

Collaborative Projects Program (CCP)

An outline of the Faculty of Arts learning and teaching projects framework



About the Collaborative Projects Program

BACKGROUND

Through the Professional Staff Transformation Project (PST), a new, larger and broader Learning Design and Production (LD&P) team was formed in the Faculty of Arts.

In recognition of the diverse learning and teaching needs across the Faculty, the newly formed LD&P team has defined their service offerings across four pillars: projects, training, educational media, and support. The overarching aim of the projects pillar is to create opportunities for academic staff to work in partnership with the LD&P team through an identified roadmap, framework and process. To achieve this, the team has developed the Faculty of Arts Learning and Teaching Collaborative Projects Program (CPP). The aim of the CPP is to establish a pipeline/funnel for viable learning and teaching project ideas to be received, supported, executed and most importantly, evaluated and scaled.

ABOUT CCP

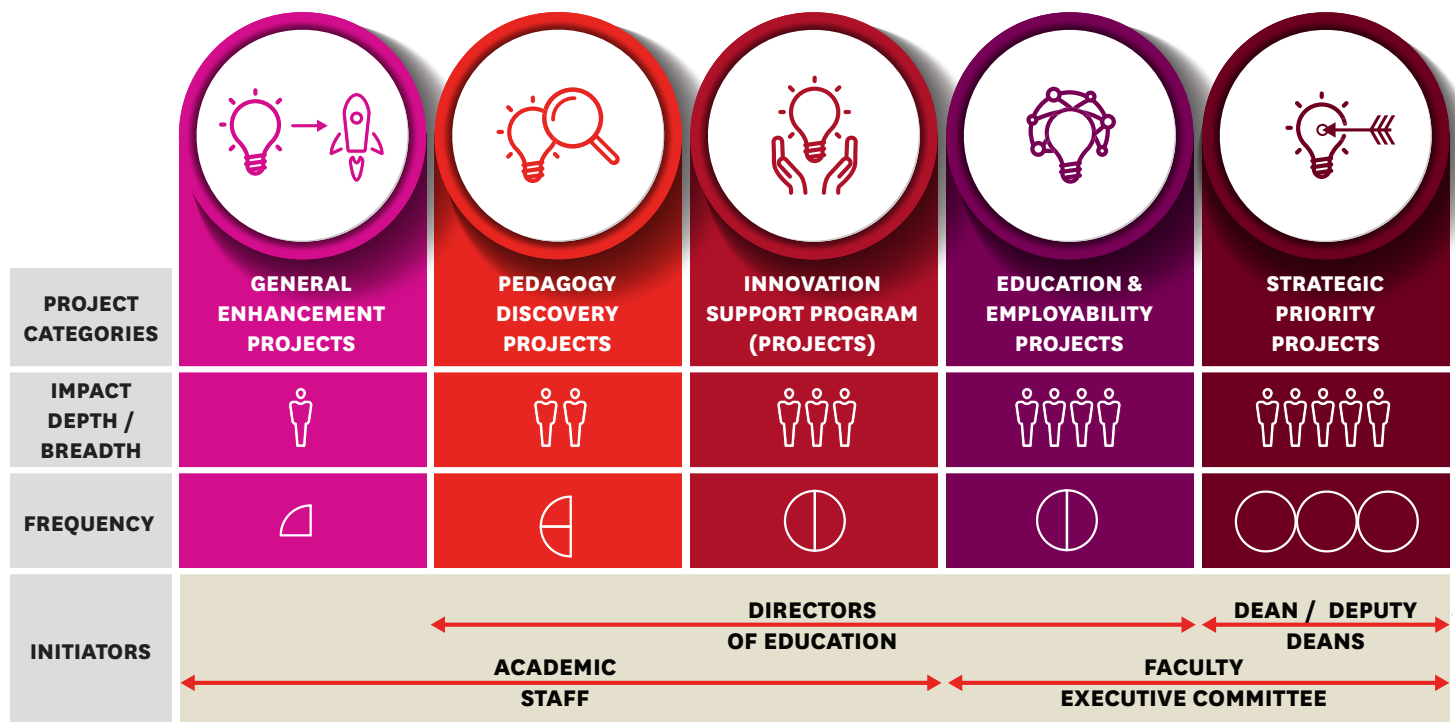
There are five project categories in the CCP. The projects can range in size from small-scale projects that seek to improve design and delivery of learning and teaching within a single unit (ie. General Enhancement Projects), to larger and more complex projects that may impact an entire degree program (ie. Strategic Priority Projects).

Academic staff (as project initiators) can complete an online expression of interest (EOI) form regarding their project idea. The EOI is received and assessed by the LD&P team against a range of measures in order to determine viability, impact and general resourcing needs.

An important goal of the CPP is to encourage, support and promote excellence and innovation in learning and teaching. As such, the framework serves as a pipeline to encourage staff to propose untried ideas that can be supported, trialed and evaluated, or propose more established approaches for refinement and deployment across different Faculty contexts. Projects can progress along the pipeline according to their readiness levels and resourcing needs.

All projects will also undergo a standard process of design, implementation and evaluation, with appropriate progress reporting built in. Successful project outcomes, resources and exemplars will be shared with the Faculty at the projects' conclusion.

THE CPP AT A GLANCE



Application and assessment process

EXPRESSIONS OF INTEREST & PROJECT PROPOSALS

Academic staff are invited to submit proposals to partner with the Faculty on GEPs, PDPs and ISPs via an online Expression of Interest (EOI) form available on the Arts Learning and Teaching Hub. EOIs will be assessed by the LD&P team in terms of viability, resourcing requirements, team capacity to support the project, and the likely impacts of project outcomes. EEPs and SPPs are not proposed via an EOI form, but through directives from the Faculty Education Committee and Dean/Deputy Deans, respectively.

ASSESSMENT PROCESS

The CPP framework is used to assess project proposals in terms of readiness, likely impact, viability and resourcing requirements. The measures used in this assessment are *indicative* and serve to ensure that proposals entering the CPP pipeline are assigned to the most appropriate project category from among the CPP range of offerings. Project support and resourcing needs can then be commensurately allocated. In addition to estimating the number of students and/or units likely to be impacted by a project, two additional measures are used: Pedagogical Readiness Level (PRL) and Scale Readiness Level (SRL). These measures are adapted from established technology and investor readiness levels used in startups and venture capital. We hope these measures encourage the proposal of new and innovative ideas to truly create a tiered and progressive pipeline for discovery and implementation of learning and teaching improvements.

CONSIDERATIONS OF IMPACT

PEDAGOGICAL READINESS LEVEL (PRL)

The extent to which the projects in the category are based on established/proven pedagogical approaches that can support the likelihood of successful implementation of project outcomes. (1: low to 7: high)

PRL 7 – The pedagogical approach is well established and is proven to be beneficial in known circumstances.

PRL 6 – The pedagogical approach is developed and tried in the Faculty, but not in the proposed discipline/context.

PRL 5 – The pedagogical approach is defined clearly in the literature and has been described in the proposed discipline/context.

PRL 4 – The pedagogical approach is defined clearly in the literature, but not described in the proposed discipline/context.

PRL 3 – The pedagogical approach has been tried, with some measure of success.

PRL 2 – The pedagogical approach has been tried but not evaluated.

PRL 1 – The pedagogical approach is new and/or untried.

SCALABILITY READINESS LEVEL (SRL)

The extent to which the projects in this category can be scaled/applied in other contexts (eg. activities assessments, units and/or courses) in the Faculty. (1: low to 5: high).

SRL 5 – Guidelines and resources exist for implementation for staff and students (eg. 'How-To' guides), and the impact on the learning and teaching environment is well understood and manageable.

SRL 4 – There are several staff already undertaking the approach and its implementation is well understood in terms of the technical, human and other supporting resources needed.

SRL 3 – The ongoing support and resourcing requirements have been identified and are somewhat understood. There is some knowledge around complexities of scale.

SRL 2 – Potential to be scaled more broadly, in theory, and there is some understanding of the support and resourcing needs required to be developed.

SRL 1 – There are no supporting materials, little understanding/identification of resourcing and staff development needs, and the impact on the learning and teaching environment is unknown.

CPP Framework

Collaborative Projects Program (CPP) Framework								
Project Category and Description	Initiator	Funded	Indicative Timing		Indicative Impact			
			Duration (length)	Intake Frequency	No. of courses/units	No. of students	Pedagogical Readiness Level^	Scalability Readiness Level*
General Enhancement Projects (GEP) One-off, small-scale innovations or learning design developments to enhance the learning experience in a single unit, or for a sub-cohort of students.	Academic staff directly via online EOI.	N/A	As required	Any time	Single unit or sub cohort	~20-100	N/A	N/A
Pedagogy Discovery Projects (PDP) Promote the development and dissemination of novel learning and teaching approaches in the Faculty.	Academic staff directly, or Directors of Education, via online EOI.	N/A	3-6 months	Any time	~1-3 units	~50-200	1-4	1-3
Innovation Support Program (ISP) Assists the implementation of scalable, pedagogically proven, learning and teaching approaches in up to five units.	Academic staff through Directors of Education, via online EOI.	Possible	6-12 months	2/year	~1-5 units	~200-1,000	5-7	4-5
Education and Employability Projects (EEP) Significant development projects where outcomes are pedagogically proven and scalable across multiple units and/or courses.	Faculty Education Committee, via directive.	Possible	6-12 months	1/year	>5 units / 1-3 courses	~1,000-2,000	6-7	5
Strategic Priority Projects (SSP) Significant, long-term projects with outcomes that are intended to be applied across units and/or courses.	Dean/Deputy Deans, via directive.	Probable	1-3 years	As directed	>10 units / 1-10 courses	~2,000-10,000	7	5

^The extent to which the projects in the category are based on established/proven pedagogical approaches that can support the likelihood of successful implementation of project outcomes. (1: low to 7: high).

*The extent to which the projects in this category can be scaled/applied in other contexts (eg. activities assessments, units and/or courses) in the Faculty. (1: low to 5: high).

Project categories



GENERAL ENHANCEMENT PROJECTS

General Enhancement Projects (GEP) are small-scale innovations or learning design developments to enhance the learning experience in a single unit, or for a sub-cohort of students. They are short-term projects that run from between one to three months where implementation and outcomes are confined to the participant student cohort. Academic staff can directly initiate a GEP at any time via an online EOI form available in the Arts Learning & Teaching Hub. Examples of projects/topics that would fall under this category include: updating lecture resources, improving graphics and branding, and general digital/media enhancement to improve learning experience in a unit.



PEDAGOGY DISCOVERY PROJECTS

Pedagogy Discovery Projects (PDP) serve to promote the development and dissemination of novel learning and teaching approaches in the Faculty. The program provides teaching staff with the opportunity to design, develop, implement and evaluate approaches and solutions in identified areas of pedagogical need. The implementation and evaluation phase of PDPs allows for project outcomes to be tested and refined, adding to an evidence-basis that supports scalable implementation across units. PDPs run from between three to six months and can be initiated at any time by academic staff directly, or by Directors of Education, via an online EOI form available in the Arts Learning & Teaching Hub. Examples of projects/topics that would fall under this project category include novel approaches to the use of online tools in activities and assessment and piloting of an academic integrity DIY assessment 'health-check' online tool.



INNOVATION SUPPORT PROGRAM

Innovation Support Projects (ISP) assist the refinement and implementation of scalable, pedagogically proven, learning and teaching approaches in up to five units. 'Innovation' in this context refers to interventions that have already been devised/trialed in some capacity and are ready to be implemented and more formally evaluated. Intake for potential ISPs will be open twice per year. ISPs may run for up to a year and can be initiated by academic staff, through Directors of Education, with the possibility of funding support. Examples of projects/topics that would fall under this category include: changing an existing approach to unit activities and/or assessments using a new/different iLearn tools, implementing a blended-synchronous mode of unit delivery, and full revision of a unit to accommodate changes to design and delivery.



EDUCATION AND EMPLOYABILITY PROJECTS

Education and Employability Projects (EEP) are significant development projects where outcomes are pedagogically proven and scalable across multiple units and/or courses. These projects may also involve external stakeholders and will generally tightly align to the published Faculty strategic priorities. Intake for potential EEPs will be open once per year. EEPs may run for up to a year and are initiated by the Arts Faculty Education Committee, with the potential of funding support. Examples of projects/topics that would fall under this category include: learning analytics, broad use online unit, and the Adobe Activation project.



STRATEGIC PRIORITY PROJECTS

Strategic Priority Projects (SSP) are significant, long-term projects with outcomes that are intended to be applied across units and/or courses. They may involve a variety of stakeholders and participants across Departments, Schools and disciplines in the Faculty. These projects are underpinned by the University's and/or the Faculty's strategic objectives in learning and teaching. The Faculty's Learning Design and Production team will undertake SSPs as directed by the Dean or Deputy Deans, with the potential of funding support. Examples of projects/topics that would fall under this category include: the development and deployment of the revamped Bachelor of Arts, the implementation of the Faculty of Arts iLearn unit template, and the BA Transferable Skills Framework DDI project.

Project flowchart

CPP PROCESS SUMMARY

