

Welcome!

The session will commence at 10am

Dr Colin Clark, Learning Futures

Professor Simon Bedford PVC (Learning Futures)

Professor Jo-Anne Chuck, Learning Futures

Dr. Jo-Anne Kelder, Adj. Senior Researcher UTAS

Dr Christina Curry, Badunglang

Professor Yenna Salamonsen, SoNM

Dr Caterina Tannous, SoHS

Dr. Glenn Mason, TEL



RESEARCH WEEK

BOLD RESEARCH FUTURES

HOW TO RESEARCH AND PUBLISH YOUR TEACHING



Dr Colin Clark, Learning Futures

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ACKNOWLEDGEMENT OF COUNTRY

With respect for Aboriginal cultural protocol and out of recognition that its campuses occupy their traditional lands, Western Sydney University acknowledges the Darug, Eora, Dharawal (also referred to as Tharawal) and Wiradjuri peoples and thanks them for their support of its work on their lands (Greater Western Sydney and beyond).



Agenda

❖ **Welcome**

Dr. Caterina Tannous, Director of UG Health Science (School of Health Sciences), STARS Academic Lead

❖ **Acknowledgement of Country**

Professor Susan Page, Director of Indigenous Learning and Teaching

❖ **Introduction to the event and Badugulang connection**

Professor Simon Bedford, PVC Learning Futures

❖ **Strategies for a research plan**

Professor Yenna Salamonson, Director of Academic Workforce, School of Nursing & Midwifery

❖ **Researching your teaching for impact: From design to dissemination**

Dr. Jo-Anne Kelder, Adjunct Senior Researcher, College of Sciences and Engineering UTAS

❖ **Fast-tracking ethics: Umbrella ethics Applications**

Dr. Caterina Tannous, Director of UG Health Science (School of Health Sciences), STARS Academic Lead

Dr. Glenn Mason, Lead Learning Science Analyst, Technology-Enabled Learning


❖ **Pre-recorded PechaKucha Presentations of Research**

START & TEL Research Teams

➤ ***Speakers available to answer questions via Zoom chat***

❖ **Next steps & closing**

Assoc. Professor Jo-Anne Chuck, Head of Teaching and Curriculum, Learning Futures



Introduction and connection to Badugulang

Presenter:

Professor Simon Bedford





Strategising Research

Presenter:

Professor Yenna Salamonson

Looking back: The making of a Professor

- ❖ No Level E success without scholarship related to learning and teaching
- ❖ Two principles
 - Be Inclusive
 - Multiple Outcomes



Photo by Kalle Kortelainen | Unsplash



2016 Eureka Prize for “Outstanding Mentor of Young Researchers”.

The story starts with ...

- ❖ Undergraduate nursing students
- ❖ Research Interns
 - Starts early – 1st or 2nd year

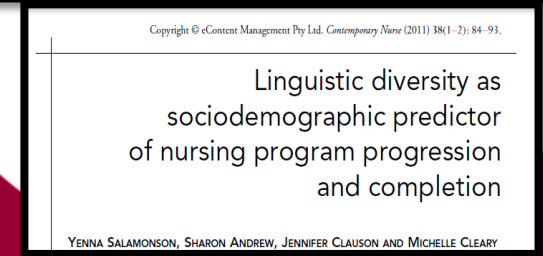
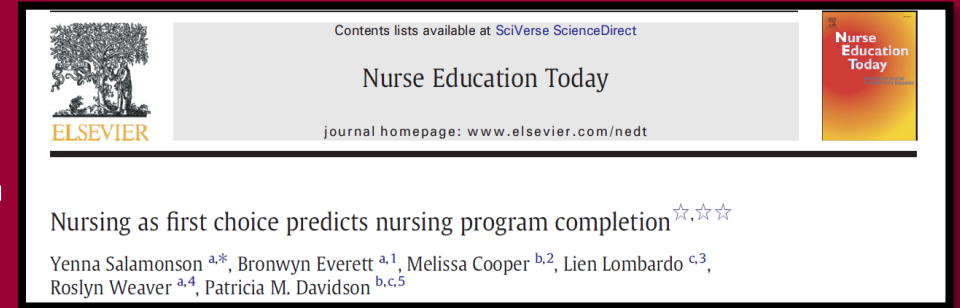
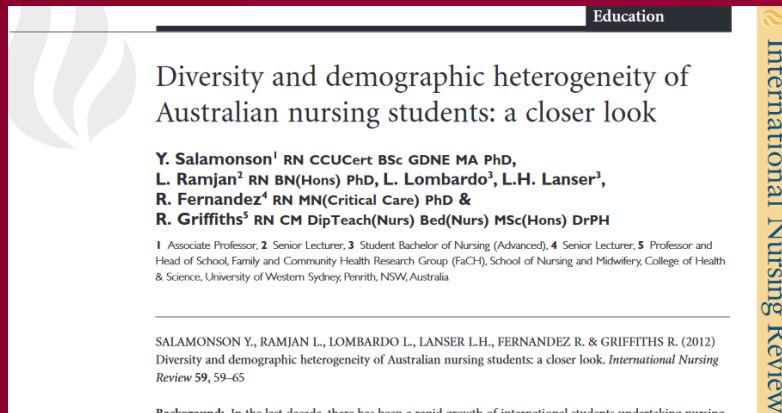


Photo by Brooke Cagle | Unsplash



Lien Lombardo



Jen Crump (nee Clauson)



Lindy Logan (nee Lanser)

Bachelor of Nursing (Honours) Projects

Men in Nursing - Predictors and antecedents of retention in the first year undergraduate nursing program:

The RETAIN Study



Graham Sean Gough

A thesis submitted in fulfilment of the requirements for the degree of

Bachelor of Nursing (Honours)

Examining international and domestic nursing students with English as an additional language: The EIDER Study



Xun Zheng

A thesis submitted in fulfilment of the requirements for the degree of

Bachelor of Nursing (Honours)

Psychometric evaluation of two professional identity

measures for nursing students

Melissa Worthington



A thesis submitted in fulfilment of the requirements for the degree of

Bachelor of Nursing (Honours)



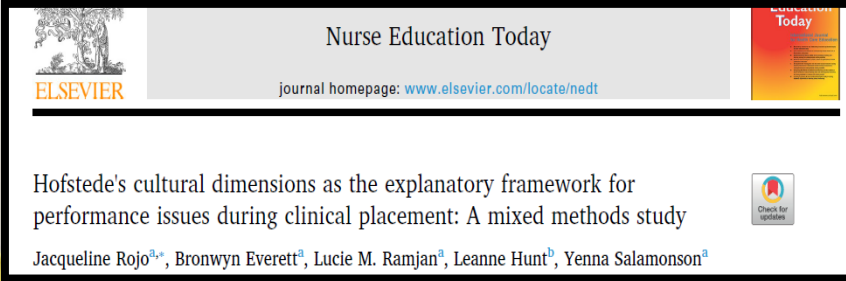
Predictive validity of the Macleod Clark Professional Identity Scale for undergraduate nursing students

Melissa Worthington ^{a,*}, Yenna Salamonson ^{b,1}, Roslyn Weaver ^{b,1}, Michelle Cleary ^{b,c}

CONcerns DURING Clinical Placement: The CONDUCT Study



Jacqueline ROJO RN BN BSc(Adv)



Hofstede's cultural dimensions as the explanatory framework for performance issues during clinical placement: A mixed methods study

Jacqueline Rojo ^{a,*}, Bronwyn Everett ^a, Lucie M. Ramjan ^a, Leanne Hunt ^b, Yenna Salamonson ^a

A thesis submitted in fulfilment of the requirements for the degree of

Bachelor of Nursing (Honours)



Review

Nursing students' clinical performance issues and the facilitator's perspective: A scoping review

Jacqueline Rojo ^a, Lucie M. Ramjan, Leanne Hunt, Yenna Salamonson

Western Sydney University, School of Nursing and Midwifery, Centre for Applied Nursing Research (CANR), Ingham Institute of Applied Medical Research, Locked Bag 1797, Penrith, NSW 2751, Australia



Unravelling the differences in attrition and academic performance of international and domestic nursing students with English as an additional language

Roy Xun Zheng ^{a,*}, Bronwyn Everett ^{b,1}, Paul Glew ^{b,2}, Yenna Salamonson ^{b,3}

^a Bachelor of Nursing (Hons) Student, School of Nursing and Midwifery, University of Western Sydney, Locked Bag 1797, Penrith, NSW 2751, Australia
^b Family and Community Health Research Group (FaCH), School of Nursing and Midwifery, University of Western Sydney, Locked Bag 1797, Penrith, NSW 2751, Australia

HDR candidates

Feed-forward: Using annotated exemplars to promote student engagement and satisfaction



The **FASTEN** Project Rebekah Carter

Contents lists available at [ScienceDirect](#)

 Nurse Education Today

journal homepage: www.elsevier.com/locate/nedt



Review

Students use of exemplars to support academic writing in higher education: An integrative review

Rebekah Carter^{a,*}, Yenna Salamonson^b, Lucie M. Ramjan^c, Elizabeth Halcomb^d

Contents lists available at [ScienceDirect](#)

 Nurse Education Today

journal homepage: www.elsevier.com/locate/nedt



Does the use of annotated exemplars by nursing students predict academic performance? A cohort study

Rebekah Carter^{a,*}, Elizabeth Halcomb^b, Lucie M. Ramjan^{a,c}, Nathan J. Wilson^{a,c}, Paul Glew^{a,c}, Yenna Salamonson^{a,c}

Exploring Academic Integrity, Similarity Index and Plagiarism among Nursing Students:

The **ECLIPSE** Project



JCN *Journal of Clinical Nursing*

Journal of
Clinical Nursing

REVIEW

Plagiarism in nursing education: an integrative review

Joan Lynch, Bronwyn Everett, Lucie M Ramjan, Renee Callins, Paul Glew and Yenna Salamonson



ELSEVIER

Contents lists available at [ScienceDirect](#)

Nurse Education in Practice

journal homepage: www.elsevier.com/locate/nepr



Original research

Factors associated with similarity index (SI) scores among a large cohort of undergraduate nursing students

Joan Lynch^{a,b,*}, Lucie M. Ramjan^{a,b}, Paul Glew^{a,b}, Yenna Salamonson^{a,b}



Enhancing assessment among academics in nursing education: The **ENGAGE** Project

Integrating oral healthcare into undergraduate nursing curriculum: The **IONIC** Project



Working with colleagues within the School



Contents lists available at [ScienceDirect](#)

Nurse Education Today

journal homepage: www.elsevier.com/locate/nedt



“Connecting the dots” – The transfer of bioscience knowledge by graduate nurses to the clinical setting: A qualitative study

Jed Montayre^{a,*}, Lucie M. Ramjan^b, Della Maneze^c, Mu-Hsing Ho^d, Anna Maceri^e, Yenna Salamonson^a



Contents lists available at [SciVerse ScienceDirect](#)

International Journal of Nursing Studies

journal homepage: www.elsevier.com/ijns



The impact of term-time paid work on academic performance in nursing students: A longitudinal study

Yenna Salamonson^{a,*}, Bronwyn Everett^b, Jane Koch^c, Sharon Andrew^d, Patricia M. Davidson^{b,e}

The influence of mathematics self-efficacy on numeracy performance in first-year nursing students: A quasi-experimental study


Linda Gregory RN, BA, MEd, EdD, Lecturer^{1,2} | Amy R. Villarosa BND, Research Assistant^{1,2} | Lucie M. Ramjan RN, PhD, Associate Professor^{1,2} | Mitch Hughes BA, DipEd, MAAppLing, Adjunct Researcher¹ | Rebecca O'Reilly RN, PhD, Senior Lecturer^{1,2} | Annette Stunden RN, MNurs, PhD Candidate, Associate Lecturer¹ | Miranda Daly RN, MNurs, PhD Candidate, Lecturer^{1,2} | Debra Raymond RN, MCP, BHlthSc, Dip HealthScNs Lecturer¹ | Mais Fatayer BCompSc, MCompSc, PhD, Blended Learning Designer¹ | Yenna Salamonson RN, PhD, Professor^{1,2}



Contents lists available at [ScienceDirect](#)

Nurse Education Today

journal homepage: www.elsevier.com/locate/nedt



Psychometric evaluation of the 11-item English language usage scale commencing nursing students

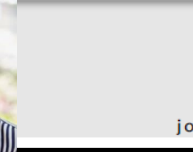
Yenna Salamonson^{a,*}, Paul J. Glew^b, Lucie M. Ramjan^a, Diana Jefferies^c, Della Maneze^d, Benjamin Crook^e, Bronwyn Everett^a



Contents lists available at [ScienceDirect](#)

Nurse Education in Practice

journal homepage: www.elsevier.com/nepr



Predictors of negative attitudes toward Indigenous Australians and a unit of study among undergraduate nursing students: A mixed-methods study

Lucie Ramjan^{a,*}, Leanne Hunt, Yenna Salamonson



Original research

Relationships between academic literacy support, student retention and academic performance

Paul J. Glew^{a,b,*}, Lucie M. Ramjan^{a,b}, Mandy Salas^a, Katherine Raper^a, Heidi Creed^a, Yenna Salamonson^{a,b}

Working with colleagues within Western

Optimising **C**linical Experience: **C**ommunity **P**lacement,
Odyssey House: The **OCCUPY** Project

Students' perceptions of professional identity in health
professional education: The (**SO**FIAH) project

Acceptable **u**se of **d**igital devices and online services at
polytechnic and university: The **AUDACITY** Project

Commencing **u**niversity **s**tudents' experiences with **n**on-first
language as the **m**edium of instruction: The **CUSTOM** Project

Western Sydney University

Dr Brahm MARJADI
School of Medicine



Dr Caterina
TANNOUS
School of Health Sciences



Dr Belinda KENNY
School of Health Sciences



David ROACH
Project Manager 21C
Officer of the PVC
(Learning Futures)



Prof. Yi-Chen LAN
Pro Vice-Chancellor
Global Development



National Collaborators:



Edith Cowan University

Dr Gina RICHARDS



Murdoch University

Peter WALL



Contents lists available at [ScienceDirect](#)

Nurse Education Today

journal homepage: www.elsevier.com/locate/nedt



Review

The negative impact of smartphone usage on nursing students: An integrative literature review



Lucie M. Ramjan ^{a,*}, Yenna Salamonson ^{a,1}, Sharryn Batt ^b, Ariana Kong ^{c,1}, Belinda McGrath ^d, Gina Richards ^e, David Roach ^f, Peter Wall ^b, Ruth Crawford ^g

Sharryn BATT



International Collaborators: New Zealand

Western Institute of Technology at Taranaki (WITT), New Plymouth



Dr Ruth CRAWFORD,
Director,
School of Nursing



Whitireia New Zealand, Wellington



Belinda McGRATH, Lecturer,
School of Health



ELSEVIER

Nurse Education in Practice

journal homepage: www.elsevier.com/locate/issn/14715953



Original research

First year nursing students' perceptions of learning interpersonal communication skills in their paid work: A multi-site Australasian study

Ruth Crawford^{a,*}, Belinda McGrath^b, Angela Christiansen^c, David Roach^d,
Yenna Salamonson^e, Peter Wall^f, Lucie M. Ramjan^e



ELSEVIER

Contents lists available at ScienceDirect

Nurse Education Today

journal homepage: www.elsevier.com/locate/nedt



The type and amount of paid work while studying influence academic performance of first year nursing students: An inception cohort study

Yenna Salamonson^{a,*}, David Roach^b, Ruth Crawford^c, Belinda McGrath^d, Angela Christiansen^e,
Peter Wall^f, Mandy Kelly^f, Lucie M. Ramjan^a



International Collaborators: Taiwan



A/Prof Lucie Ramjan



A/Prof Bronwyn Everett



Dr Paul Glew



Chinese Culture University, Taipei

A/Prof Hsin-Tzu (Tommy) CHEN
School of Continuing Education]



Prof. Mei-Sheng CHAO, Dean,
College of Foreign Languages and
Literature



Commencing university students' experiences with non-first language as the medium of instruction: The CUSTOM Project



Prof Yi-Chen Lan

International Collaborators: Taiwan



Dr Caterina Tannous



A/Prof Bronwyn Everett



A/Prof Leeanne Heaton



Dr Belinda Kenny



Students' perceptions of professional identity in health professional education: The (SO^FIAH) project

Asia University, Taichung

Prof. Jan-Ying
YEH (Dept. Food,
Nutrition & Health)



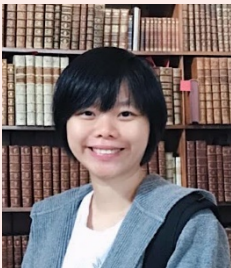
Prof. Hsiu-Chung
(Katherine) OU
(Chair, Department of
Physical Therapy)



A/Prof. Hui-Wen
CHIEN (Department
of Nursing)



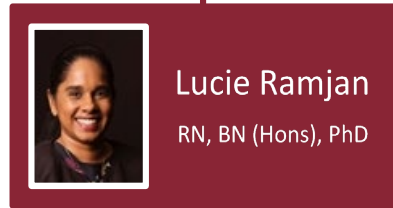
A/Prof. Kuan-
Han LIN
(Department of
Healthcare
Administration)





Promoting Men's Participation in the Nursing Workforce (**PROMPTO**)

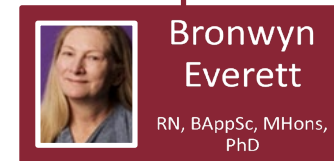
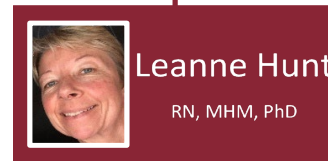
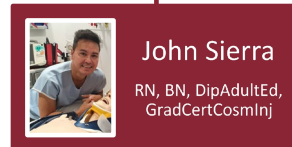
- a) PROMPTO Australian College of Nursing (**PROMPTO-ACN**)
- b) PROMPTO Profiling Success of Men in Nursing (**PROMPTO-PROS**)
- c) PROMPTO Clinical Placement Experience of Male Nursing Students (**PROMPTO-CLIP**)





Promoting Men's Participation in the Nursing Workforce (PROMPTO)

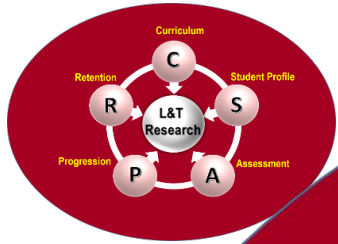
- a) PROMPTO Australian College of Nursing (PROMPTO-ACN)
- b) PROMPTO Profiling Success of Men in Nursing (PROMPTO-PROS)
- c) PROMPTO Clinical Placement Experience of Male Nursing Students (PROMPTO-CLIP)



Professional success of men in the nursing workforce: An integrative review

Brandon W. Smith RN, BN, Honours Student¹ |
 Jacqueline Rojo RN, MN(CL), Associate Lecturer^{1,2} |
 Bronwyn Everett RN, PhD, Associate Professor^{1,2} |
 Jed Montayre RN, PhD, Senior Lecturer^{1,2} |
 John Sierra RN, BN, Sessional Academic^{1,3} | Yenna Salamonson RN, PhD, Professor^{1,2}





Curriculum



- Embedding oral health
- Clinical Practicum
- Numeracy



C

S

Student Profile

- International vs. Domestic students

**L&T
Research**

R

Retention

- Advanced Standing



Progression

- Academic support



P

A

Assessment

- Academic Integrity
- Quality of grading



Researching your
Teaching for Impact:
From Design to
Dissemination

Presenter:

Dr Jo-Anne Kelder





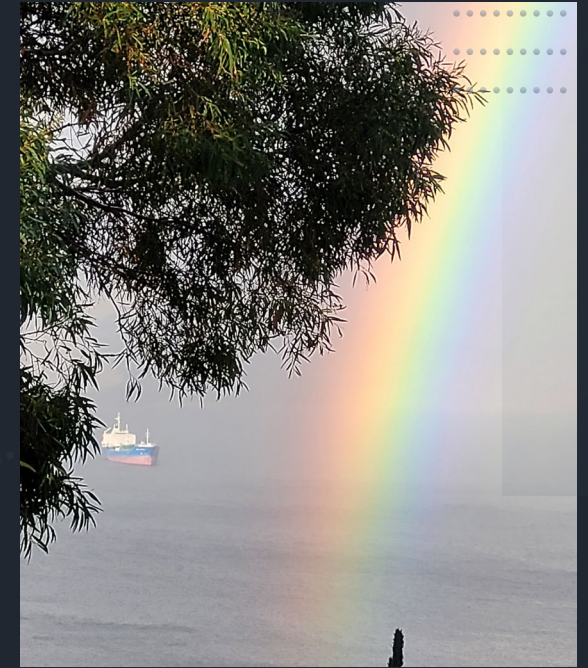
Researching your teaching for impact

Design | Do | Disseminate

A background image showing a close-up of water droplets on a glass surface, with a soft-focus rainbow visible in the distance against a blue sky. The text is overlaid on the left side of the image.

Impactful research

- Designing
- Doing
- Disseminating



DESIGNING*

- Plan your research
- Evaluate prospectively
- Ethics approval

*important for solid publication outputs



Research plan

Elements of a research project

- Research problem
- Literature
- Theoretical framework / model
- Research questions
- Data
- Methods
- Analysis
- Expected outputs and outcomes
- Hoped for dissemination of results (limitations and future research)

Temporal activity plan – lifecycle of a research project

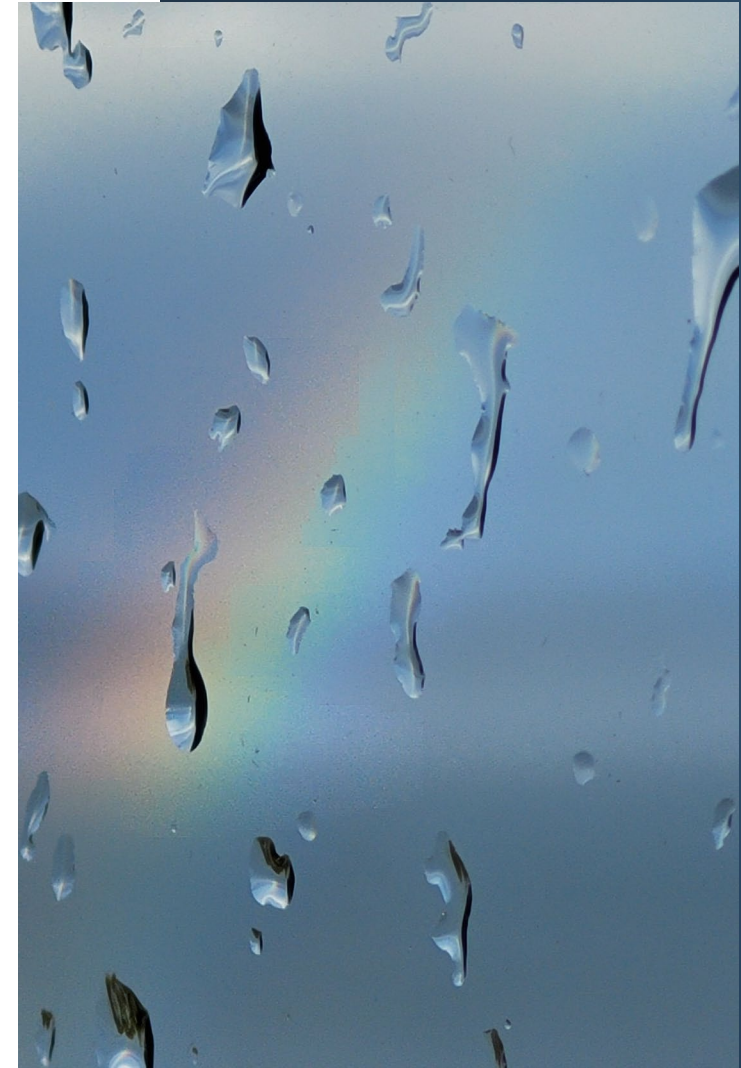
- Schedule of activities
- Milestones
- Allocation of resources (including human) for each milestone

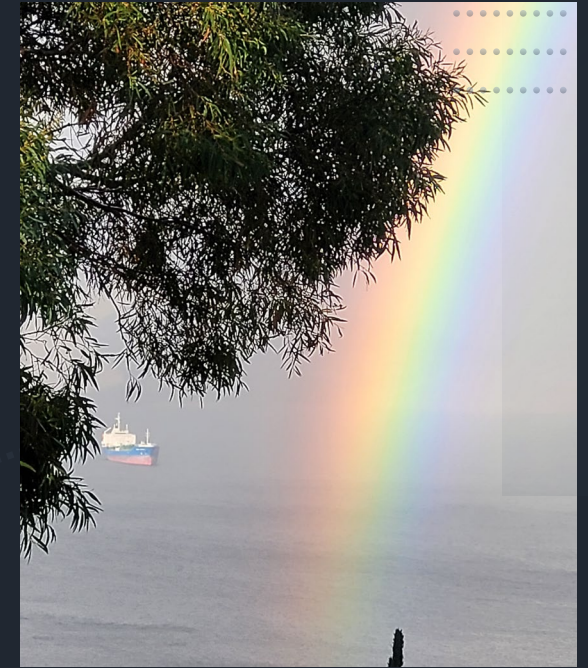
Evaluate prospectively

- Outputs
 - Seminars, symposium, reports, presentations, peer reviewed journal articles, books)
 - stuff
- Outcomes
 - **CURRICULUM and TEACHING:** scholarly and evidence based, quality assured, continuous improvement
 - **STUDENT:** satisfaction, graduate outcomes, employability
 - **TEACHER-RESEARCHER:** career advancement, awards, promotion
 - **INSTITUTION:** student enrolments, course accreditation (HESF standards)
- (Likely or planned) impact
 - **INDIVIDUAL:** satisfaction, reputation, collaboration
 - **INSTITUTION:** inform and further strategic priorities in teaching and learning, reputation
 - **ACADEMIC COMMUNITIES:** contribute to body of knowledge, uptake in different contexts

Ethics approval

- Formal ethics approval is required for publication
- Prospective (retrospective is possible but difficult to obtain, time consuming, limited)
- Allow time (cannot easily do in a rush)
- Be familiar with the National Ethics Standard Statement and relevant sections
- Consider the Research Ethics Committee members your expert (critical) friend – they ask good questions





DOING

- Follow the plan (and update)
- Ethical research management / conduct
- Collaboration opportunities

Follow the plan (update to align with reality)



- A plan is not a promise
 - Example of COVID-19
- Regular discussions with colleagues to evaluate progress and adjust plan
- Reports and publications
 - Interim and final
- Applications for awards and promotions

Ethical research conduct and research management

- National code
- Institution policy and procedures
- Academic integrity
- Team organization and management
 - Allocation of tasks
 - Authorship
- Reports to Research Ethics Committee
 - Progress
 - Amendments
 - Breaches

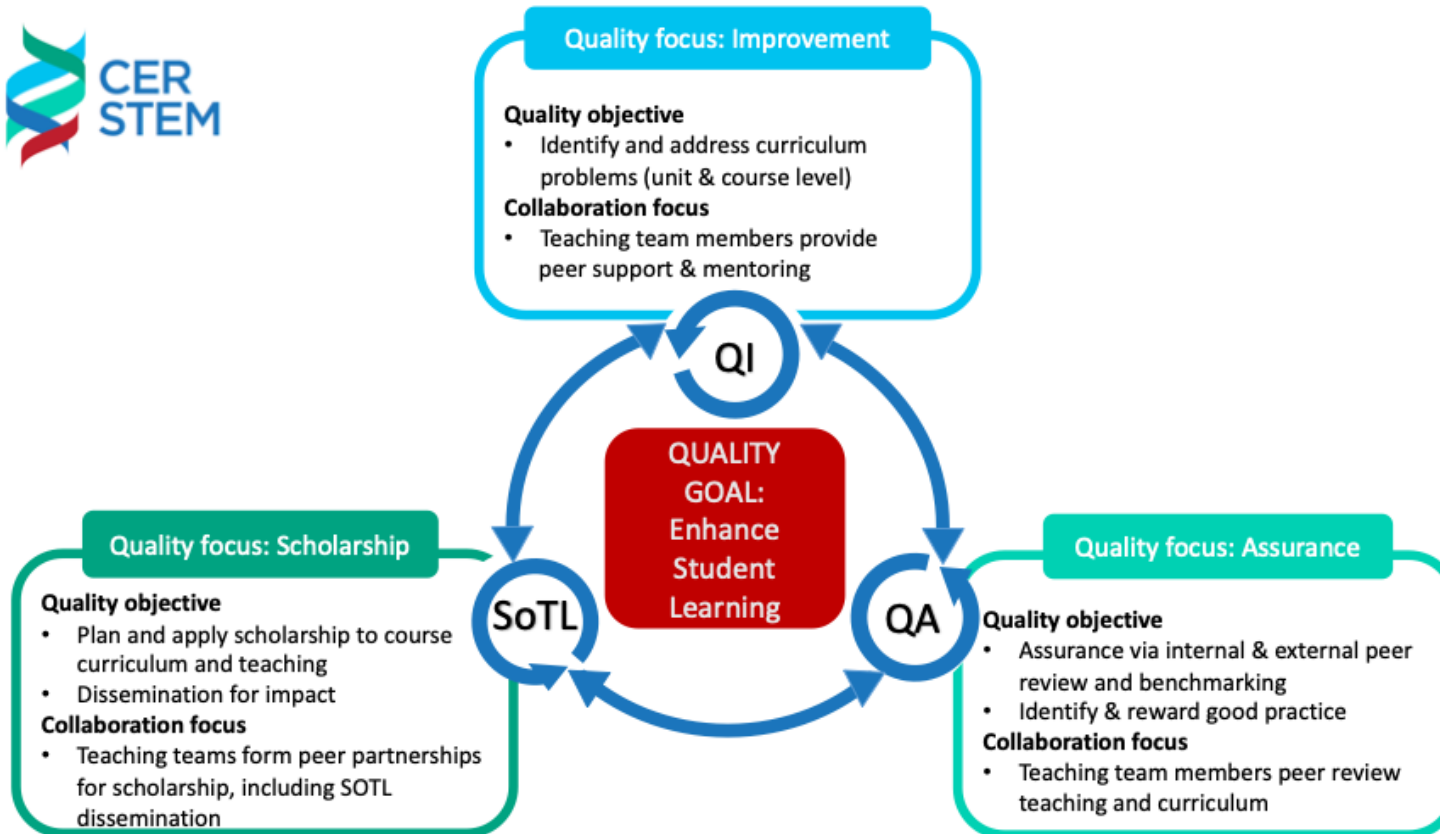


Collaboration opportunities

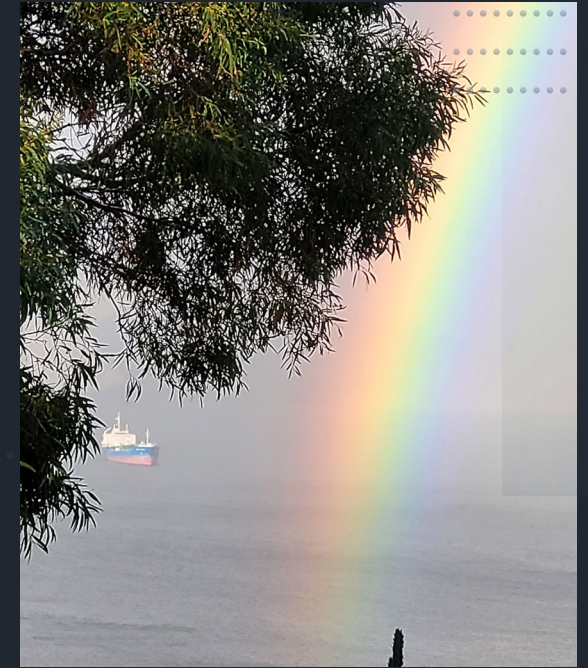
- Community of practice (education research team a version of a lab team)
- Building capacity for scholarship of teaching and learning (SOTL)
- Peer support and peer review
- Network growing (conferences, SIGs, cross-institutional grants)



Example research project



- Scholarship practice
- Scholarship focus
- How?



DISSEMINATING

- Dissemination is ...
- Dissemination opportunities
- Publications



Dissemination is ...

- integral component of the research plan
- output of research (many possible modes and types)
- codified knowledge (know what and know how) for others



Dissemination opportunities

Scope and scale of dissemination includes:

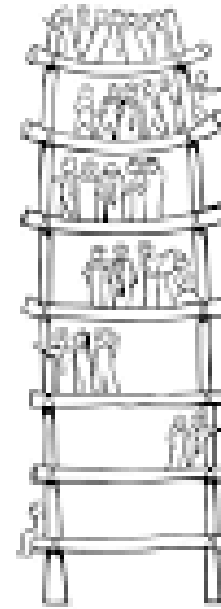
- Formal and informal modes of communication
- Traditional and non-traditional formats
- Public communication at various stages of the research (e.g., Proposal, interim findings, final conclusions, future directions)

Types of dissemination include:

- Formal (traditional & non-traditional)
- Informal (COP, SIG, journal club, writing group)
- Academic, practitioner, industry, students
- Social (digital presence and interactions)



The Impact Management Planning and Evaluation Ladder (IMPEL) model



1. Team members.
2. Immediate Students.
3. Spreading the word.
4. Narrow opportunistic adoption.
5. Narrow systemic adoption.
6. Broad opportunistic adoption.
7. Broad systemic adoption.

Reproduced by IMPEL from <https://www.impel.ac.uk/>

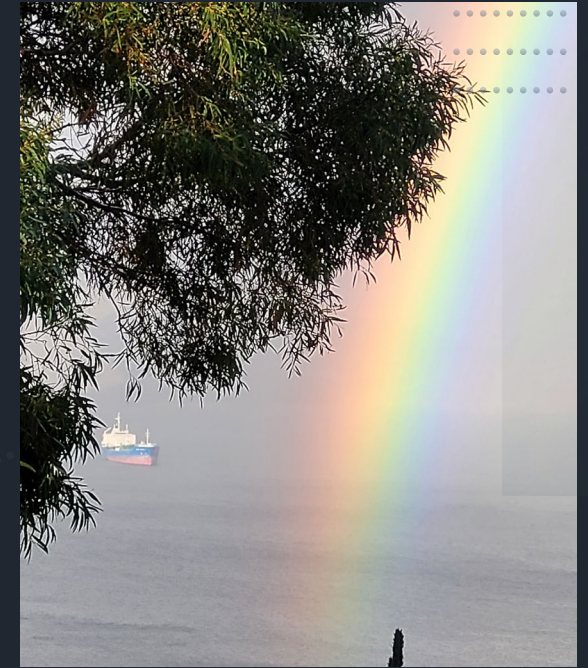
Measuring impact

- IMPEL ladder
- Types of research impact
- Measuring impact
- Publications



Publication tips

- Plan your research to include dissemination – include target journals and conferences.
- Proactively invite national and international collaboration
- Develop and hone your research narrative via informal modes of dissemination and variety of types
- Formal incremental – e.g., ASRHE research perspectives --> research in progress --> research complete.
- Ensure your manuscript complies with Journal/ conference:
 - Aims and Scope
 - Manuscript preparation requirements
 - Criteria for acceptance (TIP – become a journal reviewer!)



QUESTIONS?

- CONTACT – jo.kelder@utas.edu.au
- THREE Australian higher education journals
 - HERD url – be familiar
 - JUTLP
 - ASRHE



START and TEL Umbrella Ethics



Presenters:

Dr Cathy Tannous



Dr Glenn Mason



Body of research around
Student TrAnsition and
ReTention

Body of research around
21C Curriculum innovation
coming soon!

Body of research around
Technology Enhanced Learning

What is
an umbrella
project ethics?

Student
Transition And
ReTention
(START)
Program of
Research

Program of research focussed on student transition and retention with ethics approval

Approval to access student data

Student participation is via an opt-out mechanism – assists with recruitment and obtaining consent

Sub-projects submitted on your behalf via an application form to the university ethics committee

Quick approval turnaround

Subproject Application
 Research Protocol

START Application form

Who should use this form?

Please complete this protocol for each new subproject being added as a subproject under an umbrella approval.

Please follow and address annotations <in red>.

Please provide the following information for review:

1.1. **UMBRELLA PROJECT ETHICS ID:**
 HREC Approval Number: H13567

1.2. **UMBRELLA PROJECT TITLE:**
 Student Transition And ReTention (START) Program of Research

1.3. **SUB-PROJECT TITLE:**
 <Please enter your subproject's name>

1.4. **NAME OF STUDENT:**
 NA

1.5. **BACKGROUND:**
 Literature review with citation:
 <Please Complete, and please ensure you allocate ~100 words background literature relating to student transition, progress retention>

1.6. **RATIONALE/JUSTIFICATION** (i.e. how the research will fill any gaps, contribute to the field or contribute to existing or improved practice):
 <Please Complete, and state explicitly the link to Student Transition, progress retention, and where possible try and align to the 9 elements of the TEQSA Good Guidelines:
 1. the appropriateness of students' preparation for higher education and are selected for admission
 2. comprehensiveness of orientation and transition to higher education stu
 3. clear and user-friendly enrolment processes
 4. design of the curriculum
 5. the importance of early identification of students at risk of discontinu
 studies
 6. academic student learning support
 7. student welfare support

Subproject Amendment Request — START Program of Research

8. a sense of connectedness to the institution at which they are studying
 9. how well different student backgrounds are catered for.>

1.7. **RESEARCH QUESTION/AIMS/HYPOTHESIS:**
 Provide a researchable question that clearly links to the rationale given in the background section
 <Please Complete>

1.8. **EXPECTED OUTCOMES:**
 <Please Complete>

1.9. **STUDY DESIGN:**
 • What type of project is it? (qualitative, quantitative, mixed methods)
 • What is the design? (E.g. cross-sectional study, intervention study, audit, quality assurance, semi-structured interviews, focus group etc.)
 <Please Complete and identify the type(s) of research: Action Research, Data Linkage, Observational, Survey/Interview/Focus Group, and/or Textual Analysis research >

1.10. **SITES:**
 Name the specific sites in which your data will be collected and the location
 <Please Complete>

1.11. **PARTICIPANTS AND/OR DATA SOURCE:** copy this section for each group to be included
 Name of the participant group:
 <Please Complete>
 Describe the characteristics of your proposed study participants (inclusion and exclusion criteria), and/or where will you get your data from (e.g. analysis of public records)? Explain why these characteristics are relevant to the project.
 <Please Complete, and commit to liaising with the START PoR central team prior to the recruitment of participants to ensure that no students who have opted out are approached>
 What is the anticipated number of study participants? How did you decide on this number? (e.g. a power calculation for quantitative studies)
 <Please Complete>
 Describe how will you identify and approach and recruit participants with respect for privacy and right to decline? (or how will you access information and records?) Include whether screening takes place before or after consent; who will initially approach the participants; how participants will receive the recruitment documentation; how much time a potential participant will have to consider participation.
 <Please Complete>

1.9. **METHODS (DATA COLLECTION AND ANALYSIS):**

Subproject Amendment Request — START Program of Research

Describe the data collection instrument and the types of information will you collect to answer your research question (e.g. interviews, survey, audit etc.)

<Please Complete, >
 Provide a rationale for the selected data collection instrument – including:
 • Are you using a published and validated instrument? Provide reference
 • Are you modifying a validated instrument? Explain why and how? Provide reference
 • Are you developing an instrument? Explain why and how?
 • Have you piloted the instrument?

<Please Complete, and note whether the subproject require written consent from participants? Or is it limited by participation in the survey? >

1.10. **ETHICAL CONSIDERATIONS:**
 • What ethical issues does your project raise? e.g. privacy/confidentiality, sensitive topic, emotional risk, special training required, researcher/participant relationship
 • How will you address them?
 <Please Complete, and note that you will destroy all research data five years post publication of research, and how you keep data anonymous >

1.11. **ATTACHMENTS:**
 Please list the names of any attachments (eg Participant Information Sheet, Consent Form etc)
 <Please Complete, and note that the Participant Information Sheet contain the contact details of the subproject research team, the START central team and Human Ethics >

Subproject Amendment Request — START Program of Research

REDI RESEARCH ETHICS AND INTEGRITY
RESEARCH ENGAGEMENT DEVELOPMENT INNOVATION
 Human Research Ethics

Subproject Application
 Under Umbrella Approval

Who should use this form?

Researchers who have already received approval for an umbrella project and who now wish to add a subproject should submit this application to the Human Research Ethics Team: humanethics@westernsydney.edu.au

If you do not already have approval to conduct an umbrella project, please contact an Ethics Officer to discuss your options.

Section 1: Overview

1.1. Ethics ID of Umbrella Project:	HREC Approval Number: H13567
1.2. Umbrella Project Title:	Student Transition And ReTention (START) Program of Research
1.3. Lead Investigator:	A/Prof Simon Bedford
1.4. Subproject Title:	<Please Complete>
1.5. Sites:	<Please Complete>
1.6. Commencement date:	<Please Complete>
Expiry Date:	<Please Complete>

Section 2: Project Team

Other Investigators/Supervisors:

Supervisor 1	Name and contact details
Name:	<Please Complete>
Address:	<Please Complete>
Organisation:	<Please Complete>
Qualifications:	<Please Complete>
Position:	<Please Complete>
Phone Contact:	<Please Complete>
Email:	<Please Complete>

Supervisor 2	Name and contact details
Name:	<Please Complete etc. >
Address:	
Organisation:	
Qualifications:	
Position:	
Phone Contact:	
Email:	

Two forms

Part A details the specifics of the subproject and includes any specific participant information/consent forms or surveys

Part B details the details of the research team

Contact Colin Clark for more details or an application form

Technology Enabled Learning (TEL) Program of Research



Teaching and learning practices mediated through digital technologies



Student learning practices (e.g. self-regulated learning)



Learning design

Models
Theories
Practice



Innovative technologies

Augmented reality
Virtual reality
Drones



Digital assessment

TEL Application process



Benefits of submitting ethics as a subproject of an approved umbrella program of research

- Support with recruitment via opt-out mechanism
- Feedback and support in ensuring your subproject meets expectation of START or TEL program of research – helps refine your focus and outcomes
- Streamlined ethics approval which is often quicker
- Be part of a community of research focused on curriculum development and teaching and learning scholarship

Pecha Kucha Presentations

- Nine presentations of 3 minutes/30 seconds
 - Exemplar research projects supported by START and TEL umbrella ethics
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- Feel free to ask your questions in the Zoom chat
 - Test your knowledge! – answer a simple question regarding research impact for each study





Next steps and closing

Presenter:

Associate Professor Jo-Anne Chuck
Head of Teaching and Curriculum



Presenter thank you

- Professor Susan Page, Director of Indigenous Learning and Teaching
- Professor Simon Bedford, PVC (Learning Futures)
- Professor Yenna Salamonson, Director of Academic Workforce, SoNM
- Dr. Jo-Anne Kelder, Adjunct Senior Researcher, College of Sciences and Engineering UTAS
- Dr. Caterina Tannous, Director of UG Health Science (SoHS), STARS Academic Lead
- Dr. Glenn Mason, Lead Learning Science Analyst, TEL
- PechaKucha Presenters