinburne University of Technology)

We have a few new academic staff who joined us recently and would very much like them to undertake your MOOC on Contemporary Approaches to University Teaching. (6/3/18, Professor Tang, Siew Fun, Dean Learning and Teaching, Curtin University, Malaysia)

I have just enrolled in your MOOC this morning and ran through the orientation week module. It was great. I lead an education consultancy called Curio....We are keen to promote your MOOC to the community (~13,000 academics) … We had been thinking of developing our own course like yours for this group, but think it would be better if we suggested your MOOC. (5/3/18, David Bowser, Founder and CEO, Curio)

Congratulations Kym, to you and others who have been working on this. What a wonderful achievement. I'm sure it will be an extremely useful resource and I will be happy to promote it where and when I can. (9/11/17, Dr Cathy Stone, University of Newcastle)

I saw from the SEDA email group that you are running a very useful MOOC in January. I would like to publicise it to our academics, hopefully many of whom would be interested in participating. (20/11/17, Natalie Spence, Senior Learning Designer, Macquarie University)

Last week I was at the University of Papua New Guinea to work with their Centre for teaching, learning and staff development in their delivery of a two-day Foundations workshop. I have provided that group (17) with the details of your online course and will continue to encourage them to enrol and complete the course. (Unsolicited email, 20/02/19, Dr Andrea Lynch, James Cook University)

In conclusion

By any measure, this non-pilot, first iteration of the MOOC has far surpassed the uptake outcomes that we had predicted and hoped for when first proposing to build the resource. Further research post the Fellowship will be needed (refer to Chapter 3) to determine if the MOOC does have an impact on the teaching practice of those who engage with it. Table 5 shows the Impact Management Planning and Evaluation Ladder provided in the original application. The last column shows the actual results of the impact of the Fellowship program of activities in its first year.

Table 5: The Impact Management Planning and Evaluation Ladder (IMPEL) with anticipated and actual outcomes

	Program completion	Six months post-completion	12 months post-completion	Actual data 15 months post-MOOC launch
1. Team members (Fellowship team)	Teaching induction professional development. Fellowship members (11) enrol at least five new staff in the pilot LTIP (over 50 in total). Some institutions will offer the pilot to all new staff.	Members engage in teaching induction SIG and research which will foster further Fellowship **dissemination**. LTIP in use at Fellowship members' institutions where they do not have a program.	More than one research project underway through the Teaching Induction SIG.	SIG not in operation. The MOOC (called LTIP in the original application) is in use in 27 institutions in six countries (six Fellowship partners and the lead institution, referred to as 'members' in column 1). Our work was recognised in the 2018 Australasian Academic Development Good Practice Awards as a Finalist with Distinction.
2. Immediate students	LTIP piloted with approximately five new staff from each of the 11 institutions in the Fellowship network.	Approx. 500 staff from the eight institutions without programs enrolled in LTIP. Changes in staff confidence to teach and teaching practices.		2,791 staff from 50 countries enrolled in the MOOC. Pilot MOOC survey data showed that most staff who completed the post-MOOC survey perceived that doing the MOOC improved their teaching confidence.
3. Spreading the word	CADAD/HERDSA/ACODE etc., newsletters, conferences, Twitter, Google Plus.	Teaching Induction SIG meetings and events; conferences.		One conference poster, two event posters, nine conference/event presentations, and one paper accepted for publication. Awareness raised through CADAD, HERDSA, ICED, ASCILTE, AAUT and ACODE newsletters.
4. Narrow opportunistic adoption	Covered in 1 above.			
5. Narrow systemic adoption		Some Fellowship institutions without programs develop institution specific induction sessions to complement LTIP.	Some Fellowship institutions make LTIP compulsory for their new to teaching staff.	Twenty-seven institutions from six countries are using the MOOC (which was called LTIP in the application). In 2019 the MOOC is being translated into Cantonese and Putonghua (Mandarin), Portuguese and Spanish.
6. Broad opportunistic adoption		Some Australian institutions with their own programs use some LTIP modules.	International teaching staff enrolled in LTIP.	Participants from 49 countries other than Australia have enrolled in the MOOC. Many Australian universities with their own teaching induction program are using the MOOC with their staff.
7. Broad systemic adoption		Colleagues nationally and internationally participate in the teaching induction SIG.	Some institutions not originally involved in the Fellowship make LTIP compulsory for new to teaching staff.	SIG not in operation.

Chapter 6: Discussion and conclusions

All but one of the proposed outcomes of this Fellowship has been achieved - the Special Interest Group. It is deeply disappointing that we were not able to initiate either a SIG or a professional development program with other teaching induction colleagues. It was not for want of trying in different ways. We suspect that work load pressures may be a key reason.

The other outcomes - the research agenda, website and the MOOC - have all been developed. Members of the Fellowship team expect to engage in the research agenda into the future. In addition to the proposed Fellowship program of activities, research that was not part of the original Fellowship proposal has been completed with the development of a paper showing a snapshot of contemporary teaching induction in the Australian higher education sector.

The motivation to develop the MOOC was born out of the Fellow's perception and research findings that many Australian universities had not provided ongoing substantive teaching induction for staff new to teaching over the last 17 years, at least (Dearn et al., 2002). The Fellowship partners also shared my perception and the belief that teaching induction can help staff to improve their teaching practice and confidence; it can provide a much needed life-line to those new to teaching who feel that they have been 'thrown in at the deep end'.

It was clear to us that a **national**, expert-designed teaching induction program could usefully be developed, as new teaching staff in all Australian universities need information on the same topics; for example, feedback, student engagement, online learning, assessment, and curriculum design. We wanted to mitigate the costly need for every Australian university to 'reinvent the wheel' developing content on the same topics.

We believed that we could develop such a program and that many in the sector would find our work of value. It is gratifying then that even within 12 months of launching *Contemporary approaches to university teaching*, many in the sector, both nationally and internationally, have found our work both valuable and useful. There have been 1,851 individuals from across 50 countries who have enrolled in the 12 months since the MOOC's launch. Fifteen Australian institutions, two New Zealand institutions and the Malaysian campus of one of the Australian institutions are using the MOOC or its content. Unsolicited feedback on the MOOC has been overwhelmingly positive, with no exceptions.

The critical friend, Adjunct Professor Yoni Ryan, and the evaluator, Dr Coralie McCormack, were crucial to the success and the impact of the Fellowship. Both regularly advised me, the Fellow, on different matters including laying the foundations for the collegiality of the group, methodologies used in the Fellowship, authorship questions, and ethics application issues. Dr McCormack regularly provided me with updates throughout the project on progress that I used to guide my leadership of the Fellowship.

Having an experienced project manager work with me from the application stage to the end of the Fellowship has been critical to its success. Linden Clarke brought to the project excellent interpersonal skills, an eye for detail, and a dedication to the Fellowship that went beyond her work role.

It was extremely important to me, the Fellow, that the Fellowship be a success, so while there was no requirement for the Fellowship to be independently evaluated, I felt that it was essential to have an external, paid evaluator to help guide our work and help me to ensure the best management and leadership of the Fellowship. Dr McCormack's Evaluator's Report is located in Appendix I, and it shows that the Fellowship program of activities has been very successful. Her report also shows that my determination to lead the Fellowship well has been realised.

> *Fellowship partners agreed that through the Fellowship leader's approach to leadership and her careful implementation they experienced working on the Fellowship activities in a safe environment, respectful of other people … if the Fellowship processes had been in the 'wrong hands', the products that were created, such as the MOOC, would not have been of the high quality they turned out to be.* (Appendix I, page 3)

The evaluator also determined that the high expectations of the partners expressed at the start of the Fellowship were achieved, including skill and knowledge building, not only in content but also leadership and communication; making new professional connections/ collaborations; confidence; and ability to influence the sector.

The challenge now for the Fellow and the partners is to keep the MOOC up to date. While there is money budgeted for basic maintenance, checking of links etc. for three years, updating and continuing to disseminate information about the MOOC will require time, energy and goodwill, none of which is in anyone's allocated workload. I am, however, optimistic that given the success of the MOOC and the pride the partners and module/resource developers have expressed in our collaborative endeavour, the MOOC will continue to be nurtured by many colleagues for the foreseeable future.

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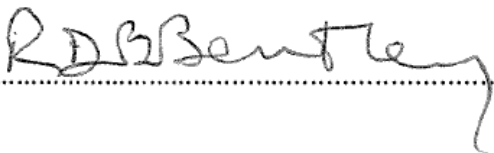
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Appendix A: Certification by Deputy Vice-Chancellor

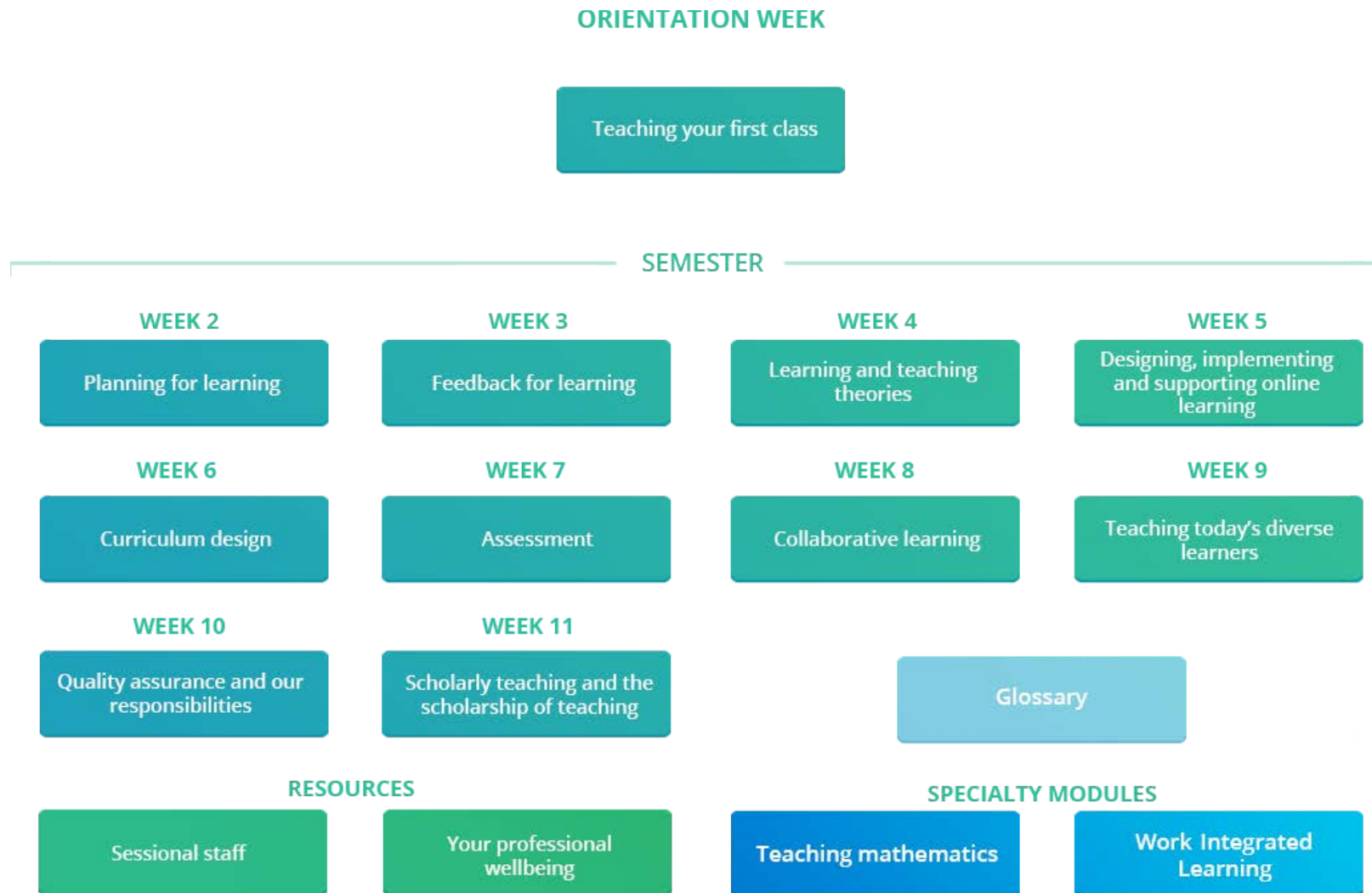***Certification by Deputy Vice-Chancellor (or equivalent)***

I certify that all parts of the final report for this OLT fellowship provide an accurate representation of the implementation, impact and findings of the project, and that the report is of publishable quality.

Name: ....RDBBentley............ Date: ...5/3/2019

Professor Duncan Bentley
Deputy Vice-Chancellor (Academic)

Appendix B: 2017 Pilot MOOC modules and resources

ORIENTATION WEEK

Teaching your first class

SEMESTER

WEEK 2	WEEK 3	WEEK 4	WEEK 5
Planning for learning	Feedback for learning	Learning and teaching theories	Designing, implementing and supporting online learning

WEEK 6	WEEK 7	WEEK 8	WEEK 9
Curriculum design	Assessment	Collaborative learning	Teaching today's diverse learners

WEEK 10	WEEK 11		
Quality assurance and our responsibilities	Scholarly teaching and the scholarship of teaching		Glossary

RESOURCES

Sessional staff

Your professional wellbeing

SPECIALTY MODULES

Teaching mathematics

Work Integrated Learning

Appendix C: 2018 MOOC modules and resources

ORIENTATION WEEK

Teaching your first class

SEMESTER

WEEK 2
Planning for learning

WEEK 3
Feedback for learning

WEEK 4
Scholarly teaching and the scholarship of teaching

WEEK 5
Designing, implementing and supporting online learning

WEEK 6
Curriculum design

WEEK 7
Assessment

WEEK 8
Collaborative learning

WEEK 9
Teaching today's diverse learners

WEEK 10
Quality assurance and our responsibilities

WEEK 11
Learning and teaching theories

Glossary

RESOURCES

Sessional staff

Your professional wellbeing

SPECIALTY MODULES

Teaching mathematics

Work Integrated Learning

A guide for librarians

The politics of Australian higher education

Appendix D: Pilot MOOC participant survey questions

Pre-MOOC survey questions

Question 1. What is your gender?

Question 2. What sector employs you?

Question 3. Is your role continuing, contract, sessional?

Question 4. In what country did you undertake your undergraduate degree?

Question 5. What teaching qualifications do you have?

Question 6. For how long have you taught?

Question 7. For how long have you been at your current institution?

Question 8. In what discipline/field do you teach?

Question 9. What learning and teaching professional development activities have you undertaken in the last 12 months?

Question 10. Have you enrolled in a MOOC before?

Question 11. Why have you chosen to do this MOOC?

Question 12. Are there specific areas of L&T that you would like to improve? If so, what are they?

Question 13. How confident are you in your current teaching practice? Please explain.

Question 14. On a scale of 1 – 5 (with 5 being the highest) how much do you enjoy teaching? Please explain.

Post-MOOC survey questions

Question 1. Which modules/resources did you do and why did you choose those modules/resources?

Question 2. What did you find most useful about the MOOC?

Question 3. What did you find least useful about the MOOC?

Question 4. Was there a topic that wasn't introduced that you would like to see in the next version of the MOOC?

Question 5. Is there something that you would recommend that we change about the MOOC?

Question 6. On a scale of 1 – 5 (with 5 being the highest) how much do you enjoy teaching? Please explain.

Question 7. As a result of doing this MOOC my confidence in my teaching...

- Has improved substantially
- Has improved a little
- Is about the same as before I did the MOOC.

Please explain.

Question 8.   Identify 3 things that you want to do as a result of this MOOC.

Question 9.   Any other feedback?

End of module/resource survey questions

Question 1.   How long did it take you to complete the module?

Question 2.   If you didn't do some parts of the module, what were they and why didn't you do them?

Question 3.   What aspects of the module do think that you will use in your teaching?

Question 4.   What, if anything in the module is still unclear for you?

Question 5.   In your opinion, is there anything that we can do to improve the module?

Appendix E: Dissemination process

The partners in the Fellowship and the lead institution comprised 10 of the 42 Australian universities. The universities covered all states of Australia and one of the two territories. The 34 module developers came from 20 Australian institutions, including the lead and partner institutions, and one United Kingdom University. When the 33 reviewers are added into the mix, people who worked on the MOOC came from 25 of the 42 Australian universities[20]. The involvement of so many people in the Fellowship from so many Australian universities ensured that relevant stakeholders in the majority of Australian universities were aware of the resource.

Through our dissemination plan we targeted L&T groups and leaders, some of whom would have responsibility for developing and implementing teaching induction programs. Information was disseminated through newsletters for HERDSA, the Australasian Council on Open, Distance and e-Learning (ACODE), the Australasian Society for Computers in Learning in Tertiary Education (ASCLITE), the UK Staff and Educational Development Association (SEDA), the UK Higher Education Academy Principal Fellows list, the Australian Awards for University Teaching (AAUT) Network, and the International Consortium of Educational Development (ICED).

We also presented on the Fellowship at: the 2017 Higher Education Services, Assessment and Review Summit; the 2016, 2017 and 2018 HERDSA conferences; the 2017 Victorian/ Tasmanian Promoting Excellence Network workshop; the 2017 Australian Awards for University Teaching Network event; the Ako Aotearoa Talking Teaching conference; and the 2016 and 2017 Council of Australasian Leaders in Learning and Teaching (CAULLT) conferences. At the time, 34 Australian universities were members of CAULLT, and many CAULLT representatives are centrally based L&T leaders who usually have responsibility for their university's teaching induction program, so they are key stakeholders for the Fellowship outcomes.

Through the teaching induction blog we disseminated information about the progress of the Fellowship. We also developed a list of several hundred people who had contacted us about the MOOC and included Australian teaching induction program directors in the list. We regularly used that list to update colleagues on the progress of the Fellowship.

The fact that 1,851 colleagues enrolled in the MOOC in the first year of its launch, that they come from 50 countries, and that 17 tertiary institutions and the Malaysian campus of one of those institutions are using the MOOC, suggests that the dissemination plan has been successful.

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[20] As defined by the Higher Education Support Act 2003 (Australian Government, 2003, Section 16.15).

Promotional flyer

Appendix F: MOOC module developers

Marie (Bernie) Fisher, Australian Catholic University

Dr Kogi Naidoo, Charles Sturt University

Associate Professor Beatrice Tucker, Curtin University

Dr Julie Fleming, CQUniversity

Dr Rola Ajjawi, Deakin University

Associate Professor Phillip Dawson, Deakin University

Friederika Kaider, Deakin University

Associate Professor Nina Fotinatos, Federation University Australia

Dr Ann Luzeckyj, Flinders University

Professor Birgit Loch, La Trobe University

Associate Professor Katherine Seaton, La Trobe University

Dr Agnes Bosanquet, Macquarie University

Cathy Rytmeister, Macquarie University

Dr Charlotte Brack, RMIT University

Michelle Matheson, RMIT University

Christine Ruddy, RMIT University

Leoni Russell, RMIT University

Associate Professor Kym Fraser, Swinburne University of Technology

Dr Peter Copeman, University of Canberra

Dr Susan Bolt, University of Liverpool

Associate Professor Marina Harvey, UNSW Sydney

Professor Natalie Brown, University of Tasmania

Caroline Cottman, University of the Sunshine Coast

Associate Professor Kelly Matthews, The University of Queensland

Astrid Davine, The University of Western Australia

Tracy Frayne, The University of Western Australia

Dr Bonnie Dean, University of Wollongong

Dr Janine Delahunty, University of Wollongong

Dr Kathryn Harden-Thew, University of Wollongong

Dr Lisa Thomas, University of Wollongong

Dr Teresa De Fazio, Victoria University

Dr Sally Gauci, Victoria University

Rosie Greenfield, Victoria University

Adjunct Professor Yoni Ryan, Queensland University of Technology

Appendix G: MOOC reviewers

Professor Patrick Crookes, Australian Catholic University

Nyree Kelly, Australian Catholic University

Associate Professor Theda Thomas, Australian Catholic University

Dr Philip Charlton, Charles Sturt University

Sonia Ferns, Curtin University

Veronica Goerke, Curtin University

Janine Macleod, Curtin University

Dr Ratna Malar Selvaratnam, Curtin University

Raelene Tifflin, Curtin University

Associate Professor Beatrice Tucker, Curtin University

Patrice Williams, Curtin University

Dr Audrey Geste, Edith Cowan University

Professor Angela Hill, Edith Cowan University

Dr Catherine Moore, Edith Cowan University

Dr Katrina Strampel, Edith Cowan University

Professor Janice Orrell, Flinders University

Professor Mick Healey, Higher Education Consultant and Researcher

Kylie Budge, Museum of Applied Arts & Sciences, Sydney

Angela Clarke, RMIT University

Thembi Mason, RMIT University

Pauline Porcaro, RMIT University

Tony Guilding, Swinburne University of Technology

Dr Elizabeth Levin, Swinburne University of Technology

Adjunct Associate Professor Peter Ling, Swinburne University of Technology

Dr Chi Baik, The University of Melbourne

Tim Beaumont, The University of Melbourne

Dr Cathy Stone, The University of Newcastle

Professor Carole Steketee, The University of Notre Dame

Professor Margaret Hicks, University of South Australia

Dr Sara Booth, University of Tasmania

Dr Barbara Maenhaut, The University of Queensland

Dr Alisa Percy, University of Wollongong

Dr Gordon Joughin, University of Wollongong

Appendix H: Fellowship Reference Group

Dr Alisa Percy, University of Wollongong

Professor Angela Hill, James Cook University (CAULLT representative)

Adjunct Associate Professor Allan Goody, James Cook University (HERDSA representative)

Professor Belinda Tynan, RMIT University

Adjunct Professor Margaret Hicks, University of South Australia

Dr Simon McIntyre, UNSW Sydney

Adjunct Professor Yoni Ryan, Queensland University of Technology

Appendix I: Evaluator's report

Australian Government
Department of Education and Training

A national, open access Learning and Teaching Induction Program (LTIP) for staff new to teaching

Evaluation Report, May 2018.

Evaluator: Dr Coralie McCormack

Independent Higher Education Consultant
Higher Education Research and Development Society of
Australasia (HERDSA) Life Member

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Evaluation Summary

Drawing from evidence systematically gathered over the Fellowship period (Attachment 1) this evaluation reports the nature and extent of the achievement of the Fellowship aims and the value added (outcomes and impacts) for key stakeholders arising from their participation in the Fellowship. It identifies positive sign posts pointing towards a sustainable future for the MOOC with a cautious reminder that, although the Fellowship has been worthwhile, uncertainty is still 'in the air'.

Nature and Extent of the Achievement of the Fellowship Aims

Fellowship partners recognised that the key point that had made a positive difference to the achievement of the Fellowship aims was the Fellowship leadership. Fellowship partners agreed that through the Fellowship leader's approach to leadership and its careful implementation they experienced working on the Fellowship activities in a safe environment, respectful of other people. In this safe environment frequent opportunities to consult with each other encouraged collaborative ways of working that brought Fellowship partners together as a team through efficient and effective management of the Fellowship process. Fellowship partners agreed that if the Fellowship processes had been in the 'wrong hands', the products that were created, such as the MOOC, would not have been of the high quality they turned out to be.

Fully Achieved Aim 1: Develop and pilot a national, open access Learning and Teaching Induction Program (LTIP) for staff new to teaching.

By addressing an immediate, just in time need for teaching professional development, the Learning and Teaching Induction Program (LTIP) has stimulated a concerted effort to improve the quality of teaching in the Australian higher education sector through professional development for staff who are new to teaching in both institutions with an existing induction program and those with no current provision for teaching induction.

One hundred and eighty four participants from 22 Australian universities and six other non-university institutions enrolled in the pilot MOOC (semester 2 2017). In addition to the participants enrolled in the pilot MOOC, approximately 41 colleagues nationally and internationally requested guest access to review the MOOC. Pilot MOOC participants reported increased confidence in their teaching and increased accessibility to quality learning and teaching resources. Participation alerted them to immediately applicable teaching strategies and encouraged reflection on their teaching. At the time of submission of the evaluation report, 951 people from 24 countries had enrolled in the semester 1 2018 MOOC. People who enrolled included librarians, sessional staff, learning technologists, academic developers, an education project manager and lecturers.

Fully Achieved Aim 2: To investigate the under-explored area of teacher induction to begin a research program in this area.

The research agenda mapped out during the Fellowship explored the research questions listed below, disseminating the research findings through the following deliverables.

Research questions	Deliverables achieved
What would a snapshot of teaching induction provision in today's Australian universities look like?	Fraser, K. (2016). *Teaching induction for the sector*. Council of Australian Directors of Academic Development conference, 17-18 March, Brisbane. Fraser, K. (2016). *A 2016 OLT National Teaching Fellowship. A national, open access Learning and Teaching Induction Program (LTIP) for staff new to teaching*. Poster. Higher Education Research and Development Society of Australasia conference, 4-7 July, Fremantle**.** Fraser, K., and Ryan, Y. (2017). *A snapshot of teaching induction program provision in the Australian higher education sector*. Higher Education Research and Development Society of Australasia conference, 28-30 June, Sydney**.** Fraser, K. (2017). *Online learning and teaching induction program for Australian Higher Education*. Council of Australian Directors of Academic Development conference, 2- 3 November, Newcastle. Annotated bibliography focused on teacher induction, updated the section on teacher induction that was part of the 2010 literature review compiled for the 'Preparing Academics to Teach in Higher Education (PATHE)' project. Fraser, K., Ryan, Y., Bolt, S., Copeman, P., Cottman, C., Fisher, M., Fleming, J., and Luzeckyj, A. (under review). *A snapshot of induction to teaching in Australian universities*.
What teaching and learning topics are of most interest to teaching induction program directors and participants?	Fraser, K., and Clarke, L. (2018). *What do new Australian higher education teachers value in a teaching induction MOOC?* Higher Education Research and Development Society of Australasia conference, 3-5 July, Adelaide. Under preparation, a refereed journal article authored by the Fellowship leader, Fellowship critical friend and Fellowship partners. The article uses the MOOC pilot data to provide advice to teaching induction program directors on what modules and topics MOOC participants appeared to value most.

These research questions and findings provide the groundwork for the expanded post-Fellowship research agenda outlined below by the Fellowship leader. The research program would determine impact on both the teaching practice of staff who complete the teaching induction program and the outcomes of their students.

> *We could focus on pre-post surveys and observation of practice of staff before and after they take the MOOC or another induction program. Then look at particular differences. There's a nice piece of research to be done following, as equivalent as possible, new cohorts of teachers where half of the cohort has done a teaching induction program…and the other half haven't done a teaching induction program…It could be done across several institutions using a common induction program like the MOOC.* (Fellowship leader interview, transcript p.2)

Most Fellowship partners (eight out of ten) have expressed interest in participating in ongoing MOOC-related scholarly activities, including publications and conference presentations with a 'marketing edge' and further research and publication around the way the MOOC is used.

Not achieved during Fellowship Aim 3: A 'Teaching Induction' Special Interest Group (SIG), under the auspices of HERDSA and/or internationally under the auspices of ISSOTL, could not be established during the life of the Fellowship.

> *Initially HERDSA wouldn't let us have a SIG that had non-HERDSA members. The SIG portfolio organisers went back to the HERDSA executive about the issue that I raised and that decision took a long time to make. Six months from the time I first made the request. When they did come back to me they said that the co-ordinators and the majority of the SIG members had to be HERDSA members. Not only was it too limiting but given the lack of interest in the blog I decided that it wasn't worth my time and effort to develop a SIG. I was unsure if I could make it work. That was a prioritising choice I made.* (Fellowship leader interview, transcript p.1)

An alternative format for a SIG — reviving the Australian Foundations Colloquium — was proposed. An invitation requesting expressions of interest was posted on the Teaching Induction blog and an email sent to all those identified through the Fellowship as being involved with teaching of their university's foundation/teaching induction program. The response to these invitations was insufficient to sustain an ongoing group.

Significantly achieved Fellowship Aim 4: The teaching induction website is currently under construction. The Council of Australasian University Leaders in Learning and Teaching (CAULLT) has agreed to host the website.

Nature and Extent of Outcomes and Impacts for Fellowship Partners

The outcomes Fellowship partners expected to achieve aligned with the outcomes and impacts they reported as having been achieved by the end of the Fellowship. Examples of the nature of Fellowship partners' expectations and the extent of their achievement are illustrated below.

Expected outcomes	Achieved outcomes and impacts
Sense of professional identity: skills, knowledge, confidence, attitudes, feelings	
I expect to increase skills and knowledge and appreciation of how others fulfil similar roles in the difficult and challenging circumstances faced by the sector. (Pre-Fellowship, Fellowship partner personal expectations survey) Working with an experienced team will be a mirror to reflect on my own skills, knowledge, attributes, attitude and confidence…I will be able to firm up how I see myself (professional identity) and enhance my leadership…relating to induction of teaching staff. (Pre-Fellowship, Fellowship partner personal expectations survey)	I've developed and consolidated some skills around designing online learning experiences. I've also learnt more about long distance collaborations, especially about reconciling conflicting priorities of my institution with those of a project that's externally driven to a different set of priorities and timeframes. (Post-Fellowship, Fellowship partner personal experience survey) Greater knowledge of what academic induction programs should look like because we certainly didn't have that approach previously. (Interviewee 3, transcript p.1)
Connections within the Fellowship team	
I expect to deepen some existing connections and make new ones. (Pre-Fellowship, Fellowship partner personal expectations survey) As I look around the table and listen to introductions I see faces and hear names I am familiar with and those that are new to me. I will be pleased to strengthen and deepen these connections. (Pre-Fellowship, Fellowship partner personal expectations survey)	I've met some people in my town who I didn't know very well…it's actually helped to build a lot of collaborations that I wouldn't have had access to. (Interviewee 1, transcript p.1). I made a number of connections with Fellowship partners I had not met before…We have now collaborated on a number of projects. (Post-Fellowship, Fellowship partner personal experience survey)

Professional practice	
I hope to learn more about how others do things and the wider relevance of those ways of working for my context (Pre-Fellowship, Fellowship partner personal expectations survey) I thought it would be helpful to understand how the project developed its online program so that where relevant and where useful we might actually utilize bits and pieces of it as appropriate. (Interviewee 7, transcript p.2)	I learnt a lot from the Fellowship leader personally, about how to run projects, how to communicate, how to bring people together, and how to create a really positive, quality product at the end. (Interviewee 3, transcript p.3) One of the unintended consequences that happened as a result was I've emphasized things slightly differently in my own teaching of first year. For example, when I'm teaching people about working with first year students and particularly when I'm teaching sessional staff, I put a little bit more emphasis on thinking about international students. (Interviewee 7, transcript pp.3-4)
Change ability to influence your world as a professional (voice, status, recognition)	
I hope engaging in this collaborative network will make my sometimes 'inaudible voice' louder not only in my institution, but nationally and internationally. (Pre-Fellowship, Fellowship partner personal expectations survey) I expect to increase my confidence and influence as a professional voice to improve academics new to teaching. (Pre-Fellowship, Fellowship partner personal expectations survey)	Being part of the Fellowship has helped my confidence so much that I have a much more credible voice and feel far more confident in contributing to and being heard in a group (which I had previously shied away from). (Post-Fellowship, Fellowship partner personal experience survey) One of the outcomes I found very surprising is that I now feel more confident about my ability to influence in the higher education sector. (Fellowship leader interview, transcript p.1)

The following Fellowship partner's personal experience story — *From self-doubt to confident professional* — was constructed by the evaluator using the Fellowship partner's words spoken in our interview conversation. The story provides a deeper and richer expression of the value added by the storyteller's Fellowship experiences than can be conveyed in the short extracts shared in the above table. A deeper understanding occurs because the individual story brings the outcomes and the impacts of the Fellowship to life by bringing to the fore the deeply held motivations, emotions, feelings and tensions of the storyteller.

From self-doubt to confident professional.
A Fellowship partner's personal story

I really didn't know what the benefits for me, both personally and professionally, would be to tell you the truth. Individually, I was like 'oh, I just don't really feel like I'm the right person to really be doing this'. I had really poor confidence going into it.

I pretty much had been tasked with being a Fellowship partner by my institution. The rationale being that if we want to be able to use the content of the MOOC, then I need to be there and contribute. And then we can work on it from there and see what kind of outcomes we get from it. I guess as a professional staff member I was more focused on what I'd been tasked to do within my job, rather than actually looking at it for individual benefits. When the Fellowship partners met for the first time I just thought I was completely the wrong person for it. I'm in a room full of academics. This is just bizarre. They're all experts in this field. I don't really know that much. This is going to be terrible. I felt like I really shouldn't be there.

In the end it actually turned out really well. Personally and professionally it was a pretty good experience. Meeting the academics was really interesting. And having a good chat with them over those few days, was pretty good. It was really good to have somebody around who was an expert that I could ask for advice and I did that.

After the MOOC project I became a unit coordinator and then I went into redevelopment of units and evaluation. I actually had a more sound knowledge of tying it to the pedagogy. I'm not sure I would have had the confidence to take on the unit if I hadn't been able to build myself up through the process of collaborating and contributing on the MOOC module and getting all the positive feedback which showed what I was doing was good enough.

For me the MOOC built up my professional confidence. Because I could do it. It helped me be less critical of myself in regards to output and things along those lines. I've now gone into the senior educational development advisor role in the new restructure.

MOOC Sustainability

⭐ Positive Signs

- **Challenges encountered and resolved by the Fellowship leader**

    - **Licensing agreement:** Swinburne advised me that I needed to have permission from every university whose staff contributed to the development of the modules and resources, was involved in the MOOC, because they were employed by the university even if they had done the MOOC work outside work hours. Something like 16-18 universities. SUT legal people drew up the contract but about 50% of legal people at the other institutions objected to the way the contract was written and wouldn't sign it. Untold hours, weeks and months were spent…It was an immense challenge. Some universities felt they didn't have to provide the copyright and this led to delays also. All this happened over four months. (Fellowship leader interview, transcript p.3)

    - **Putting material into Blackboard**: It's a small budget fellowship and the Fellowship was paying for putting the MOOC materials on Blackboard. However, I was given someone who didn't have the expertise needed to put the materials on Blackboard for the pilot. I spent a lot of money and didn't even have one module up. In the end someone was allocated who knew what to do and the pilot was ready in time. (Fellowship leader interview, transcript p.3)

    - **Rollover of MOOC from Blackboard to Canvas**: The timing of the rollout of the MOOC from Blackboard into Canvas raised concerns as pilot MOOC participants needed their online materials to remain available but the MOOC needed to be ready for full rollout in January 2018. Difficulties arose initially when only about 20% of content material for each module was able to be imported into the Canvas platform. This difficulty was resolved by manually importing the text and reinstating the images and links. (Email to Fellowship partners, 21st September 2017)

    - **Finding experts to write a couple of the modules**: I needed two people to write the modules for a number of reasons, people bring different ideas and invariably produce a better product. I didn't want to have only one person in case they got ill and couldn't finish their part. So, some modules started development later than others as I tried to track people down. My networks were useful to help find solutions. (Fellowship leader interview, transcript p.3)

- **Challenges yet to be overcome**

o **The teaching induction blog didn't take off**: The Fellowship leader had expected to have discussions of every sort on the blog. But, as time passed, she found that it didn't take off. Some Fellowship partners did contribute to the blog and saw value in their participation. Interviewee 1 for example, keenly responded to other people's views and appreciated the opportunity to meet in the blog, a place where everyone knew each other. For others, participation more likely involved a bit of a 'read on occasions'. So the reason for lack of take off? The Fellowship partners and the Fellowship leader similarly suggested lack of time and work commitments as factors constraining blog participation. The Fellowship leader suggested that the Fellowship partners, like every other academic and professional staff member, are overwhelmed with work. Blog participation would be a 'nice to have' but 'not necessary' addition to their life. Fellowship partners felt that time for blog conversations was not something that they could justify. (Fellowship leader interview; Fellowship partner interviews; Evaluator's report "Teaching induction blog activity", June 2016 to December 2017.)

o Providing MOOC participants with a **certificate of completion** for the modules they complete. There are no 'end of module' quizzes to assess participants' learning for example. Another challenge relates to the sector-wide nature of the MOOC. Who would give out the certificate? (Fellowship leader interview, transcript p.2)

- **Nature and extent to which partner institutions have ongoing engagement with the MOOC**

Of the ten partner institutions participating in the Fellowship, seven institutions have identified ongoing engagement with the MOOC.

o **Mandating the MOOC as their teaching induction program.** (Institution 8) Knowing that staff need professional learning I saw [the MOOC] as an investment for the future…the MOOC is mandatory for all our offshore campuses…the university is now ready to fully adopt the MOOC as a mandatory program for all new onshore campus staff.

o **Construction of induction pathways that meld MOOC modules and existing programs**. (Institutions 1, 2, 11) In the same time period that the MOOC was developed our foundations of university teaching program has been mandated for our new academic staff. We're looking at drawing on things like the MOOC as an open educational resource, or a component of the MOOC may become a recommended component within our course and have reflection and material built around that. It's sort of melding of the MOOC with an existing program and contextualising it to the institution as well.

- o **Download and repackage modules for institution's specific context, policies and purposes.** (Institution 3) In terms of sustainability for my own institution, we've got all the content and we're putting it in our own Moodle site. I am looking at putting the MOOC in as part of a holistic professional learning package. And it will be contextualised for our institution because we've got all the modules and we're just moving them around to fit what we need … we can add mentors and get people to follow a pathway where they have advice and forums and things so it's not as much stand alone.

- o **MOOC included within a range of resources available to new staff.** (Institution 11) …the benefit for academic staff is having the resources in a sense curated for them. Rather than them going on their own looking for the latest or the most essential reading on a topic area…this curated process happens and has happened through the eyes of experienced people and people knowing a particular area. Then they can be guided and be given a more guided approach to what they're reading and to what they're viewing and how they might apply that within their particular context of teaching.

- o **MOOC modules with assessment.** (Institution 9) [Name of institution] has a set of requirements for new teaching staff and depending on their experience they have to do a certain number and certain set of MOOC modules and then they do an assessment task and the university gives them a completion certificate.

Two institutions committed to continue with their existing program (Institutions 6, 7): *The thing that everyone says is most valuable in our foundations program is the opportunity to gain insight through meeting face-to-face other academics that are struggling in similar ways from across the institution and actually develop relationships with those academics.* Currently, the future of the MOOC *is very much up in the air* for Institution 10.

- **Nature and extent of interest in the MOOC beyond partner institutions**

  - o National and international universities seeking guest access to review the MOOC, to enrol their staff or clarify enrolment and module timing and access and permission to use MOOC content in their system.
  - o Offers to promote the MOOC from Australian non-partner universities.
  - o Offers to promote of the MOOC among educational consultancies and their clients.
  - o Requests from Australian non-partner universities to include MOOC modules in their existing teaching induction program.
  - o Requests to form partnerships with international universities.

- o Offers from 'champions' in positions of influence to promote the MOOC in their institution.
- o Expressions of interest in the MOOC for new categories of teaching staff, such as staff with strong research backgrounds and those in teaching-only institutions.
- o Inclusion of the MOOC in a redeveloped staff professional development program.

- **Future applications and opportunities that could extend the value of the MOOC**

  - o Grow the groups of people currently participating and engage further groups of people with the MOOC.
  - o Add new specialist modules and resources developed by national and international groups.
  - o Add new specialist modules for other teaching induction contexts e.g. induction modules for supervisors of higher degree research students, modules for higher degree research students seeking academic careers or modules that focus on future directions for personal/professional development support for people looking forward to making an application for a HEA Fellowship in the future.
  - o Consider ways to continue to develop the MOOC as a 'truly' open educational resource e.g. opportunities to comment, improve, republish resources.
  - o Consider who is to look after the ongoing MOOC: It lends itself to be looked after by a community of practice whose members have the expertise, for example, to keep the MOOC current and for using best teaching practices.

...**U**ncertainty is 'in the air'

- **Ensuring the MOOC continues to be a valuable resource**

There's money in the Fellowship budget for the MOOC to be updated annually for the next three years. Module developers will look at their module and the feedback it has received from participants and make changes.

However, some Fellowship partners were unaware of this funding; some were uncertain about the extent of this budget resource and whether the 'real' degree of commitment from Swinburne will match the expected degree of commitment if the need arises.

The following questions were raised by eight of the ten Fellowship partners. The Fellowship partners were deeply concerned about the sustainability of the MOOC given the different levels of commitment to ongoing engagement with the MOOC in their teaching induction programs. Raising the question "What happens after three years when Swinburne University

of Technology's commitment to the MOOC is completed?" during conversations with Fellowship partners led to many unanswered questions, including the following questions.

How do we ensure the quality of the MOOC as we go forward?

Universities often guarantee things and then don't do much about them. Having guaranteed, does that mean that there is somebody whose job it is to go in every couple of weeks and check that all the links are live? How is the contemporary feel of the MOOC to be maintained? Those sorts of things can make quite a difference to user experience.

There is the issue of the ongoing suitability of the current MOOC platform. What is the nature and degree of interactivity that Canvas supports? How easy is Canvas to modify? Who will support Canvas beyond the initial three years?

How are we going to move forward and keep updating the MOOC as the demands on academics, or the role of an academic, keeps changing and the nature of their work keeps changing?

Will the MOOC be reviewed? When? How do we handover to the next custodian so it can be further developed?

How will the answers to these questions be communicated to Fellowship partners, their institutions and other MOOC users?

❓ Was it all Worthwhile?

Drawn from the interview texts of Fellowship partners, the following 'poem' summarises the value of the Fellowship.

I think the Fellowship was worthwhile.

I value the output (the MOOC).

I value the fact that it is completed.

I feel very proud that we achieved it.

I feel my Fellowship expectations have been achieved.

I think it's really needed in Australia.

Attachment 1: Evaluation Framework

The evaluation framework agreed to by key stakeholders (i.e. Fellowship leader, Fellowship partners, Fellowship critical friend and the Fellowship reference group) was constructed around the following elements:

- Evaluation aims and questions to structure investigation of each of the aims (Table 1).

- Sources of data and timing of collection (Figure 1).

- Impact evaluation matrix: Value creation categories and impact indicators (Table 2).

- Ethical guidelines for the conduct of the evaluation.

Table 1: Evaluation aims and questions to structure investigation of each aim.

Evaluation aim	Evaluation question guiding the investigation of each aim
Determine the extent to which the fellowship has achieved its intended aims and outcomes (deliverables). Identify unintended outcomes and their influence on the Fellowship.	How effective were the Fellowship activities in relation to the achievement of the Fellowship aims?
Assess the nature of, and extent to which, the Fellowship outcomes and impacts provide value for stakeholders.	How effective were the Fellowship activities in relation to the achievement of the fellowship aims?
Identify strengths and challenges of Fellowship implementation, governance and management.	What were key stakeholders' experiences during the Fellowship?
Identify challenges to sustainability of the Fellowship outcomes and impacts.	What factors could help/hinder sustainability of Fellowship outcomes and impacts?

Figure 1: Data collection timeline.

Fellowship Beginning	• Pre-Fellowship, Fellowship partner personal expectations survey • End of initial Fellowship workshop survey • Document analysis: Fellowship nomination form and Institutional letters of support
Mid-Fellowship	• Pre-Pilot MOOC participant survey • Document analysis: Mid-Fellowship evaluator's progress report
Fellowship Completion	• Post-Fellowship, Fellowship partner personal experience survey • Post-fellowship Fellowship leader, Felowship partners and Fellowship critical friend interviews • Post-Pilot MOOC participant survey • Pilot MOOC end-of-module participant suveys • Document anaysis: Unsolicited emails to Fellowship leader • End-of-Fellowship teaching induction blog activity report

Table 2: Impact value creation category by impact indicators by stakeholder.

Value creation category	Impact Indicators by key stakeholder
Immediate value: Suggests the utility or perceived worth or significance of the project.	**Stakeholder: Fellowship leader** • Need for the Fellowship. • Purpose of the Fellowship. • Expected value for academics and institutions. **Stakeholder: Fellowship partners** • Need for an induction program where none existed. • Improve existing learning and teaching induction programs locally and sector wide. • Professional value expected to result from Fellowship participation.
Potential value: Refers to resources, such as information, documents, publications, tools and/or procedures, and social media, with the potential to add value during the grants' funding period and in the future.	**Stakeholder: Fellowship leader** • Potential of blog interactions to add value during the Fellowship. • Potential of a website to add value in the future. **Stakeholder: Fellowship partners** • Extent to which stakeholders gained access to resources they would not have had otherwise.

	• Extent of value added by social media interactions.
Applied value: Outcomes for individual professional capacities and capabilities**.**	**Stakeholder: Fellowship leader** • Extent to which Fellowship participation enhanced the leader's professional practice. **Stakeholder: Fellowship partners** • Nature and extent of change as a professional (skills, knowledge, confidence). • Nature and extent of an individual's network connections beyond their own institution. • Nature and extent of change in professional practice. • Nature and extent to which Fellowship participation enhanced the Fellowship partner's profile within and beyond their own institution.
Realised value: Evident in the effects applied value had on the achievement of what matters locally (within participants' institutions) and more broadly.	**Stakeholder: Fellowship leader** • Enhanced confidence to influence the higher education sector. **Stakeholder: Fellowship partners** • Nature and extent to which partner institutions have ongoing engagement with the MOOC. • Nature and extent of interest in the MOOC beyond the partner institutions. • Enhanced the profile of teaching induction. • Nature and extent of professional advancement resulting from the Fellowship.
Reframed value: Future applications and opportunities that could extend the value of the project to reframe the definition of its success.	• Nature and extent of challenges 'along the way'. • Nature of future applications and opportunities that could extend the value of the MOOC. • Nature of challenges that could negatively affect the future sustainability of the MOOC. • Nature of challenges with uncertain effects on sustainability of the MOOC.

During the development of the Fellowship evaluation plan the Fellowship leader, the Fellowship critical friend and the Fellowship evaluator negotiated a code of ethical guidelines in consultation with the reference group and the Fellowship partners. The main purpose of this negotiated code was to promote respect, concern and care for the physical, social and emotional dimensions of all evaluation participants. The code includes ground rules to guide interactions during Fellowship team meetings/activities:

- Be flexible
- Be courageous
- Be open to new ideas
- Trust each other
- Speak up
- Give everyone a chance to speak up
- Share openly
- Listen to all voices
- Be reflective
- No such thing as a dumb question
- Be forward looking
- Be respectful of each other
- Maintain confidentiality.

In addition, the code specifically considers the opportunities provided by the evaluation process for story writing. For example:

- Stories will not personally identify a fellowship team member or their institution.
- Fellowship team members will be free to withdraw their 'data' from the evaluation process at any time prior to the submission of the evaluator's report to the Fellowship leader.
- The evaluator's report will be sent to all Fellowship team members, who participated in the evaluation process, for comment.
- Evaluator will pay particular attention to the sections of text quoted from the individual stories to ensure anonymity and that taking each story from its data collection context did not change the meaning of that data.
- Evaluator will store evaluation data on a password protected personal computer and in a Dropbox folder to which only the evaluator has access.

Appendix J: 2017 Pilot MOOC data

The data in this appendix is the subject of a paper which is under development and is expected to be under review by the time this report is published. The analysis of the pilot MOOC participant survey data is summarised in this chapter in terms of reporting on: data analytics information about enrolments and participant engagement in modules; participant survey data prior to engaging in the MOOC; participant survey data post doing the MOOC; and participant survey data at the end of each module/resource

Enrolments and engagement

In the Fellowship application submitted in February 2016, we predicted that 11 partner institutions each would find five new teaching staff to participate in the MOOC (before the MOOC officially commenced, one of the original partners dropped out because of a restructure of their central L&T unit, so leaving 10 institutions partnering in the Fellowship). The predicted total of 55 participants was far surpassed in that 184 staff enrolled in the pilot MOOC. As well, 41 experienced colleagues requested enrolment in the MOOC, all coming from 22 Australian universities and six non-university institutions (225 enrolments in total). We allocated those experienced colleagues to a guest account, which did not allow them to participate in the discussion boards or complete the quizzes which featured in two of the modules. While we thought that we would be able to keep the guest account data separate from the data for the other 184 participants, many of the guests who worked through the modules completed the pre, post and end-of-module surveys. Unfortunately the data analytics could not separate out the participation of individuals in the guest account so we can only determine a participation rate on the 184 individual enrolments.

Not including those in the guest account, of the other 184 people who enrolled, we know that 128 (70%) subsequently participated in the MOOC. The MOOC was designed as a 'just in time', 'just for me' resource so that participants could use as much or as little of the resource as suited their purposes. Pilot MOOC participants were informed that those who engaged with six or more modules and completed two quizzes would be given a Certificate of Participation by Swinburne University of Technology. Sixteen (9%) of the 184 participants who were not on the guest account were given a Certificate of Participation. It was not possible to determine a meaningful 'completion' rate for the pilot MOOC for the following reasons:

1. the MOOC was designed to allow participants to choose topics of most relevance to their needs;

2. the MOOC was developed on a very small budget when compared with the MOOC development costs[21] of the big providers, and as there was no resource allocation for the marking of any assessment task, no formal assessment was associated with the pilot; and

3. the content of the modules generally did not allow for the meaningful use of multiple choice quizzes which could be automatically marked. The big MOOC providers often use successful completion of end of module multiple choice quizzes to award completion certificates.

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[21] EdX charges $250,000 to help colleges build a course/subject, then charges $50,000 each time the course runs and they take a cut of revenue (based on 100 hours to 'build' and 8-10 hours each offer to maintain) (Kolowich, 2013a).

The pilot MOOC was developed in Blackboard CourseSites, in line with the LMS used by Swinburne University of Technology, the Fellow's institution. Blackboard CourseSites summary analytics provides data on the number of overall 'hits' made or the number of times someone 'opened' a module or resource. It does not provide information on how long a participant spent inside the module/resource, or how many sections within a module/resource were accessed.

Table 6 orders the 11 modules, two specialty modules and two resources based on the number of 'hits'. While it is possible that the number of participants and hits in modules/resources reflects the priority of topics for the participants, it is likely that other factors also influenced participation in certain modules over others; for example, the order in which the modules and resources were presented. Survey data presented later in this chapter shows that after the first few weeks, while intending to work on all modules across the semester, participants were not able to follow through on original intentions due to the pressure of work commitments.

Table 6: Modules/resources ordered based on most hits

Number of hits	Week*	Content	Number of end of module surveys completed
477	2	Planning for learning	35
325	1	Teaching your first class	57
247	3	Feedback for learning	22
246	4	Learning and teaching theories	14
228	6	Curriculum design	12
148	7	Assessment	8
105	5	Designing, implementing and supporting online learning	10
60	Resource**	Sessional staff	0
54	9	Teaching today's diverse learners	1
34	Specialty module**	Work Integrated Learning	1
28	8	Collaborative learning	4
26	10	Quality assurance and your responsibilities	6
26	11	Scholarly teaching and the scholarship of teaching	4
15	Resource**	Your professional wellbeing	0
17	Specialty module**	Teaching Mathematics	0

* The order in which the modules are presented.
** Resources/specialty modules located at the end of the modules within the course.

Participants commenced the MOOC either prior to or very early in their university's semester. The design of the MOOC reflected our belief that participants' concerns initially would be about the first time that they meet a class, and how to plan for the learning activities in their classes. For this reason, those modules were located at the beginning of the MOOC and by weeks 3 and 4 of semester, colleagues are expected to assess and provide feedback to students, and again, these modules were located early in terms of 'order' of the modules in the platform. However, participants could take any module in whatever order they chose.

Pre-MOOC survey results

Of the 225 staff who participated in the pilot MOOC, 90 (40%) completed the pre-pilot MOOC survey (questions can be located in Appendix D).

Demographic data

Approximately two thirds of survey respondents were female, with over 40% being employed in continuing positions. Fifty-three percent of respondents had no teaching qualifications. There was a relatively even spread across the number of years of teaching experience, with 30 percent in their first year and 29 percent with over 10 years teaching experience. Sixty-six percent of respondents had been employed at their current institution for three or less years (Table 7).

Respondents were spread across the disciplines, with more coming from Business and Health than other disciplines. Thirty-six respondents had participated in no L&T professional development in the last 12 months. The most common L&T professional development was conference, seminar and workshop attendance. Sixty respondents had completed their undergraduate degree in Australia, and 29 overseas.

Table 7: Themes from participant pre-MOOC survey data

N = 90 but not all respondents answered all questions

Gender	Employment	Role	Teaching qualifications	Number of years teaching
F - 62 M - 28	High Ed - 88 VET -2	Continuing 38 Contract 29 Sessional 21 None 2	PhD 6 MEd 3 Grad Cert 9 So PG = 18 BEd 6 Cert IV - in Ed 18 None 48 CELTA -1	<1 year 26 1-3 years 18 4-9 years 16 >10 years 25

At institution	Disciplines	What L&T PD in last year	MOOC before
<1 year 30 1-3 years 30 4-9 years 20 >10 years 8 Mostly early career	AD 9 High Ed 1 Ed 6 Lib/ Info literacy 11 Bus 14 Eng 4 Creative Industries 7 Soc Sci 7 Health 19 Hum 3 Comm 6	None 36 Conf/ sem/ wshp 18 Scholarship 3 Online 8 Induction 2 GC 5 PhD 3 On job 1	Yes - 25 No - 65

Undergraduate degree - Australia - 60
Outside Australia - 29 - Countries: India, South Africa, Greece, UK, Lebanon, NZ, Brazil, Fiji, Netherlands, Malaysia, Iran, Israel, Mexico, USA, Ghana, Ecuador, Pakistan, Singapore and Indonesia
N/A – 1

Reasons for doing the MOOC

The most frequent response was to 'improve my teaching' (56), followed by having been encouraged by their university to do the MOOC (24). The other popular response was to appraise the MOOC to recommend to their staff (7).

Learning and teaching areas to be improved

The most frequent response related to student engagement in online learning (25), then course and assessment design, including feedback and marking (12), followed by teaching strategies (9). Some commented they were 'open to improvements' as they were new to teaching and wanted to 'know it all'. Another area of responses related to information literacy and copyright.

Confidence in teaching

Table 8: Self reported confidence in teaching – 5 is completely confident and 1 is little confidence

Rating	No. (Percent)
5	3 (3%)
4	45 (51%)
3	28 (31.5%)
2	11 (12.5%
1	2 (2%)
Total	89*

*One person did not respond to this question

Over 50 percent of respondents rated their teaching confidence as high. In this pilot it appeared that some participants with considerable teaching experience undertook the MOOC to appraise it for their own staff. Many who rated their teaching confidence as high (rating 4 or 5) commented that they 'have experience but can always improve' or they like to add new techniques, active learning or best practice (36). Those who selected the mid rating of 3 commonly expressed that they were new to teaching online, or teaching in higher education, or in Australia. Three respondents had received negative student feedback. Those who rated their confidence as low (rating 2 or 1) commented that they felt underqualified to teach.

Teaching enjoyment

Table 9: Self reported enjoyment of teaching – 5 is high and 1 is very low

Rating	No. (Percent)
5	36 (40%)
4	39 (44%)
3	10 (11%)
2	3 (3%0
1	1 (1%)
Total	89*

*One person did not respond to this question

Most respondents enjoyed teaching very much (rating 4 and 5 = 77). This may be related to the nature of the pilot cohort in which many had been teaching for many years. Those who greatly enjoyed teaching (4-5 ratings) commented on the 'Ah ha moments', seeing students learn, 'being passionate about their discipline' or 'sharing knowledge' and the 'learning journey'. There were mentions of challenges of the workload increasing, love teaching not marking, challenged by students questioning assessments, administrative load and reliance on sessional staff. Those rating their enjoyment low (2 or 1) indicated that teaching was not their primary role or that they had experienced challenges controlling a class.

Post-MOOC survey results

Twenty of the 225 participants (9%) responded to the post-MOOC survey. Participants were asked to rate each module/resource that they had used as "Very useful", "Useful" or "Not useful". Table 10 reflects responses with percentages of total for each question (N = 20).

Table 10: Respondent perception of usefulness of module/resource

	Very useful	Useful	Not useful	No answer
Orientation week: Teaching your first class	13 (65%)	5 (25%)		2 (10%)
Week 2: Planning for learning	11 (55%)	6 (30%)		3 (15%)
Week 3: Constructive feedback	14 (70%)	2 (10%)		4 (20%)
Week 4: Learning and teaching theories and principles	10 (50%)	5 (25%)		5 (25%)
Week 5: Designing, implementing and supporting online learning	9 (45%)	6 (30%)		5 (25%)
Week 6: Curriculum design	8 (40%)	5 (25%)		7 (35%)
Week 7: Assessment	12 (60%)	2 (10%)		6 (30%)
Week 8: Collaborative learning	8 (40%)	3 (15%)	1 (5%)	8 (40%)
Week 9: Teaching diverse learners	7 (35%)	5 (25%)		8 (40%)
Week 10: Quality assurance	4 (20%)	4 (20%)		12 (60%)
Week 11: Scholarly teaching	4 (20%)	5 (25%)		11 (55%)
Teaching Mathematics		2 (10%)		18 (90%)
Work Integrated Learning	2 (10%)	4 (20%)		14 (70%)
Sessional staff	1 (5%)	2 (10%)	1 (5%)	16 (80%)
Your professional wellbeing	2 (10%)	1 (5%)	1 (5%)	16 (80%)

N = 20 – not all respondents answered for all modules

It is evident from these responses that where participants completed the module the majority found them at least useful. If we can assume that those who did not respond did not complete the module, then most respondents did not complete the last four modules or the two resources.

Two participants expressed frustration at not being able to complete more of the modules before responding to the survey. Reasons given for not completing modules were invariably workload associated.

Overall only three respondents found modules/resources that were not useful, with a different module/resource indicated in each case.

The information, resources and strategies were highly valued. Nine participants indicated they intended reviewing or changing their practice as result of having completed modules.

Two participants suggested some modules were too text heavy and could include more videos and opportunities for interaction or graphics. The learning theories module was identified as most difficult to apply or understand and at least two respondents suggested the inclusion of modules related to practical strategies for engaging students. One person suggested including approximate completion times in all modules while one other indicated we should include more videos.

One question asked respondents if, as a result of doing the MOOC, their confidence in their teaching had changed. Ninety-four percent of respondents (Table 11) perceived that completing the MOOC helped improve their confidence in teaching, with only one respondent indicating their confidence had remained the same (two respondents did not answer this question). Given the number of experienced staff who seemed to respond to the post-MOOC survey, even the result that 30% of respondents perceived that their teaching confidence had improved substantially is a very positive result.

Table 11: "As a result of doing this MOOC my confidence in my teaching…"

Confidence in teaching …	No and % responses
… has improved substantially	6 (30%)
… has improved a little	11 (55%)
… is about the same as before I did the MOOC	1 (5%)
No answer	2 (10%)
Total	20 (100%)

Ninety percent of respondents reported a high level of enjoyment of teaching explaining it is "challenging and rewarding", that they are passionate about their subject area, and that they enjoy supporting the learning of others (Table 12).

Table 12: "On a scale of 1 – 5 (with 5 being the highest) how much do you enjoy teaching?"

Scaled response	No and % responses
5 (highest enjoyment)	9 (45%)
4	7 (35%)
3	2 (10%)
2	0
1 (lowest enjoyment)	0
No answer	2 (10%)
Total	20 (100%)

Overall the feedback in the post-MOOC survey was very positive as supported by the following responses to three different questions:

In response to "What did you find most useful about the MOOC?" – *The resources - this MOOC is a rich repository of excellent resources for teaching and learning.*

In response to "What did you find least useful about the MOOC?" – *It was really helpful*

In response to "Any other feedback?" – *I think the MOOC is excellent and I've already been referring staff to it. Congratulations all!*

End of module/resource survey results

Time spent on modules

Each module was designed to take most participants about two hours to complete, and as illustrated in Table 13, this was achieved in only half of the modules for which we have data. Participant comments about the content of the longer modules did not suggest that the content was irrelevant, more that they struggled to find the time to complete the modules with their teaching and research responsibilities.

Table 13: Time spent by respondents on each module

Module	1	2	3	4	5	6	7	8	9	10	11	WIL
Time												
<1 hour	30%	20%		-	20%	8.3%	-	50%			25%	
1-2 hrs	63%	63%	41%	64%	30%	33.3%	62.5%	50%	100%	50%	25%	
>2 hrs	7%	17%	59%	36%	50%	58.3%	37.5%	-		50%	50%	100%
Total respondents	57	35	22	14	10	12	8	4	1	6	4	1

As a consequence of the feedback, some content in the modules that were taking most participants more than two hours to complete, was moved to the end of module 'optional' section.

Aspects of modules that were found the most valuable by respondents

The following were mentioned repeatedly by respondents in answer to this question about the modules:

- resources, ideas and strategies activities that can be used immediately in classes;
- opportunities to share with other higher education teachers;
- planning, design and assessment frameworks and templates that can be applied;
- tips for engagement, feedback and evaluation;
- deeper understanding of teaching as a discipline – and the scholarly work that sits behind this and can inform practice; and
- affirming practice or gaining confidence through engaging with relevant examples and hearing from others.

What participants did not complete in modules and why

In some modules, particularly the longer ones, some participants did not engage with some or all of the discussion boards, activities or all of the readings. The reasons for not engaging with all of a module tended to relate to:

- time constraints "It would have taken me more time to complete the module";
- relevance to role "I am a librarian and I don't teach consistently throughout the year … so some just didn't apply"; and
- prior knowledge "I didn't do it because I already know it".

What did not participants understand in modules

The vast majority had no difficulty understanding the content of the modules. The few things mentioned in response to this question included:

- the topic of plagiarism;
- how to integrate and apply teaching theories to their teaching ;
- a lack of clarity about a particular activity in Module 2; and
- the term 'learning management system'.

In response to this feedback, a glossary was added to the MOOC and some content was adjusted to be more accessible.

What participants thought that they would use in their teaching

The responses to this question aligned with participant answers to question 2, what they valued in the MOOC: checklists; ice breaker activities; active learning strategies; online assessment; the Assessment Design Decision Framework; co-operative learning made easy guide; top 10 tips; and evaluation techniques.

What could we do to improve the module?

Specific aspects that participants said they would like more information about in different modules included: more focus on online learning environments and help engaging distance students; copyright implications of MOOC content; and how to build high quality resources. One participant thought that the quality of one of the digital recordings in one module could be improved, while another suggested including discussion opportunities in one of the modules. Several participants suggested that the quantity of content be reduced in one of the modules, while one suggested removing a reference.

This feedback was provided to the module/resource developers who then chose how best to respond to the feedback.

The feedback about the MOOC, both in terms of individual modules and the MOOC overall, was overwhelmingly positive and constructive. The engagement with modules past the first seven weeks was disappointing but not totally unexpected. We were reassured by this data that the MOOC would be a valuable resource for the sector.

The full data analysis from the pilot MOOC is the subject of a paper which we are currently writing.

Appendix K: Website content

The following content is available on the teaching induction website at https://www.caullt.edu.au/project-resources/olt-fellowship-and-mooc-available.

Rationale for the Fellowship	Acknowledgements	How universities are using the MOOC
MOOC information flyer	Teaching induction references	Annotated bibliography
How to Import MOOC content	Fellowship Report	Publications

Fellowship partners, Evaluator & critical friend	MOOC content developers	MOOC reviewers	Fellowship Reference Group