WHAT DO NEW AUSTRALIAN HIGHER EDUCATION TEACHERS VALUE IN A TEACHING INDUCTION MOOC?

Associate Professor Kym Fraser
Ms Linden Clarke
Swinburne University of Technology
THE ISSUE

2001
26% of Aust. unis. – 1 day or < teaching induction

2015
25% of Aust. Unis. . – 1 day or < teaching induction
CONTEMPORARY APPROACHES TO UNIVERSITY TEACHING - PILOT 2017

ORIENTATION WEEK

- Teaching your first class

SEMESTER

<table>
<thead>
<tr>
<th>WEEK 2</th>
<th>WEEK 3</th>
<th>WEEK 4</th>
<th>WEEK 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning for learning</td>
<td>Feedback for learning</td>
<td>Learning and teaching theories</td>
<td>Designing, implementing and supporting online learning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEEK 6</th>
<th>WEEK 7</th>
<th>WEEK 8</th>
<th>WEEK 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum design</td>
<td>Assessment</td>
<td>Collaborative learning</td>
<td>Teaching today's diverse learners</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WEEK 10</th>
<th>WEEK 11</th>
<th>Specialty modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality assurance and our responsibilities</td>
<td>Scholarly teaching and the scholarship of teaching</td>
<td>Teaching mathematics</td>
</tr>
</tbody>
</table>

RESOURCES

- Sessional staff
- Your professional wellbeing

SPECIALTY MODULES

- Teaching mathematics
- Work Integrated Learning

Glossary
CONTEMPORARY APPROACHES TO UNIVERSITY TEACHING - SEMESTER 1, 2018

ORIENTATION WEEK

Teaching your first class

SEMESTER

WEEK 2
Planning for learning

WEEK 3
Feedback for learning

WEEK 4
Learning and teaching theories

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
Scholarly teaching and the scholarship of teaching

RESOURCES

Sessional staff
Your professional wellbeing

SPECIALTY MODULES

Teaching mathematics
Work Integrated Learning

A guide for librarians
The politics of Australian higher education
Pilot MOOC Enrolments and Participation

- 225 staff from 22 universities and six non-university institutions enrolled in the pilot
- 184 inexperienced staff
- 41 experienced staff – all in one guest account
- At least 128 people of 184 inexperienced staff then participated (70%)
## Engagement in Modules

<table>
<thead>
<tr>
<th>Number of hits</th>
<th>Week</th>
<th>Content</th>
<th>Number of end-of-module surveys completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>477</td>
<td>2</td>
<td>Planning for learning</td>
<td>35</td>
</tr>
<tr>
<td>325</td>
<td>1</td>
<td>Teaching your first class of the semester</td>
<td>57</td>
</tr>
<tr>
<td>247</td>
<td>3</td>
<td>Feedback for Learning</td>
<td>22</td>
</tr>
<tr>
<td>246</td>
<td>4</td>
<td>Learning and teaching theories</td>
<td>14</td>
</tr>
<tr>
<td>228</td>
<td>6</td>
<td>Curriculum design</td>
<td>12</td>
</tr>
<tr>
<td>148</td>
<td>7</td>
<td>Assessment</td>
<td>8</td>
</tr>
<tr>
<td>105</td>
<td>5</td>
<td>Designing, implementing and supporting online learning</td>
<td>10</td>
</tr>
<tr>
<td>60</td>
<td></td>
<td>Resource*</td>
<td>0</td>
</tr>
<tr>
<td>54</td>
<td>9</td>
<td>Teaching today’s diverse learners</td>
<td>1</td>
</tr>
<tr>
<td>34</td>
<td></td>
<td>Specialty module*</td>
<td>1</td>
</tr>
<tr>
<td>28</td>
<td>8</td>
<td>Collaborative learning</td>
<td>4</td>
</tr>
<tr>
<td>26</td>
<td>10</td>
<td>Quality assurance and your responsibilities</td>
<td>6</td>
</tr>
<tr>
<td>26</td>
<td>11</td>
<td>Scholarly teaching and the scholarship of teaching</td>
<td>4</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td>Resource*</td>
<td>0</td>
</tr>
<tr>
<td>17</td>
<td></td>
<td>Specialty module*</td>
<td>0</td>
</tr>
</tbody>
</table>

* located at the end of the modules
WHAT PARTICIPANTS VALUED

• Resources, ideas, strategies activities that can be used immediately in classes

• Opportunities to share with other HE teachers

• Planning, design and assessment frameworks and templates that can be applied

• Tips for engagement, feedback, evaluation

• Deeper understanding of teaching as a discipline – and the scholarly work that sits behind this that can inform practice

• Affirming practice or gaining confidence through engaging with relevant examples and hearing from others
• More focus on online learning environments
• Help engaging distance students
• Copyright implications of MOOC content
• How to build high quality resources
• Two modules too text heavy
WHAT DID YOU FIND MOST USEFUL ABOUT THE MOOC?

“The resources - this MOOC is a rich repository of excellent resources for teaching and learning”.

I think the MOOC is excellent and I've already been referring staff to it. Congratulations all!
LESSONS FROM THE PILOT FOR DEVELOPING TEACHING INDUCTION PROGRAMS

- First class – setting expectations
- Lesson preparation – actively engaging students
- Feedback
- Learning theories
- Curriculum design
• Longer programs (Chalmers et al., 2012).
• Dialogue (Nicholls, 2002)
• Mentoring/coaching (Garrison, 2005)
• Assessment (Bamber et al., 2006)
• Peer observation (Bowie, Chappell, Cottman, Hinton, & Partridge, 2009)
FELLOWSHIP WEBSITE

- Annotated bibliography – teaching induction
- Teaching induction references
- Link to the MOOC and full course as an exportable file
- Rationale for the Fellowship
- MOOC contributors and reviewers

TO ENROL IN THE MOOC

Semester 2, 2018 course: 1 July – 31 December

THANK YOU

National Teaching Fellow: Kym Fraser  kfraser@swin.edu.au
Project Officer: Linden Clarke  lindenclarke@swin.edu.au

Photo by Barry Ledgwide, 2007