Affective Domain of Teaching

University Teaching and Learning Priority Grant

Final Report - April 2013
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THE AFFECTIVE DOMAIN OF TEACHING

UNIVERSITY TEACHING AND LEARNING PRIORITY GRANT

FINAL REPORT

April 2013

Project Title: THE AFFECTIVE DOMAIN OF TEACHING: FACILITATING COMPREHENSIVE LEARNING ECOLOGIES

Project team leaders:
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Project team members:
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Dr David Birbeck, Lecturer: Academic Developer, Health Sciences Divisional Office
Dr Kit McFarlane, Lecturer, School of Communication, International Studies and Languages

Project Account Number: PD 40.09.041200 item code 1895
Total amount of grant: $24,910.72

PROJECT AIMS:

Our project is based on the premise that the affective domain is an integral part of all teaching and learning interactions and that this domain is underpinned by a set of professional values that informs teaching practice. This project aimed to develop an analytic framework for the affective domain by exploring academics’ teaching practices, values and beliefs through a series of interviews (10) and case studies (6) with academics in the Divisions of Business and Health Sciences.

OVERVIEW OF THE PROJECT:

Ten academics (five from the Division of Business and five from the Division of Health Sciences) were interviewed concerning their views of the affective domain of teaching, what constituted ‘good teaching’ and how they sustained their teaching practice. Subsequently three participants from each division took part in a series of case study interviews over study period 5 in 2011. Each participant was interviewed at three time periods, once at the beginning of the course, mid-way through the course and at the end of the course. The major focus of these interviews was on how participants designed, developed and implemented their courses to improve student engagement in both face to face and online learning environments and how the affective domain played a part in shaping this. The data collection methods received ethics clearance from the University’s Human Research Ethics Committee (HREC).

These interviews and case studies were analysed for major themes. The first stage of analysis reviewed the affective domain and looked for instances of emotionality in participant’s responses. As expected, a wide range of emotions were identified in the transcripts. Academic practice in general, and teaching in particular, generated intense emotions for these participants. The majority of participants felt passionate about their teaching and their role in helping students learn. They took great pleasure and enjoyment in seeing students grasp difficult concepts. However, there were also times when participants experienced negative emotions, particularly when they felt constrained by administrative demands or pressures to perform in other areas.
These emotions were then used as a lens to explore which areas of their academic practice participants felt most strongly about. Most frequently, instances of intense emotion were shown to be indicators of participant’s underlying values and beliefs in their teaching practice being either reinforced or challenged. Finally, we explored areas of ‘tensions’ which seemed to indicate areas of (potential) conflict between participant’s values and beliefs and constraints placed upon their academic practice.

**Updates since submission of Third Interim report:**

1. Analysis of the interview and case study data and development of the analytic framework.
2. Verification of identified themes with research participants.
3. Review of the project outcomes with the project Reference Panel.
4. Dissemination of findings via 2 workshops, a national teaching and learning conference and an international research seminar delivered at the University of Lancaster, UK and work is in progress to present at an international conference of Medical Radiation Science educators in Wellington, NZ later in the year.
5. Ongoing preparation of two manuscripts due to be submitted in 2013.


**Completed milestones since last report:**

**Stage 4: Evaluate Case studies and develop Affective Domain Conceptual Framework**
We completed the analysis of the project outcomes and identified the major themes relating to participant’s key emotions, values and beliefs. From these themes we developed the Affective Domain Conceptual Framework that describes the dialectical challenges inherent in implementation of the affective domain in teaching situations. In addition, we developed a series of strategies from the interviews and case studies to illustrate ideas and practices that participants had found to be particularly useful in encouraging student engagement and building effective rapport across a variety of teaching and learning settings. The annotated bibliography was extended and categorised into various topic headings. The project website has been updated to reflect ongoing progress.

**Stage 5 Reflection on findings with original interviewees and case study participants and final review meeting with Reference Panel:**
We developed an extended summary of our key findings and sent these to all participants to reflect on prior to our final participant review meeting. At the meeting (2nd August 2012) we sought feedback on our major themes, asking participants if these identified themes resonated with their experience and asking them to clarify or add any areas they felt was missing. Participants who were not able to attend the review meeting shared their feedback with the team via email. All participants agreed that the major themes identified in our analysis were an accurate representation of their experience. The team then met to review the participants feedback and incorporate their additional suggestions and recommendations into the final framework.

The framework and major themes identified from the interviews and case studies were presented to the project Reference Panel in a final meeting on the 9th August 2012. The Reference Panel members provided feedback on the findings and suggested ways to visualise the framework and evaluate our ongoing work, for example surveying academics perceptions of the identified values and beliefs at workshops and seminars.
They also recommended that further research on the framework be considered with a view to expanding its application across other universities. It was however, recognised that this extended evaluation was beyond the remit of the original grant.

**Stage 6 Development and presentation of workshops and seminars on project findings:** The team has again met on several occasions to review the feedback from the Reference Panel members. The suggested use of a visual image to illustrate the ‘tensions and challenges’ aspect of the framework has been used to good effect in subsequent workshops and research seminars (see examples in the workshop PowerPoint provided on the project website). Surveys have been incorporated into the workshops and seminars to evaluate if the key findings are reflective of academic’s experiences more broadly. A list of the workshops and seminars presented thus far is provided below.

Feedback from the seminars and workshop participants has been overwhelmingly positive and has led to invitations to present in other seminars. For example, the Higher Education Research Group of Adelaide (HERGA) conference presentation in September led to the School of Pharmacy inviting us to present at their research seminar series in February this year. We have also been invited back to HERGA in 2013 to present a longer workshop on this research.

**Dissemination activities undertaken:**
- Maintenance of the project website.
- Meetings with interviewees and case study participants to reflect and verify findings: Thursday 2 August 4-5pm City West, City East (dates was chosen to best suit participants).
- Final Reference Panel meeting: Thursday 9 August 2012 4-5pm City East.
- Workshop 1: Division of Health Sciences 9 November 2012, City East.
- Research Seminar: Wednesday 5 September 2012, Department of Education Research, University of Lancaster, United Kingdom.
- Presentation of research findings to ERGA conference 21 September 2012.
- Workshop 2: School of Pharmacy Seminar Thursday 21 February 2013, City East.
- Submission of a refereed conference abstract for the 36th HERDSA conference to be held 1-4 July 2013 in Auckland.

**Works in progress:**
- Two manuscripts relating to the main project findings, one theorising the affective domain and its relation to teaching in higher education, the second describing the affective domain framework and how it relates to academic identity and practice. These manuscripts are planned to be submitted to *Journal of Higher Education, HERD*, or *Teaching in Higher Education* journals in 2013.
- Conference presentation at the Australasian Association of Educators in Medical Radiation Sciences (AAEMRS) conference in Wellington, NZ 5-6 July 2013.
- Conference presentation at the 36th HERDSA conference to be held 1-4 July 2013 in Auckland, NZ.

**Deliverables of this research are:**
- A project website that provides a repository of key findings from the project e.g. major themes identifying the emotions, values and beliefs underpinning academic practice, and examples of best practice to build positive rapport with students.
- An annotated bibliography of relevant literature on the affective domain, academic practice and identity.
- Key terms and definitions for the Affective Domain.
- A conceptual framework that outlines common tensions and challenges that impact on the affective domain of teaching.
• Recommendations and strategies to support the formation of positive engagement between teachers and students in a variety of contexts.
• Workshops, conference presentations and manuscripts on the affective domain, academic values, practice and identity.

**Budget Acquittal:**

Stages 4-6 of the budget have now been acquitted with the contract for the final research assistant hours due to be completed on 31st March 2013.

The total budget allocated for this teaching and learning grant was $24,910.72. The majority of these funds were allocated to casual salaries for the research assistant and transcription services for the interviews and case studies. Money was also allocated to resources and refreshments for team meetings, Reference Panel meetings, participant review sessions, and workshops and seminars. The remaining surplus of $332.63 will be acquitted against expenses incurred from the forthcoming conference presentations in New Zealand (these conference presentations were not planned for in the original budget and the additional expenses will be covered by team members PD funds). For more details of the budget lines please see appendix 4.

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<td>Remaining surplus</td>
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</tbody>
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**Key Outputs from this Research:**

**Website:**


**Journal Articles:**

In 2011, the article 'Unplugging the Affective Domain: Can "Slow Spaces" Really Improve the Value of Cultural Literacy?'. Transformations, Issue No. 20, 2011 - Slow Media issue. Author MacFarlane, K.

**Refereed Conference Presentations:**


In 2010, the presentation 'The Affective Domain and Social Networking: Definitorial Issues and Misleading Assumptions'. Workshop: 5th EC-TEL, 28 September - 1 October 2010, Barcelona, Spain. Authors: Voigt, C; MacFarlane, K.


**Research Seminars:**

In 2012, the presentation 'Tensions, Values, and Emotions: The Affective Domain and the Weight of Expectation'. Seminar for Department of Educational Research staff and PhD candidates, University of Lancaster, UK, 5 September 2012. Presenter S. King
In 2013, the presentation ‘The affective domain and its relation to academic practice’. Seminar for the School of Pharmacy and Medical Sciences research seminar series, 21 February 2013. Presenters: S. King, T. Albrecht and T. Sawyer

**Workshop:**


**Works in Progress:**


Conference presentation at the Australasian Association of Educators in Medical Radiation Sciences (AAEMRS) conference in Wellington, NZ 5- 6 July 2013. Presenter T. Abrecht.

**PROJECT OUTCOMES AND LESSONS LEARNED:**

The affective domain is an integral part of all teaching and learning interactions. However, the ‘affective domain’ is hard to define in ways that are meaningful to academic staff. What this project has revealed is that for academics the affective domain of teaching does not refer merely to the emotions or feelings associated with various teaching and learning interactions, but rather it encompasses the ideas, values, attitudes, and beliefs as well as the orientations and ideologies that underpin their teaching practice. The affective domain refers to more than ‘happiness’ or ‘satisfaction’ with teaching practice, it also incorporates a sense of thriving and meaningful work whereby individuals are able to reach their full potential, maximising their skills and attributes.

The project findings also demonstrated that academics have a set of values and beliefs that informs and directs their practice. These values constitute a set of moral principles and standards of conduct and reflect a person’s sense of right and wrong or what “ought” to be. An academic’s professional values are developed through socialisation - a process whereby an individual acquires the knowledge, skills, attitudes, roles, and behaviours of that profession. These professional values are also shaped by institutional, cultural, societal and political environments. When participants were able to work in congruence with these values and beliefs they experienced strongly positive emotions, however when there was potential conflict with these (often internalised) values they experienced negative emotions such as frustration and disillusionment.

We used the lens of emotion to explore which areas of their academic practice participants felt most strongly about. From our review of the literature we recognised that emotions are a powerful tool to identify what is significant to people’s sense of self- and professional- identity. As Wager (2000) argues ‘we use particular conceptions of emotions in order to give meaning and provide explanation for what we are, and what our work is for, and about’ (p. 2). Beatty reinforces this notion in her description of emotional meaning making systems that ‘affect our sense of what is true, what counts for evidence, where authority is located and our experience of self. They impact on the way we engage with others, our public image, our comfort with ambiguity, the ways we experience leading and teaching, and our sense of moral community’ (2002 pp6-7). Emotions are built from past experiences that underpin and reinforce our values, beliefs and ideologies (Thompson 2001) and our strongest emotions are often elicited at times of conflict with our personal philosophies, values and standards (Hargreaves 2001). By recognising our emotions we can more readily
identify our core values and beliefs and recognise how they shape, and are subsequently shaped by, the myriad actions and decisions we make on a day-to-day basis in our academic practice (King 2005).

The benefits of developing a greater understanding of core values is that they can

- Aid self-reflection
- Guide everyday practice
- Enhance professional relationships
- Shape decision making in relation to future practice, and
- Enable recognition and management of potential value conflicts

WHERE TO FROM HERE:

Whilst the team have completed the objectives of the original grant application there are a number of ongoing activities that will ensure that the outcomes of this project will continue to be disseminated to the broader higher education community. Specifically, the team will be promoting the project website and the Conceptual Framework at the two international conference presentations in New Zealand (AAEMRS and HERDSA). The major project findings will also be disseminated to Higher Education scholars internationally via the manuscript submission to the journal ‘Teaching in Higher Education’. In addition, the team plan to act on the recommendation from the Reference Panel to engage in further research on the Affective Domain Conceptual Framework with colleagues from other universities. We have had preliminary discussions with a number of colleagues at other South Australian institutions who are keen to collaborate on an OLT grant submission for Round 1 in 2014. We will also be seeking interest from other national and international colleagues at the HERDSA and AAEMRS conferences in July 2013.

REFERENCES:


FACTORS CRITICAL TO THE SUCCESS OF THIS PROJECT

- **Committed team members** – having a diverse team of committed academics enabled us to do the extended data collection and analysis required to effectively analyse and generate the Affective Domain Conceptual Framework.

- **Enthusiastic participation by academics in the interviews and case studies** – we were able to collect rich data from our participants who enthusiastically and generously gave their time to take part in the interviews, case studies and reflections on key findings. This project would not have been possible without their valuable contribution.

- **Reference Panel** – the Reference Panel members provided us with useful advice and guidance at critical times of the project, particularly when it became necessary to re-direct the project milestones in 2010. The final outcomes of the project have benefitted significantly as a result of this advice and direction.
• **Research assistant throughout life of the project** – the funding allowed us to employ a research assistant, Dr Kit MacFarlane, throughout the life of the project which enabled us to; collect ongoing data from our research participants over a full academic year; do an extensive literature search and develop the annotated bibliography; maintain the project website, and; prepare manuscripts for publication. Without Kit’s skills and dedication to the project it would have been much more difficult to finalise these outcomes.

**FACTORS THAT IMPEDED PROGRESS**

• **Staffing changes**: The project was affected by staff leaving the research team to take up positions external to the University, which initially delayed progress with the achievement of some outcomes and deliverables. One of the team leaders Dr Sharron King also took PEP leave from July-Dec 2012 which resulted in some delays to the completion of the data analysis and preparation of the final report.

• **Lack of previous research**: There is very little previous research or literature available on the affective domain as it pertains to teaching practice. The literature that is available mainly focuses on the affective domain of student learning. We therefore, had to develop our own theoretical framework to analyse the data and present our key findings.

• **Workloads of academics involved**: The project team consisted of a group of dedicated but extremely busy academics. Their dedication saw the project come to life and succeed but their already existing huge workloads meant that the project was not always able to be prioritised. This sometimes meant longer timeframes for the completion of project tasks.

**THE REMAINDER OF THIS REPORT INCLUDES APPENDICES ON:**

• Key project findings
• Copies of the previous three interim reports
• Budget acquittal
APPENDIX 1: KEY THEMES IDENTIFIED - VALUES AND BELIEFS

TEACHING VALUES AND BELIEFS

The following section identifies the various values and beliefs that have been identified in participants’ discussion of their teaching practice, key points raised are highlighted in bold with example quotes following.

GOOD TEACHING

Participants were asked to define what being a ‘good teaching’ means to them. The majority of participants spoke about good teaching in terms of student learning and the fact that it is also essential to care about student’s learning outcomes.

GOOD TEACHING PROVIDES MEANINGFUL OPPORTUNITIES FOR STUDENT LEARNING

“What is good teaching? What do I think good teaching is? Good teaching is not really about teaching it’s about providing opportunities for student learning that is supported, encouraging and meaningful.”

YOU HAVE TO CARE ABOUT STUDENT LEARNING

“I just think you need a teacher that’s interested in the topic, that wants the students to learn, I think that’s important. You’ve got to have a teacher that cares about it. And I think you need students that want to learn it.”

Participants also noted that good teaching was not about the personal ego of the teacher but rather it is more about instilling a sense of passion and enthusiasm in the content area.

IT IS NOT ABOUT EGO

“What do I think makes a good teacher? Firstly, not having a massive ego. I believe that the first requirement is to not think that you know it all. I have a lot of experience like most people my age I guess, but I’ve also been fortunate in the organisations that I’ve worked for and worked in. I think what makes a good teacher is to be able to relate those experiences in such a way that it is recognisable and consumable to the student, something that the student sees as valuable.”

ENTHUSIASM, PASSION AND ABILITY TO COMMUNICATE IS CRITICAL

“I think what makes a good teacher is enthusiasm, undoubtedly knowledge, but the ability to communicate passion in such a way that it’s presented as closely as possible in the language of the receiver.”

It was also noted that there is no ‘set formula’ for good teaching and that much of what is done is instinctive and continually evolves over time and with experience.

NO ‘SET FORMULAS’ FOR GOOD TEACHING

“I think there are people who are good teachers in different ways that we see in this school, and there are technically brilliant teachers who perhaps don’t have an outgoing personality. There are people who are bit, I suppose, ‘eccentric’ in the way they work with students and technically not quite so thorough who are equally well liked and well received by students. So there is no one formula. But I think the one ingredient which is common to all kind of ‘teacher types’ if you like, is this desire to do it well.”

GOOD TEACHING IS INSTINCTIVE

“I would say I am technically okay. I have never been a student of teaching methodology or theory so it’s all been instinctive. Teaching by touch and feel and sensing what works, what doesn’t and just kind of evolving over time.”
However it was also acknowledged that there are some skills that teachers need to develop in order to be effective.

**BEING ABLE TO SUSTAIN STUDENT INTEREST THROUGHOUT THE LECTURE**

“There are sort of times where, particularly in a lecture, you’re going through something and you get to the end of the lecture and you can see everyone’s still sitting there, they’re still paying attention, they’re still listening. And it’s sort of going through the back of your mind; “yes I actually explained that quite well, I made the point”. And there are some times you stand up there and you know you’ve just sort of gone through the motions of it, you’ve explained, you’ve told them what happened but you come away feeling, “look I don’t think I really connected with them, I don’t think I really got it across”. Whereas the other times, yes you’re standing there and you’ve just been very clear in what you wanted to say and you can see everyone’s still paying attention and they’re all nodding.”

**TECHNICAL SKILLS IN TEACHING ARE IMPORTANT BUT WHAT IS MORE IMPORTANT IS THE DESIRE TO SHAPE STUDENTS’ LIVES**

“Technically it’s important to be a good technical teacher. I mean in this day and age produce good PowerPoint displays or whatever medium you are using. You’ve got to be able to do that well. You do need to have a sense of humour. You do need to expose yourself as being human rather than this sort of ‘font of authoritative knowledge’. I think they’re important ingredients so that the students can actually relate on the same level. I think that’s important. So there are certain mannerisms, certain I guess, ways of technically executing a lecture or a practical class that are critically important, but it all stems from this kind of desire to do it well, and the desire to shape the lives of young people. In other words, [good teaching] is hard to define.”

Most agreed that it was essential to create a dynamic and engaging learning environment, one that encourages students to find the answers themselves.

**CREATING AN ENVIRONMENT THAT ENGAGES STUDENTS**

“To me good teaching is about providing the environment that engages them even if they sort of at face value don’t want to be engaged.”

“I think it’s good teaching, or I suppose meaningful teaching, if the students want to be there.”

**GOOD TEACHING IS DYNAMIC AND LIVELY, EVEN WHEN YOU DON’T FEEL LIKE IT**

“When you’re teaching you have to try and make it interesting you have to, to be a good teacher. When you walk into a lecture theatre at 7:00pm at night and you’ve been at work since 7:00am in the morning which is not unusual actually. And you’d rather be at home watching some crap on TV and you know the students would too because half of them have been at work all day. So you walk in and you perform, you pretend that there’s nowhere else in the world that you’d rather be, “this is a really fun place and I love being here”. You don’t feel like that but you don’t let it show because my argument is, the minute you let the student’s know that you’re slightly tired they’ll fall asleep (Laughing). So I always go in and say “great to see you, this is really good, this is really interesting, well sometimes it’s not, but you know, let’s pretend it is”. And maybe this is about finding what is interesting about it. I do, in front of class, I try to be lively.

**GOOD TEACHING IS ABOUT ENCOURAGING STUDENTS TO FIND THE ANSWERS FOR THEMSELVES**

“I think that good teachers can pretty much teach anything. Yes you need the specific skills and that sort of stuff, but I think you can learn those along the way. And my views also, that as a teacher, as a lecturer, I don’t have all the answers. University is more about where do we go to
find the answers, and if I can help people to do that as opposed to tell them “This is the answer”, then I have met the objective.”

As one participant noted it is more important to teach students ‘how to learn’ rather that ‘what to learn’ as the content is forever changing and evolving.

**TEACHING STUDENTS HOW TO LEARN AS CONTENT IS ALWAYS CHANGING**

“The other thing that makes good teaching I think, and the meaningful stuff, is when people take whatever it is that you’ve told them and you’ve been talking about, and want to build on that. If they want to find out a little bit more. But my view has always been that university, and even high school, it’s learning about how to learn rather than learning the stuff as such, because what you’re learning always changes and develops.”

Other significant areas noted were that valuing students prior knowledge was vital in scaffolding their learning.

**SHARING AND VALUING STUDENT’S PRIOR KNOWLEDGE**

“Good teaching, I really believe that we’ve got to get away from that Socratic method of teaching of “I know everything and you know nothing, and you’ve just got to listen to what I have to say”… I think it’s important to acknowledge that students are people with experiences and with knowledge of their own, which isn’t the same as yours, and you each have something to offer the other, and it’s about sharing those experiences and making them feel like they have valuable experiences.”

And that to be a good teacher you needed determination and a willingness to become engaged in the teaching process and content.

**TO SUSTAIN GOOD TEACHING TAKES DRIVE AND A WILLINGNESS TO PUT IN THE EXTRA MILE**

“I mean to sustain it you’ve got to really drive yourself and sort of be willing to be here. It’s the type of profession it could be very easy just to go into a mode of “I’m just going to do this all over again and I’m just going to regurgitate the stuff from last year” and just keep rolling with it, and really not improve on it very much. And it doesn’t take long once you start doing that, for the students to find that out and they’re not going to get very much out of it. And then you very much get away from any good teaching and they may as well go and buy a text book, read it online and never turn up.”

**THE NEED TO BE ENGAGED TO BE A GOOD TEACHER**

“I think you’ve got to have teachers that are engaged with the topic that they’re teaching. You can’t always teach what you want to teach but you do have to be engaged on what you’re teaching and to be engaged in what you’re teaching.”

**GOOD ASSESSMENT:**

Participants also argued that good teaching needs to be supported by good assessment and the two components are integrally linked. Many participants commented that assessment is really just another element of good teaching and that for assessment to be effective students need to learn from the experience.

**ASSESSMENT IS JUST ANOTHER PART OF TEACHING, STUDENTS NEED TO LEARN FROM ASSESSMENT**

“Assessment actually is just another part of teaching. So if you’re going to mark something, the student has to learn from it. So you do have to put some effort into the marking and you do have to put effort into the feedback so that the student has half a chance of learning from it otherwise it’s a waste of time”.

Affective Domain of Teaching – Final Report
EACH PIECE OF ASSESSMENT NEEDS TO BE CONSIDERED IN TERMS OF WHAT THE STUDENT WILL LEARN FROM IT

“I think that good teaching does take thought about each piece of assessment why are they doing it? You’re not doing it just for the sake of doing it, you’re not doing it just so you can give them a mark. That’s pointless – you want them to learn the content because that is important to the employers”.

Others commented that good assessment should stretch student’s abilities and cause them to reconsider their views and perspectives in order to justify their answer.

GOOD ASSESSMENT STRETCHES STUDENTS TO THINK OUTSIDE THE SQUARE

“I think I’m a big believer of giving an assignment that forces them to think outside the square and that there’s no right or wrong answer but either way they have to justify their answer.”

There was also a strong belief that good assessment tools, or rigorous assessment, should easily differentiate student’s abilities and reward students who have put in the effort.

EFFECTIVE ASSESSMENT TOOLS SHOULD DIFFERENTIATE STUDENTS’ ABILITIES

“I figure the obvious tool that people use is the numerical ones around assessment. So you hope that your assessment tools are sufficiently well designed to enable you to determine whether they actually have achieved that, and to what degree they’ve achieved it, and whether they’ve achieved it better than someone else, so you can rank them.”

ASSESSMENT SHOULD REWARD THE STUDENTS WHO HAVE PUT IN THE EFFORT

“I keep trying to emphasise to them that I try and make sure when I write the exams that they take care of themselves. If you’ve been there and you’ve done the other work then you’ll end up being able to get through the exam without a drama… [I try] to make sure that people that have put the real work in get rewarded for that.”

Much of the other discussion around assessment was related to how marking assignments can give the teacher vital feedback on their teaching in terms of what is working or not working, which concepts students are grasping and what adaptations need to be made to either content or delivery to ensure critical concepts are understood.

MARKING ASSIGNMENTS PROVIDES INSIGHTS INTO YOUR TEACHING IN TERMS OF WHAT IS WORKING OR NOT

“It’s a bit like marking. I mean no one in their right mind enjoys marking but you just understand that that’s part of the role. It’s an important part because it’s the window into what is working and what isn’t in terms of your own teaching and the effectiveness with which you teach certain concepts so it’s an important part of what we do but again it’s not something that anyone particularly enjoys.”

Others also commented that there are external constraints, such as professional accreditation requirements, that can impact on assessment.

PROFESSIONAL ACCREDITATION REQUIREMENTS HAVE AN IMPACT ON ASSESSMENT

“I mean the simple one is looking at the type of assessment you use. We are, given the field we’re in, sort of driven a bit by professional accreditation and we need students to show individually what they can do”.
There was also a lot of discussion about how important good curriculum design is to good teaching, with participants noting that if the assessment is integrated with the course objectives then ‘everything falls into place’.

**Ensure Assessment is Built Around the Objectives and Everything Else Falls Into Place**

“That comes right through the course design and it’s not about saying, “Oh my course is this number of topics and I’ll assess it by having a project”. It’s about saying, “These are the objectives I want to get, I can incorporate all them into one project” and now it’s designed the whole course from that down. Rather than typically what I see which is “My course is this list of topics, this is my lectures I’m going to take, oh now what can we do for assessment?” So to me most of them look at it the wrong way around. And to me it’s all about assessment. What are we going to assess? Because that’s what they’re going to do, if we assess it, they’ll do it. Make sure the assessment is built around the objectives and we know that’s all good teaching practice and work that through then into the actual way you design the course, the way you put it together, even whether you have lectures or workshops or tutorials or practicals, whatever they are. So it’s starting at the end and working back and there’s just not enough of that”.

**Good Design Minimises the Amount of Interventions Needed to Resolve Student Issues**

“My belief is a lot of it is about the way you structure your course and the way you structure your materials. If you think about it really well in advance, and you design well, you can minimise that weekly commitment to teaching. So much of what I see where people are putting a lot of time in, it’s because I don’t think they’ve managed it well. The students are asking a lot of silly questions and if the students are asking a lot of silly questions it probably means you should have anticipated that before, you should have designed it better. So if you think about it well at the framing, you design well, you have good materials, you actually minimise the amount of intervention you need to make”.

**Application of Knowledge:**

Another significant area that provoked a lot of discussion was the application of teaching to ‘real-life’ or ‘real-world’ contexts. Many participants remarked on the importance of contextualising learning for students, or explaining the relevance of why something may be important for their future professional work.

**Explaining Contextual Relevance Supports Learning**

“I like to be able to when I teach something, to be able to put it into context of why they’re learning it for what they’re doing. So someone in the [X] program, so I would say, “it’s really important that you know how to do this because, this is an example of where you might use this”.

**Providing Real-World Examples Simplifies Complex Knowledge and Aids Understanding**

“When I was tutoring in [professional area] I was able to fill my teaching with many anecdotes or real life, real organisational examples. And I think what that does, is it enables me to take what to the student maybe something new and somewhat complex, and simplify it by using a real example … and the students seem to appreciate that”.

**It is Important to Apply Learning to Industry Contexts**

“I’m a big fan of industry application, I mean I think it’s important to include the theoretical basis obviously, but I think when you incorporate industry relevance it kind of, the penny drops for
students, and they can see its application in industry, versus just teaching straight from a reader or a text”.

Participants spoke about students needing to understand the links between the various courses and teaching modules in order to grasp the ‘big picture’ and recognise the connection to their future professional work.

**STUDENTS NEED TO GRASP THE ‘BIG PICTURE’, SEE THE LINKS BETWEEN THEIR LEARNING AREAS AND UNDERSTAND THE CONNECTIONS**

“I mean, being a uni student, sometimes it’s hard to see the big picture as well, whether you’re just out of high school or whether you’re somebody more senior coming back to study. I think the other thing that students don’t get until they’re finished, and this is probably true of most of them, but they don’t see the connections between things, and that’s one of the things I try and highlight as much as I can. Yes we’re teaching a first year course but what you learn here you’re going to use in second and third year. And even some of the things you’ve learnt in the first half of the first year, you should be making those links between what we’re doing now and what you did then to see how it builds together. You really can’t learn in distinct sort of blocks of knowledge all on their own. And so I think that’s where students don’t appreciate it, but at the same time I don’t necessarily think they should, I’d like it if they did but it’s a very hard thing to see. And the number of students that come back after doing a bit of assessment or finishing their degree and come back and go “Now I can see where all that fits in”. As long as they get there, that’s good. The sooner it happens, the more value they’ll get out of their university lives. But I mean it’s a big thing to ask, particularly of a 17 or an 18 year old, but even anyone that’s been out in the workplace”.

**REFLECTIVE PRACTICE:**

Reflective practice was also deemed as a critical element of good teaching with many participants discussing how they valued spending time reflecting on their daily teaching practice, continually challenging themselves to improve and learn new skills.

“I suppose, to me, if you’re not challenging what you do and not thinking about it and just thinking “it’s okay” then maybe you shouldn’t be here. Anyway, to me that’s an essential part of what we do”.

**RECOGNISING THAT THERE ARE ALWAYS NEW THINGS TO LEARN ABOUT TEACHING**

“I find over the years that I think my teaching is less good but everyone else thinks it’s better and I think that’s probably just a reflection of the fact that the more you know the more you know what you don’t know, and that the better teacher you are, the better you do the job, the more you can see other things you can do. So that, when you first start teaching, your first year’s not very good, the second year you think, you start feeling “oh wow, I’m starting to come really good at this now” and it’s not until you’ve done it for 5, 10 years that you really start to see the short comings of what you’ve been doing”.

**GOOD TEACHERS ARE CONSTANTLY REFLECTING, DEVELOPING OVER TIME AND SETTING RULES FOR THEMSELVES**

“Teaching by touch and feel and sensing what works, what doesn’t and just kind of evolving over time so you know I have certain rules that I set for myself. Every lecture the students have to get a laugh somewhere so there’s some level of humour to it”.

Affective Domain of Teaching – Final Report
Others spoke about conducting research on their teaching, finding that reading and writing about their teaching reinforced their reflective practice.

**Researching and Writing about Your Teaching Helps the Reflection**

“I think for me my own personal development has been really, really good during that time, while you’re doing your PhD when you’re teaching stuff that you’re writing about, it helps you to think through the process a lot more”.

Participants spoke about reflecting on good, as well as bad, teaching moments and what they learned from these experiences.

**Learning from Bad Experiences, Reflecting and Asking Advice**

“Sometimes you do come away and you think “that was an object failure” and quite often I’ll think about it afterwards, “what can you do different, what could you do differently?” And it’s one of those times, you have your weaker moment yourself. And you go and you talk to other people about what they’ve done or how they’ve done it”.

“But other unsuccessful examples of teaching? I did a really bad session on [professional practice example] once and what happened I sort of went into teach the session and the equipment had changed, and I didn’t know the equipment had changed, so I was going to demonstrate these things and didn’t know how to use the equipment as it was different from what I was familiar with. And that was an interesting one – it wasn’t that the students told me it was bad or anything like that – I just thought it was a shocking session myself. And what I did is, I did it again with another group and I got an external evaluator to come in and evaluate it and that turned out to be fantastically helpful”.

The majority of participants spoke about how critical reflection was in their decision making processes regarding their teaching and without having sufficient time for reflection they felt that they were not on top of their teaching game.

“Sometimes it feels like it gets to that point where it’s just a matter of keeping up with what you’re doing. But if you can’t stop and think about it, and look at what you’re doing, and how you might do it better, then what’s the point?”

**Not Enough Time to Reflect**

“The simple fact is that we’re so inundated with our students, with the number of students, and we don’t really have enough time, and because we teach for 12 months of the year, because we have summer school. There’s no times really to sit back and think properly about what we’re teaching and how we’re teaching it”.

A number of participants also spoke about getting feedback on their teaching practice from both students and peers helped them to develop as good teachers.

**Getting Feedback Helps with Continuous Development**

“I’m not perfect by any means, there’s plenty of things I can improve on. I love getting the feedback from the students about what it is I do well and what things I can improve on. Some things I can change, some things I’m struggling with too, but I want to try and keep getting better if I can. I think the other thing that, as far as my teaching goes that makes it better, is the fact that I want to keep developing what we’re teaching as well and the ways you can get the material across”.
COMMITMENT TO IMPROVEMENT:
The majority of these participants spoke about their commitment to continual improvement in their teaching practice.

TAKING TIME TO CONTINUALLY UPDATE RESOURCES
“A lot of my time is spent researching study guide material that is varied and is as relevant as possible and as current as possible”.

Participants spoke about the time they took to continually develop and update their resources to ensure they remained current and relevant.

TAILORING RESOURCES TO MAKE THEM RELEVANT TO STUDENTS
“...to look at it from their perspective. So to do that that takes a lot of time and effort and getting things right. Making sure that I’ve got good content and online websites, good content and study guides, good links, current links, all those sorts of things.

UPDATING RESOURCES AND ALSO TOOLS TO MAKE THE CONTENT AS INTERESTING AND RELEVANT AS POSSIBLE
“I do need to continue to improve; I do need to alter the way I do certain things. A couple of reasons for that, one is partly the material, that changes a bit and so you need to talk about that a little bit differently. Partly the resources you have available, I mean with technology, that changes the way you can do things and so I want to make use of that where it adds to it. I do love my gadgets and I like sort of integrating them where I can, but I’m also very mindful of the fact that they need to be a tool rather than the focus. And so if I can add something in that makes what I do a little bit more interesting, or a little bit easier to understand, or allows me to do something more easily, so I can actually spend my time focusing on the important stuff rather than some of the technical stuff”.

Others spoke about changing materials and resources in order to meet the needs of a diverse cohort of students. Supporting students who may have entered university with less skills or prior knowledge as well as extending the top students.

RECOGNISING AND CATERING TO THE DIFFERENT ABILITIES OF STUDENTS, EXTENDING THE TOP STUDENTS BUT ALSO MEETING THE NEEDS OF THE STRUGGLING STUDENTS
“I suppose I’m thinking about improving and changing the way I teach to try and sort of deal with all those [different student] groups. And sometimes that’s probably a matter of changing how we go about running the course as well. And I think that’s one of the advantages of being in the course coordinator type role, is I do have a bit of control over that, because I don’t think you can teach all three groups in a lecture all at once. So you’ve got to give each of them different opportunities. So, yes that’s probably where the change occurs most, changing the material so it’s accessible but still allows [more able students] to advance”.

Affective Domain of Teaching – Final Report
Participants were explicit in their beliefs as to what was required in setting up good teaching environments. They readily acknowledged the skill and work it took to make it work well and identified some of the factors that could limit the teaching environment such as timetabling issues or restricted learning spaces.

**Create an Environment that is Engaging**

“What I do with my students, and my tutors, is I try to create an environment that first of all creates an interest in the subject and then to enliven the environment so that they're looking forward to the class not seeing the class as something to be endured to an end point”.

Some acknowledged building a good teaching environment was often less overt but done more on a subconscious level.

**Building a Good Teaching Environment is Often Subconscious, a Matter of Removing Barriers for Participation**

“For me, it's become very blurry about whether it's me creating an environment that students feel comfortable with, or whether its signals that I give out that I'm not aware, or whether it's things I say. I mean, I don't think I'm ever very explicit about it. So I'm specifically referring to situations with first and second year university students where we've got more of the environment where you've got 20-40. I suppose it's all become quite subconscious. I don't know whether it's just I give students opportunities, or I make them feel like they can contribute without exposing themselves”.

Again participants recognised the need to be continually monitoring the class environment, aware of which students were actively engaged, which students were disengaged, and who could be challenged. Knowing the students was seen as an essential ingredient of an effective classroom environment.

**Measuring the Level of Engagement**

“The classroom barometer, no matter what you’re teaching, there’s a barometer; how engaged are the students in the room, how involved are they; are they with you; are they productive; are they engaged? – and that is something that I think you just develop over time”.

**Constantly Monitoring the Teaching Environment, Judging Who to Speak To and When Not To**

“I'm always trying to, in a classroom situation, if I'm not sort of talking at the students, and there's that time where they need to be talk back at me, and it might be a lecture, it might be a tute, it might be a workshop, and I need to bring everyone in, and everyone needs to be on board, and so, you're constantly taking a reading of the room, and you're always scanning to see who's with you and who's not with you. So, for instance, if I see someone sleeping – and it happens, you know – geez, I'd like to think it doesn’t happen, but it sometimes it does. You've got 160 people in the room and it's early in the morning, there'll be someone having a snooze – and if there's someone who's very socially – I know they're socially connected, I don't hesitate to say something. But if it's someone who I know is socially a bit isolated or I'm not sure of their status, their social status, I won't go there, I'll just leave it, because it could be really embarrassing. So, I think you have to kind of know your student body to get that right”.

A number of participants spoke out choosing which students to interact with in the larger class environment and being careful that you did not cause students to feel afraid of responding.

**Choosing Volunteers for Demonstrations in Class Is a Skill**

“If I want to do a demonstration and I want to bring people up in front of the stage, I want them to be involved, and you have to pick those people really carefully. You'll say can I have some
volunteers. Now, volunteers are easy because they’re obviously, people who want to do it and they feel comfortable enough in front of their peers to stand up and do something, and that’s easy. But sometimes you want to get away from volunteers because some of them are just showboating for other people. So, then that means you just have to pick the right people, and I reckon sometimes I’ve picked the wrong people but it hasn’t been dire, but you know, they’ve been really embarrassed. So, it might be something I do when I’ve gotten to know some of the students; so, yeah you’ve just got to pick the right people for that”.

**STUDENTS WON’T RESPOND IN CLASS IF THEY RISK RIDICULE OR FAILURE**

“Because the greatest barrier, I think for students participating and talking, and expressing thought is fear of failure or ridicule by others, whether it’s overt or covert, so trying to create an environment where that just doesn’t happen”.

Others noted that it is important to be very clear about learning standards and expectations

**BUILDING THE CONCEPT**

“I do sometimes make very emphatic statements to the students about effort and about achieving standards. So, there’s two messages in there, there’s this kind of, “let’s talk, let’s put it out there, we’re still all learning; we’re all learning, let’s just work through it”. But when it comes to the crunch I will make very emphatic, probably evangelical speeches, about, “okay, who wants to be good and who wants to be great?” And I try to inspire them to really, to think they can all be great. And I don’t know how much it works. So, it’s not all just, well all ‘warm and fuzzy’ and everything, there’s still a, “who wants to be good?”, and “you want to be great; well here’s what you have to do”.

Most participants felt skilled enough to create effective learning spaces regardless of restrictions.

**A GOOD TEACHING ENVIRONMENT IS NOT ALWAYS DEPENDENT ON THE SPACE AVAILABLE**

“There’s no physical things that help me do it [set up a good teaching situation], like there’s no infrastructure. I mean, having a nice learning space is always good, but you know, I feel like you can do that in a room, in a very large lecture theatre or in a small room, so it’s neither here nor there”.

However, some did acknowledge there were some factors that could pose restrictions

**TIMETABLING CAN BE AN ISSUE FOR CREATING GOOD LEARNING ENVIRONMENTS**

“Things that hinder the process? Timetabling. So, timetabling can be really challenging to create nice learning environments and learning spaces. So, I mean you can have quite a large space and large numbers of students and still achieve, really good learning outcomes in a room, but it can be challenging if you’ve got too many students, or it’s too early in the morning, or it’s too late in the day. So, you know, they are hindrances, so we need to work around them, and I think, work creatively and work hard to try and make the best of it, because we’ve got limited resources – finite resources”.

**TEACHING STRATEGIES**

Participants frequently gave examples of strategies they used to create engaging learning environment, examples of what they did in lectures or tutorials to make them more interesting or engaging.

**MULTIPLE STRATEGIES TO KEEP THE LEARNING ENVIRONMENT DYNAMIC AND CONSTANTLY CHANGING**

“The tool kit is really just about – it’s just tricks for showing students things with, and conveying information using different physical means. So, there’s a number of things. So, one is when you’ve got imagery on a screen and you’re talking to it; so the classic kind of PowerPoint talk. Then, and this is the common mode obviously, for a lot of university course delivery because it’s
very efficient; it’s very clear in terms of written things, like it’s physically clear, I’m not sure it’s pedagogically clear, but it’s transportable and its lovely, it’s very nice and very versatile. But then, you might start off in that mode, but then, ... shift to the whiteboard, or shift to a small movie and so just ‘punctuating’[the session]—it’s a series of kind of tricks to always be changing the tone of the class every 15 minutes, or so. I’ve got these devices that I try to break up the session, any session needs to be broken up into smaller chunks, because otherwise none of them can sit around and just listen to stuff, unless there’s someone completely amazing talking—and that’s pretty rare—no one’s going to sit down for 49 minutes and listen to someone crap on—not, and stick with it, you know?”

Many participants reflected on needing to have good people management skills when dealing with students, needing to guide less experienced students but being able to take on a more collegial relationship with senior students.

**Teaching requires people management skills**

“If I see a class flagging, I’ll change tack and I’ll do something else, or I’ll talk differently, or show something”.

**Guiding less experienced students and moving to a more collegial role with more experienced students**

“You’ve got a group of students who, at the beginning of a program of teaching, or beginning of an experience, there’s a range of objectives that you want them to achieve, and you have to help guide them through that process. I tend to, with the younger students and less experienced ones, even within a university context, from first year, I tend to be more “interventionalist” for the younger ones. So, a little bit stronger guidance, and then [with a PhD student] in that guidance, you kind of relax and you become more a colleague, rather than ‘interventionalist’—not teacher or educator”.

Most participants acknowledged that it was vitally important to get to know their students and spoke of strategies they used to break down barriers and build relationships such as using humour in the classroom.

**Getting to know the students**

‘First and foremost I get to know my students very quickly. I get them to create little nametags and little nameplates just using an index card so I personalise it. I also move around the class I watch, I read eyes, I read faces, I look at body language, I question, I use a technique called the Torch Light, where there’s no dark corners in my teaching spaces. And people can’t hide in dark corners because if they’re in the dark corner I’ll shine the torch on them and ask them. I also genuinely care for their success and that seems to, well disturbingly I suppose, that seems to be a point of differentiation with other academic members in this University”.

**Using humour in the classroom**

“I think humour is important, I think I try and engage the students by making the content interesting and sexy and we use a lot of videos and lots of music and all that kind of stuff”.

“I’m not good at telling jokes so I tell the occasional one, but they’re typical ‘dad’ jokes so that gets a good groan and probably reflects my age”.

**Beliefs around student learning:**

Participants had strong beliefs about how students learn and their role as a teacher in relation to student learning. Many saw themselves as a facilitator of learning, providing learning opportunities, rather than being a disseminator of knowledge.
The role of lecturers is to facilitate learning, encouraging students to learn by whatever means possible

“You’ve got to have a teacher that cares about it and I think you need students that want to learn it. I don’t like the word ‘teachers’, I think that it’s a role of lecturers to facilitate learning. I think that it’s not so much teaching, because I can teach anything, you can stand out the front and teach the timetable, but it’s not the same thing is it? You have to facilitate, you have to actually encourage the students to learn and they need to learn by whatever means, some students learn different ways”.

The teaching role is being a ‘facilitator of learning’, providing the opportunity to learn, and the resources for learning rather than ‘teaching’ per se.

“Last night I was in the online chat room with a student who just wrote one sentence that just went, “oh she has got it”. I wrote something about [topic area], and then she wrote back something about another, which I thought was completely accurate, clearly self-generated out of her brain. It was in her words; I don’t know how she’d learned it, I might have had something to do with it, I don’t know. I’m not even sure I taught her that, but I just happened to be running the course where she had accessed the information and she felt comfortable and compelled to write this, and I went, “Wow, that was great.” So, yeah, one sentence from a student where she exhibited that she had learned something quite sophisticated, and was able to express in her own words, and I couldn’t even tell you when I was involved in that process, but I was shepherding her through. So, really, a classic example of me not teaching, but students learning. For me, that’s a major philosophy for me. I don’t really teach students much at all, just provide learning opportunities”.

Teaching is not just about knowledge transfer

“So probably the key thing is to be able to deliver teaching content that’s based on most recent research evidence...so rather than try and do knowledge transfer from lecturer to student, it’s more a case of facilitating learning”.

Stop using the term lecture, instead encourage interactive learning situations

“I think what I’ve tried to convince myself and perhaps colleagues that we should no longer refer to it as a lecture because that immediately implies that it’s just information dissemination... so it is about developing ways and encouraging people to interact”.

A number of participants spoke about students needing to ‘learn how to learn’ and that it is vital for students to take on the responsibility for their own learning.

Students need to ‘learn how to learn’

“But my view has always been that university, and even high school, it’s learning about how to learn rather than learning the stuff as such, because what you’re learning always changes and develops. And so if you know how to find the answers later on, you’re much better off rather than just getting the answers”.

You can’t force students to learn, only provide the right opportunities

“I always like the idea of, I’m here to give people an opportunity to learn, I love that about being at uni, is the fact that I’m here, I’m going to provide you, one with some information but a chance to find more information yourself, but if you don’t want to do it you don’t have to and if you want to I really want to help you do it. But I’m not going to force you to do anything because I don’t think you learn very much if you’re being forced to do it. You will learn something but it’s not going to be as good an experience if you’re forced to do it”.

Students need to take responsibility for their own learning,
“I do think that all students need to take responsibility for learning and that’s the other side of learning is that, they all wait for you to teach them something and I say well it’s not my job to teach, so much as your job is to learn. Or your job is equally to learn, if my job is to teach. And if you’re not going to learn then why should I bother teaching?”

It was also noted that students learn in different ways, and therefore, teachers need to consider how to reach each and every student.

**STUDENTS LEARN IN DIFFERENT WAYS**

“You just need to be able to somehow get through to them. Some people learn by reading, and some learn by hearing, and some learn by doing, and you just think, “so how can I get this point across to that student”.

A number of participants also believed that having clear boundaries and expectations assisted the learning process, as did having mutual respect between teachers and students.

**SETTING BOUNDARIES AND MAKING EXPECTATIONS EXPLICIT ARE KEY TO GOOD TEACHING, AS IS MUTUAL RESPECT BETWEEN TEACHER AND STUDENTS**:

“And I think the other aspect of good teaching or good learning; learning and teaching, is setting boundaries. So, everyone needs boundaries, and we’re all bounded by social norms, and for primary school children the behavioural boundaries need to be extremely clear, and that’s not such an issue for tertiary education, but there are boundaries in what is expected of them. They must know exactly what I expect of them, and at the same time I try to make it very clear what they should expect of me. So, mutual respect, everyone knowing what their expectations are, because people get disappointed when their expectations aren’t met, so if everyone knows what the expectations are, then there’s less chance of disappointment”.

Some participants spoke about the small class learning environment being the ‘best’ learning environment as it enabled active participation.

**THE BEST LEARNING OCCURS WHEN THERE IS ACTIVE DISCUSSION**

“I think the smaller the group is and the more discussion you can actually get is where you get that better learning”.

“It’s very difficult in lectures to do that, but in lab classes you can make that personal connection much more easily”.

Finally, as previously noted, students only learn when they are free from fear.

**STUDENTS ONLY LEARN WHEN THEY ARE FREE FROM FEAR. INTIMIDATION IS COUNTERPRODUCTIVE TO EFFECTIVE LEARNING**:

“I also believe that another legacy of the past – I think we are working to eradicate is this notion of intimidation and I know as a university student I felt intimidated by tutors and lecturers and there are still people in this organisation who interact with students in that way. The reading that I’ve done, and my experiences would suggest that that’s very counterproductive – that students really only learn optimally when they’re free of fear”.

**BELIEFS RELATING TO THE STUDENT TEACHER RELATIONSHIP**

Most participants believed very strongly in the benefits of building rapport with students and discussed how they went about this task, acknowledging that it took time and effort to build an effective relationship with students.
IT TAKES TIME TO DEVELOP A LEARNING ENVIRONMENT WHERE STUDENTS FEEL ABLE TO ENGAGE IN A GROUP DISCUSSION.

“It can take many weeks and months to really get it [good rapport with students] cooking. Well, the course we taught for the year, and there was some people in there who really, culturally, racially, socially, are very different to some others, but they were still producing answers and responses in the group situation, and they felt brave enough to do that. And I think, for me, that was a really good sign”.

Most participants preferred the small class environment as they felt this was the environment where they could engage most effectively with students.

THE SMALL CLASS ENVIRONMENT IS WHERE YOU DEVELOP RAPPORT

“I think you need smaller classes. I think you need a class at least where you can, which are small enough for you to realistically know the names of most of the students, rather than having no idea who they are and I think you need to, I think if you get that then you can develop in the students some form of interest in the topic”.

“I thoroughly enjoy interacting with the students, I love watching students develop. That’s why I kind of love the practicum more than anything, because it’s a small group”.

Some were very concerned that students now feel even more vulnerable than they did in the past, as their lives, and the university system, are becoming ever more complex.

STUDENTS FEEL OVERWHELMED BY THE COMPLEXITY OF THEIR LIVES

“I still – well I guess more than ever, see the importance of small group activities, practical classes, tutorial classes as being the only setting in which we can really have a positive/affective connection with these people and it’s never been more important in my opinion because I think these people feel, more so than any other generation of students, overwhelmed by their experiences in terms of just the large numbers of students, just the complexity of the organisation, complexity of their timetable, complexity of their overall life in terms of the kind of work/study/social life interactions. So to me students feel more vulnerable than they ever have – vulnerable to being kind of ‘lost’ in the whole system and therefore I see these kind of smaller group settings as being even more important than they’ve ever been to establish positive learning experiences”.

Taking time to learn students names and talk with students was also seen as a critical component in building rapport.

LEARNING STUDENTS’ NAMES IS CRITICAL TO BUILDING RAPPORT, SHOWING THAT YOU CARE

“Often the little things that come back from students shape how you operate and over the last few years in particular I’ve made a particular effort to learn the names of students and some of the students have actually written in their feedback that they find that actually (a) unique which is scary but (b) extremely important – so it’s just a reflection of the fact that you actually care about them personally or at least give the impression that care about them personally”.

TAKE TIME TO TALK WITH STUDENTS

“Experience, one thing it’s taught me, is to speak to the students whenever you can. So, if I see them before a lecture or after a lecture, always have conversation about something. I find that to be extremely valuable”.

COMMUNICATING WITH STUDENTS IN MULTIPLE WAYS

“Communicating with students. So, that would include being on the phone with students, writing emails to students, writing discussion board responses to students, checking student work and marking. So, it’s all that. And all of those things are like a ‘dialogue’ with the student”.

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MAINTAINING PROFESSIONAL BOUNDARIES WITH STUDENTS:
However a number of participants also spoke about the difficulties finding the right balance between building good relationships with students and yet maintaining a professional stance.

BALANCING THE TENSION BETWEEN THE HIERARCHY OF THE TEACHER ROLE AND THE COLLEGIAL RELATIONSHIP
“For me there’s a bit of a tension between that – you obviously, need to maintain that distinction between educator, facilitator, teacher, for want of a better word, and student. So there’s this kind of – something of a ‘hierarchy’ in that relationship – so, where you should be higher up in the framework, but not in every respect. I like to think that that hierarchy of me, as educator above student only applies to certain parts of the relationship. So, around the parameters in which we interact, and the framework that enables me to grade them, there has to be some distance and some hierarchy where they have to respect – I mean, there’s mutual respect obviously, but they have to sort of go with what I dictate for certain elements. But that, for me that’s where it ends, and the rest of it is a bit more ‘egalitarian’, it’s a bit more collegial where we’re exchanging information and I’m really, just kind of trying to fertilise that process”.

THE BOUNDARIES CAN BLUR BETWEEN FRIENDLY RAPPORT AND THE HIERARCHICAL RELATIONSHIP
“You can develop really good relationships– and when it works well it’s wonderful when this happens, there’s this is really collegial relationship – I would describe it as collegial. And of course, that’s more with the more senior students, and it’s very enjoyable intellectually, when you’re in a room with them and they’re friendly, and there’s free exchange, there’s criticism back and forwards, that’s really, really nice. But at the end of the day there’s still a hierarchy; it might be an unspoken one but there’s still – it’s beyond respect – I mean, they might not respect me but there’s still a hierarchy where they have to be responsible for things that I set out. So, maintaining that, there’s a bit of a tension there because as you work more and more with particular students you can develop a friendly rapport that can then spill over into a kind of – yeah, you know, that can blur. So, that’s the tricky thing, well it’s not a problem but, I’m just conscious of that”.

Participants acknowledged that it was critical to ensure that the teacher-student relationship is a professional one

THE RELATIONSHIP IS A PROFESSIONAL ONE
“I suppose I’ve always seen that student, lecturer/student/coordinator relationship as being a professional one. And that probably comes from the discipline. I try and impress on them the fact that one of the things we’re trying to do as well as giving you some skills and getting you to learn how to learn. One of those skills is learning how to work in a professional environment and you’re going to have quite a close relationship with your business colleagues, partners, work mates and that sort of stuff without it being a personal relationship as such”.

They recognised that they were in a position of power and authority, especially when it came to assessing student learning outcomes.

WHEN ASSESSING STUDENTS THERE NEEDS TO BE SOME SEPARATION IN THE TEACHER-STUDENT ROLE
“You really can’t be the student’s friend as such. You can be friendly to them but there does need to be a distinction. And also it’s that difficult bit, because at the end of the day sometimes there’s hard calls that need to be made about whether somebody’s going to pass or fail and I need to be able to do that impartially as well”.

Affective Domain of Teaching – Final Report
They recognised that as a teacher you are not there to be a student’s friend

**YOU ARE NOT THERE TO BE THEIR FRIEND**

“I still maintain a distance between students. When everyone uses first names, all that doesn’t bother me, but I’m not there to be their friend and I don’t ever try to be their friend”.

However maintaining the correct balance between being friendly but also in a position of authority is difficult at times, especially in some environments like the online environment.

**MAINTAINING THE CORRECT BALANCE BETWEEN FRIENDLINESS AND RESPONSIBILITY IS DIFFICULT**

“I think it is a difficult balance absolutely because again everyone in the situation is an adult. I think it is a delicate balance. I think again simply human nature would dictate that you like some people more than others and if you do have a certain kind of rapport with students there’s always that sort of issue that can arise. Students are perceptive of how people relate to others and you obviously need to be very even handed about all of that. I think that’s it’s something that potentially young teachers in the system could fall foul of. With the openness and with the I guess the level of friendliness I suppose is the term to use that with that comes great responsibility to get it right and I think that we all need to be on our guard”.

**SEPARATING OUT PERSONAL AND TEACHING ROLE IN THE ONLINE ENVIRONMENT**

“I have a Facebook group that’s called ‘Practicum’ and I’m the administrator obviously and people that have done the practicum are members. It’s crossing over a little bit because a lot of them are my personal Facebook friends as well, so we don’t really talk on the Facebook page in a social sense at all. But if there’s research to be done, like if there’s a job coming up or I often get people emailing me about who’s the best graduates and I’ll post it on that or use it to email everyone or there might be a masters opportunity coming up, so I’ll kind of advertise to that group given they’re premium students”.

Some of the older participants spoke about their understanding of the teacher-student relationship changing as their own children reached university age.

**AS YOU AGE THE DYNAMIC OF THE RELATIONSHIP WITH STUDENTS ALSO CHANGES**

“I think also I have got a relationship with the students which has changed in recent times. I mean the students that I now teach are essentially the same age as my children so there’s almost like a surrogate parenting role and you do have an emotional connection with these people that may have its roots in some sort of paternal instinct which is good and that’s a positive thing”.

Particularly when personal and professional lives overlapped.

**KNOWING THE STUDENTS OUTSIDE OF UNIVERSITY CAN AFFECT THE TEACHER STUDENT RELATIONSHIP**

“I have had students in recent years that have been friends with my children so that’s always a bit tricky because you know them quite well and they know you in a completely different light, they’ve been to your home. So, it’s a bit tricky, it can be tricky. But in the end the students have been really good, so it hasn’t really been an issue. I try not to assess them if we’re doing practical assessments I try not to do that”.

Affective Domain of Teaching – Final Report
CHALLENGING AREAS

Alongside maintaining professional boundaries with students there were a number of other areas that participants identified as being challenging in relation to their teaching practice and academic identity. The following section highlights some of the key areas that participants found difficult.

STUDENT COHORT CHANGING:
The majority of participants recognised that the incoming student cohort was becoming increasingly more diverse, both in culture, ability and learning abilities.

WIDE RANGING DIVERSITY AMONGST THE STUDENT POPULATION
“A lot of them, I think, they’re a little bit lost at this stage. I mean there are some students that are very focused, they know what they want to get out of it. There’s sort of another group that know they want to be at uni, they know they need to do the work, and they’re working their way through it, but they’re not quite sure what they’re doing. And I’m sure there’s another group there that have just turned up to uni really with no idea what’s going on, and they’re not quite sure that they really want to be here but they don’t know where else to be. They’re either at uni because mum and dad said it would be a good idea or their friends decided they’d go along and they didn’t want to be left behind. So there is quite a diverse group”.

Some argued that current students were becoming over reliant on instant solutions provided by the internet and were less inclined to learn problem-solving skills, preferring to access instant answers.

INSTANT SOLUTIONS LIMIT DEVELOPMENT OF CRITICAL THINKING
“One the most the single most important factor is that through the internet, which is magnificent, but it’s big failing is it’s creating a generation of people who are used to instant solutions. I’m very much about thinking, and thinking in a structured way... I’m critical of this instant culture that if you like encourages and creates an environment where people can satisfy themselves and ‘satisfice’ themselves to that level... this instant gratification, instant solutions, is not encouraging people to think, research, read, enquire, be inquisitive, look wider”.

STUDENT COHORT IS CHANGING, SOME STUDENTS NOW ENTERING WITH LESS SKILLS, NOW HAVE TO MEET THE NEEDS OF MULTIPLE GROUPS AND ABILITIES
“It’s also difficult because the student population has been changing and is changing. I think there’s a broader range of skills in there now. And so I’m still struggling with finding a way to make sure that those top students are being pushed, while the students that are coming in and they’re struggling and they’re maybe not quite ready for uni, they’re almost there, but they haven’t quite made it. How we can make sure that they’re still being successful and they’re achieving something because there’s a fairly big gap between those two? And then still remembering there’s this whole group in the middle that sort of need help and need to be pushed as well and you don’t want to leave them out, that ‘poor middle child’ to be ignored because they don’t make any noise”.

Affective Domain of Teaching – Final Report
INTERNATIONAL STUDENTS:
Other participants spoke about the difficulties of teaching international students crossing cultural barriers and managing differing learning expectations.

LACK OF RESPONSE FROM SOME CULTURAL GROUPS
“I think the difference was that there were – there was a predominance of overseas students particularly from China and they were more interested in absorbing than sharing and giving. They just refused to respond, and maybe my methods were ineffective, but I tried pretty much everything that I could think of but they were just an unresponsive group”.

Other participants spoke about how differing cultural expectations challenged their personal philosophy of teaching.

INTERNATIONAL STUDENTS DON’T CRITIQUE OR QUESTION THE TEACHER
“...I believe that if you read a textbook it’s a limited range of views. If you listen to me it’s my views. You need to question, criticise, get behind me and find out whether what I’m saying is correct or not. But particularly with some international students they don’t want to question, it’s not in their culture”.

Whilst others recognised that teachers are required to adapt their teaching to meet the needs of these students

INTERNATIONAL STUDENT LEARN IN DIFFERENT WAYS WHICH REQUIRES ADAPTATIONS ON THE PART OF THE TEACHER
“The less successful teaching moments are the international cohort, the Hong Kong delivery is particularly difficult, I did it for 4 years, and came home every time nearly in tears because it’s such a different learning exercise. It’s just very different. So how internationals learn the same material, you have to think on your feet and deliver in a different way, which technically you’re not supposed to change any material to maintain the standard, that made it very, very, very hard. I think also on a local level, even the increasing numbers of internationals that are coming into the classes [is difficult] – I think on the flip side I have learned really firsthand how different internationals learn, so I’m a little bit more adaptive on shore with international students now”.

LARGE COURSES:
Another area that many participants found challenging was teaching and coordinating large courses.

LARGE CLASSES HAVE A LARGE ADMINISTRATIVE LOAD
“And again, one of the bits I don’t enjoy as much, being the coordinator with all the administrative stuff, and that’s got bigger over time, I don’t get to spend as much time with the students. And physically I couldn’t, I mean we’re talking about a class of about 400, running about 20 tutes at a time, I just can’t be everywhere in a week to do that”.

Participants also felt that there was a lack of recognition by managers as to how much work was required to coordinate these courses.

LACK OF RECOGNITION OF HOW MUCH WORK IS NEEDED
“...I suppose it is that, probably I don’t resent so much the administrative and the email side of things, but I suppose there’s a, to a certain extent, a lack of recognition about how much is needed there, and how much extra help is needed, particularly for those first year students. And it can get frustrating at times when the students are asking a number of queries and they don’t seem to have the realisation that they are one of 500, and there’s 3 or 400 students asking similar
types of queries. And while I’d like to respond to all of them instantly, it’s just not possible to do that”.

Some participants also questioned whether these large courses were actually achieving their objectives as there is a lot of ‘hidden’ work associated in their administration and management.

**LARGE CLASSES DON’T SAVE MONEY IN THE LONG RUN**

“I don’t think it saves money because people have twice as much work to do. It’s much more, I think exponentially more, work to run a large course than a small course because you can get 3 people in a room that can make the [meeting] time but you can’t get 30 people. So we’ve got 30 tutors, they can’t all come at the same time. So you run 4 meetings instead of 1. And then people don’t understand. So you actually end up running more times outside of those set times, to do it well. And then people say they’ll do stuff to help but they don’t, and so you end up with a work load for that course that for me was monumental”.

**LARGE CLASSES DO NOT MEET THEIR OBJECTIVES**

“In the foundation course I’m one of the co-coordinators, well there’s one major coordinator obviously and there has to be one coordinator, but I’m a part of that team and we worked hard to put it together and we worked hard to run it. But at the end of the day I don’t think it met its objectives. And if I just think about our own program, it really did not achieve what we wanted. We were teaching everything that was in that course, we were teaching anyway within other courses, and we’ve just lost so much. So I just don’t think it works”.

Some participants also believed that large classes ‘dumbed down’ the curriculum, especially when they were run across multiple programs. They felt that these generic courses did not meet the needs of any of the professional courses.

**LARGE CLASSES DUMB DOWN THE CURRICULUM**

“I am quite ‘disheartened’ - is that the word? I don’t like the way that school’s going now. I don’t like the big courses. I don’t like how they’re dumbing down the [curriculum]”.

**CROSS DISCIPLINARY TEACHING DOES NOT MEET THE NEEDS OF PROFESSIONAL PROGRAMS**

“I think the concept that we can have courses that are taught across every discipline, within the school, I think doesn’t work. We have courses that, for next year that will have well over 700 students trying to encompass 2 schools with the division and I don’t think you can begin to teach the specifics of what each discipline needs, so you end up with a generic course and quite often the generic course is made to the lowest common denominator. And I’m not saying that they’re not good courses, and I’m not saying they’re not well run, but I am saying that they’re not what we need”.

However, even when teaching these large classes, most participants went out of their way to make the classes as interactive as possible, trying to build rapport with students.

**BUILDING RAPPORT IS MORE DIFFICULT IN LARGE CLASSES BUT STILL AN IMPORTANT PART OF THE RELATIONSHIP**

“I think probably the big thing is creating some sort of relationship between my student and the teacher or lecturer. Now that’s always a difficult thing to do particularly when you’ve got a lecture of 200 to 400 students and actually, but while it’s difficult it’s not impossible to do. I mean it’s not the same as having a conversation like we are one to one here, but I think you can still, with a group of 3 or 400 people, actually talk to the individuals out there while you’re talking to the whole group”.

Affective Domain of Teaching – Final Report
ONLINE TEACHING:

Online teaching was another area where participants spoke of the difficulties in developing good material as well as effective relationships with students. The majority believed that students were less engaged in the online environment and that it was really critical to focus on the affective domain in the online environment.

**STUDENTS ARE LESS ENGAGED WITH THE ONLINE ENVIRONMENT, DOING THE ABSOLUTE MINIMUM.**

“The university does so much on-line delivery that I think that is going to be a major area in the future because what we’re kind of tending to do is sending out all these materials/resources and what I am noticing is a decrease in student engagement with materials for the past five years to a really concerning level. The students are just for some reason are doing the absolute minimum to get through and I’m sure it’s that lack of interaction with each other and with the staff that is a major problem. So what you need to do is try and find mechanisms to get that to occur and focussing on the Affective domain; learning more about it I think is a really important way to go for delivery”.

Some were concerned that a lot of the pedagogy currently being used in online delivery was outdated.

**A LOT OF ONLINE DELIVERY IS OUT-DATED AND NEEDS TO BE UPDATED**

“I think our on-line delivery is framed a little bit on distance education models so the pedagogy is sort of framed around a process twenty years ago when they used to post out the content to people. So what you tend to do is have these modules that people worked through and the idea is the lecturer has the knowledge and puts the knowledge into the content in the modules and then the students work through the modules and do assessment items. Of strength as content is what is developed by the student not what’s developed by the lecturer”.

Most participants felt that communicating effectively with students in the online environment was much more difficult as the communication became more formal and less interactive.

**HARD TO DEVELOP EFFECTIVE RAPPORTR IN THE ONLINE ENVIRONMENT**

“[Comparing online teaching to face to face] It’s like using Facebook with my friends or going out with a coffee with my friends. I’d prefer to go out and coffee with my friends. I’ll use Facebook if they’re away, or I’m away, or I’ve got friends interstate. But hey, it’s a hell of a lot better when I go interstate and we get out to dinner or they come here and we go out to dinner. It’s just much nicer. And it’s a lot more dynamic. If you look at the research, something like 80% of communication is non-verbal that’s all lost online. The language becomes more formal. You can’t really tell a joke, the students can’t tell a joke and once they get to know me in my tutes, a lot of them relax and start mucking around a bit and that’s fun. You lose all of that, and it becomes one-to-one online really. And it is really, “Here’s my question”. “Okay here’s your answer”.

**COMMUNICATING EFFECTIVELY IN THE AFFECTIVE DOMAIN IN ONLINE TEACHING**

“I think with all on-line delivery methods, what becomes really important is the communication with the student and that Affective area. So I think more and more, it is going to be important and needs to be addressed especially with on-line teaching so it remains equal with face to face teaching”.

Building in effective and frequent communication between staff and students was seen as vital.

**STAFF-STUDENT COMMUNICATION IS CRITICAL**

I think with the on-line delivery; the sort of staff/student communication becomes critical and so you need to have the sort of content and mechanism to get the content developed or delivered or delivered to students but that communication is really important.
There needs to be high frequency of engagement with students online

“...I think there’s got to be a frequency of engagement, a high frequency of engagement with the students online. I think there’s got to be an immediacy to it. They need to feel that it’s a dialogue not a letter writing. And I think we’re really lucky, we’ve got good facilities for that now. And it’s got to be a mixed mode. So, a mixed mode, high frequency, and immediate”.

Most participants acknowledged that it took much more work to develop effective online materials.

Developing a good online environment is a large amount of work

“I’m not against the online environment but I think it’s a huge amount of work to put stuff online that’s good”.

“I think that to online teach well probably takes longer than to do face to face teaching because I think to develop the materials well is quite a skill, I don’t think you just do it I think it’s a skill and then if you’re going to be online then you have to be given enough time to be online and I think that’s something they don’t really take into account here very much”.

However, that also agreed that the same basic principles of good teaching apply in both face to face and online environments

The same principles apply; the students have to feel engaged and have some ownership of their learning

“The same principles really apply. It’s got to be reactive, the students have got to feel like they’re making a contribution to it, so they have ownership, it’s got to be immediate, so they feel if they write something, you write something back. So, those are the core principles. It’s just, for me it’s the same as being in a room with students and they ask you a question and you give them an answer. And it does work electronically, it does. I’ve been a little surprised, I mean, I don’t think 3 or 4 years ago I would have really made that statement, but just seeing some of the learning, evidence of learning coming through the online environment, I think, “wow, you can do that”.

Teaching research nexus:

Another significant area that participants spoke about as being challenging was balancing the requirements of both teaching and research within their academic role. Most believed in the ideal of doing both teaching and research.

Enjoying the mix of teaching and research

“I had this idea of what an academic should do and teach. I like being a research and teaching academic, and it’s definitely what I am or what I do; not everyone does that, not everyone fits that mode, a lot of people are more heavy research, some are more heavy teaching, and I really like the mix”.

Although many acknowledged the difficulties of balancing the demands of both roles.

Difficult to balance both teaching and research

“I think it’s very difficult at a University to be a good teacher because of research. Not intrinsically but you, it’s very hard to have a lot of balls up in the air at one time and why you’ve got your eye on teaching you’re losing it off research for a bit, and why you’ve got it on research you’re tending to lose it off teaching. It’s very hard to actually do both of those at the same time, very well”.

Affective Domain of Teaching – Final Report
A number of participants felt that research was valued more highly than teaching in terms of career and job promotion. Some believed that teaching was regarded as a ‘sub-class’ activity and that there was a lack of appreciation for the work that goes into good teaching.

**The system does not encourage academics to spend time on teaching as you will get promoted on Research**

“I think our systems work the other way and encourage you to just go, “I’ll just pass everyone”. And that’s a common academic thing when you talk with academics; they go “oh why don’t we just give them their degree after they’ve paid their money because that’s what University almost saying to us”. And then we’ll go and do research and they’ll give us a promotion. That’s very cynical isn’t it?”

**Teaching is not valued as highly as research**

“Research is the be all and end all, and teaching is a sub-class”.

**Lack of appreciation of the time it takes to develop good teaching**

“I don’t have a research allocation in my load, so I do all teaching and I think sometimes they don’t, there’s not enough appreciation for how much goes into the preparation of teaching if you want to do it well.

Some participants acknowledged they were under pressure to engage in research but felt that there was not enough space to add more to their already full workload or they faced significant barriers to getting started.

**Pressure to do research but no time due to teaching**

“At the moment it’s basically, teaching, teaching, teaching and no research. But there’s more pressure on me to do more research, and that’s the thing, it just feels like – I mean, it’s something I want to do- but it just feels more like pressure than I’m physically able to do”.

**There are barriers to conducting teaching and learning research**

“I do like research and I want to be more involved, especially with learning and teaching research, but it’s the thing of getting started, and because I’m not doing that natural progression from PhD and working in that area it’s like starting over all over again. And finding the right people to work with and you know, especially people who already have like a ‘finger in the teaching pie’ is difficult because it’s such a small area, and there’s a lot of competition, I guess in there. So, I want to do it but it just seems like another hurdle at the moment”.

**Time:**

Participants all described themselves as being ‘time poor’ or feeling constantly under time pressure, they believed that a lot of their time was spent on administrative issues such as answering emails and helping students transition into the university learning environment.

**Answering emails takes a large proportion of time**

“I suppose the sad thing is, the thing I seem to spend most of my time on is answering emails, which I’d rather not do. Although I have managed to sort of make a bit of a change around that and sort of again this is one of the things to, set up a way students can contact me that is course specific, and so I can focus on them. Because one of the things I find difficult about email, I spend most of my time doing emails”.

**Helping first year students transition takes time**

“What I spend too much time in is some of the admin stuff and sort of dealing with those things. But I’m also mindful of the fact teaching first years, a lot of the admin stuff’s around helping students through the experience of getting into uni. I’ve spoken to other people that have taught
first year before and now go on to teaching second and third year, and they say “The student contact changes dramatically, now they’re into the scheme of things and they know what to ask and what not to ask and where to find stuff” so there’s a lot less of that sort of hand holding which does chew up a bit of time, but still an important part of their experience”.

Other areas that took a large amount of time was developing online materials and sorting out IT issues.

**Online teaching takes longer than face to face teaching**

“I think that to online teach well probably takes longer than to do face to face teaching because I think to develop the materials well is quite a skill. I don’t think you just do it, I think it’s a skill and then if you’re going to be online then you have to be given enough time to be online and I think that’s something they don’t really take into account here very much”.

**Administration component of online course coordination is a big workload**

“As a course coordinator with under graduates you would spend probably 60-70% of your time trying to sort out IT issues for students and what you would like to be doing is actually teaching the course content. So in terms of barriers if you have an undergrad coordination job here you are not really doing any teaching of content at all or teaching students. It’s just complete administration which is a pity”.

**Effective student dialogue/communication takes time**

“My material preparation, I don’t spend that much time on now, because I do it a few years, so I mean, it’s certainly not the end of the line for me on that department but I’m at a point where I’m tweaking, rather than generating material anew, so I’m sort of evaluating now, which is a very nice position to be in. But, yeah it’s the dialogue with students, whether it’s the writing the feedback to them on a feedback sheet for a summative assessment, or it’s the chat room response; really, that’s the big load”.

Most participants also acknowledged that spending time with students in either face to face feedback or written dialogue also takes a significant amount of time, but this was one area where the majority felt it was really important to spend time.

**Effective student dialogue or communication takes time**

“it’s the dialogue with students, whether it’s the writing the feedback to them on a feedback sheet for a summative assessment, or it’s the chat room response; really, that’s the big load”.

**Need time to spend with struggling students**

“I think you need to have time to spend with students who are trying but not getting it; I think you do need to have time for that”.

**Personalised contact with students is an important element of teaching**

“Despite the fact that the student population is growing, I still encourage students to spend time in the office with me talking or on the phone rather than emailing or other kind of more remote methods of communication and increasingly that does occupy time because there are more of them but it’s not something that I resent because I think that’s what teaching is”.

Assessment also was another significant area that took more time that was usually accounted for in workload models.

**Good assessment takes time to set up and mark**

“Marking always takes time and they keep saying you’ve got to mark smarter, you’ve got to assess smarter but at the end of the day maybe that’s what really bugs me, they do say asses smarter, mark smarter but you just think assessment actually is just another part of teaching, so if you’re going to mark something, you actually have to, the student has to learn from it so you do
have to put some effort into the marking and you do have to put effort into the feedback so that the student has half a chance of learning from it otherwise it’s a waste of time”.

And finally, it was acknowledged that with the increased number of study periods that teaching often stretched over the entire year so there did not seem to be any ‘down time’.

**TEACHING COVERS MOST OF THE YEAR**

“We seem to be a constant roll now of teaching sort of 24/7, 365 days a year almost, with all the different modes”.

**WHAT SUSTAINS GOOD TEACHING**

However despite these tensions and challenges these interviewed participants all spoke about the joys of teaching, all were passionate about their teaching practice, and all felt sustained when they saw learning take place. Other factors that sustained these practitioners were building effective collaborations with colleagues around their teaching practice and mentoring new teachers.

**PROGRAM TEAM AS A COMMUNITY OF PRACTICE**

“I think we’ve got, well I think within our program we have a really nice community of practice, we all have a good old chin wag and we talk about stuff and about how we’re doing stuff. We have people that are really quite interested in teaching and learning, and some of those people that do work in the area and they often have quite useful suggestions”.

**BUILDING AN EFFECTIVE TEACHING TEAM**

“From a support point of view I suppose I’ve been lucky enough that I’ve managed to, over a few years put together a pretty good team of tutors and I know who I want working with me and they all, I suppose think in a similar way to me but I don’t want them thinking too much like me. But they understand how I like things done and what they do is they take their own experiences and … sort of deliberately very different people to me as far as who’s tutoring. But they, because they have different experience, they take that, they look at the way I like things being taught and the way we’re going to run the course, and they try and blend those together”.

**TEACHING STAFF USED TO BE MENTORED THROUGH THEIR EARLY TEACHING EXPERIENCE**

“I was actually doing some part time tutorial work, so that’s how I came in, no teaching experience or education at all, just industry experience and undergraduate degree and came in as a tutor and worked my way through from there and we had a very strong mentoring system back in the old days. So when you came in as a tutor you had 1 or 2 quite clear mentors, so you didn’t, you’re not chucked into anything, you were really mentored all the way through.

Another factor that sustained these participants was their commitment to their profession and their desire to see students develop as effective professionals.

**SEEING STUDENTS DEVELOP AS EFFECTIVE PRACTITIONERS**

“That’s quite sort of satisfying to be able to see them [students], seeing them develop like that and I’m quite dedicated to my profession so I think we need good clinicians out there”.

Affective Domain of Teaching – Final Report
LIGHT BULB MOMENTS SUSTAIN US:
Finally the major factor that sustained these participants in their teaching were the ‘Aha moments’, the times when they could see the light go on in student’s eyes, when they helped students grasp difficult concepts and integrate their learning.

SEEING THE LEARNING TAKE PLACE IS ENERGISING, THAT IS WHAT I LOVE ABOUT TEACHING
“What motivates me to keep going is positive interactions with students, first and foremost. When you see them happy and they’ve learnt something it’s so energising, so gosh, you know, you can’t duplicate that. And that’s why I love it, and I’ll always keep teaching, I can’t see myself not teaching”.

SEEING THE LIGHT GO ON AND KNOWING THAT YOU HELPED THE STUDENT ‘GET IT’
“What I do really like is sometimes when you’re talking to, especially when you’re doing practical classes or workshops and they don’t get it and then suddenly they do and you can just see, “oh, they really get it” and you know that they’ve got it and you think, you just think “I helped them do that”, that’s what I really like”.

“The really good times are when you’ve been working through something, they’ve come in with this problem, they say “I really don’t get this” and you’ve spent some time with them and then all of a sudden they look at the page and they go “Oh now I get it”.

Most acknowledged that it is not the formal awards that keep them sustained but rather the knowledge that they have made a difference to student’s lives.

KNOWING THAT YOU HAVE HELPED STUDENTS, OR CHANGED THEIR LIVES, SUSTAINS YOU AS A TEACHER
“There have been occasions when you do get people over the line when they otherwise would have floundered. I think they’re important moments so it’s never been really the awards or the kind of I suppose formal recognition systems that exist but it’s more about those moments when you actually know you’ve made a difference in someone’s life and it’s not only the impact that you have in the immediate term which is someone passing a course but also the comment that students often make and again it could be 30 years later when they run into you in a pub but it’s about how what you did or how you role modelled behaviour that somehow changed their lives and helped them make important decisions. They’re the moments in teaching that are sometimes subtle and sometimes you can miss them if you’re not alert to it but they are intensely rewarding when they happen”.

THE REAL PLEASURE IN TEACHING COMES FROM SEEING STUDENTS DEVELOP
“I love to see students that come back later on and say “Some of the stuff we did then has been helpful to me” and it’s always nice when they come back “Oh what you taught me really helped” but I’m not really worried about whether I taught it or not, it’s something they experienced in the course, helped them along, whether it’s in the later course or something else they did, I think that’s where you get the real pleasures, seeing that development happen”.

Affective Domain of Teaching – Final Report

34
### APPENDIX 2: KEY THEMES IDENTIFIED - EMOPTIONS

**Emotions identified with specific quotes**

<table>
<thead>
<tr>
<th>Negative emotions</th>
<th>Positive emotions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angry</td>
<td>Confident</td>
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<tr>
<td>Annoyed</td>
<td>Enjoy</td>
</tr>
<tr>
<td>Concerned</td>
<td>Excited</td>
</tr>
<tr>
<td>Disappointed</td>
<td>Passion</td>
</tr>
<tr>
<td>Disillusioned or disenchanted</td>
<td>Pleasure</td>
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<tr>
<td>Dislike</td>
<td>Satisfied</td>
</tr>
<tr>
<td>Excluded</td>
<td>Supported</td>
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<tr>
<td>Exhausted</td>
<td></td>
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<tr>
<td>Frustrated</td>
<td></td>
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<tr>
<td>Not confident</td>
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<td>Regret</td>
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<td>Sad</td>
<td></td>
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<tr>
<td>Undervalued</td>
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</table>

As can be seen by the list above, a wide range of emotions were identified in the transcripts. Academic practice in general, and teaching in particular, generated a lot of intense emotions for participants. The majority of participants felt passionate about their teaching and their role in helping students learn. They took great pleasure and enjoyment in seeing students grasp difficult concepts. There were many instances of participants describing the ‘Aha moment’ or seeing the light bulb go on in student’s eyes; these moments were identified by the majority of participants as being the key motivator in sustaining their teaching practice and motivation.

“What I do really like, is sometimes when you’re talking to [students], especially when you’re doing practical classes or workshops, and they don’t get it and then suddenly they do and you can just, it’s those ‘light bulb moments’ for the students and you can just see, “oh they really get it” and you know that they’ve got it and you just think “I helped them do that”. That’s what I really like.”

Many of these participants enjoyed the actual teaching process and felt they had developed good skills over time. Many were genuinely interested in passing on their passion for the topic area and their goal was to help students succeed.

“I think I enjoy the teaching process; it’s the process that I like. It’s good to have engagement with the material, and I do think I’ve learnt to really enjoy it and I’ve become – you develop expertise, and so it makes it easier to like it.”

“It’s nice when that happens, you know you just get those lectures that just ‘sing’, and the students are really part of it.”
“I really enjoy the teaching process, so I probably could be teaching anything, could be teaching circus tricks and it will still be rewarding. So for me, I still have capital, just in teaching itself, it’s not so much what I’m teaching but just the teaching process.”

“I want to communicate the passion I have for my area of interest, I genuinely want to see the students succeed. I enjoy nothing more than students saying to me that they’re finding the content interesting, that they’ve discovered something that they didn’t know.”

However, there were also times when participants felt frustrated by the constraints placed upon them by administrative demands.

“I suppose it is that, probably not resent so much, the administrative and the email side of things, but I suppose there is to a certain extent, a lack of recognition about how much is needed there and how much extra help is needed, particularly for those first year students. And I mean it can get frustrating at times.”

“We do generally spend significant amount more time now answering stupid emails, doing ‘hollow work’. There used to be a direct link between us and students, now you’ve got to send everything in for checking and send it to there and you’re finding you’re having to engage so many more people in your process. That it also makes that more difficult. You want to make a small change to your teaching, and it’s “well before you can do that, you’ve got to put through a course amendment, you’ve got to do this, you’ve got to get approval here, got to get approval there, you’ve got to change all your documentation” and it’s all very difficult and that puts a lot of people off, so that gets in the way.

Or the demands associated with coordinating large classes.

“It can be frustrating when the students are asking a number of queries and they don’t seem to have the realisation that they are one of 500, and there’s 3 or 400 students asking similar types of queries. And while I’d like to respond to all of them instantly, it’s just not possible to do that.”

Some participants also reported feeling frustrated with their teaching colleagues.

“That can be a frustrating thing within our team too, that difference in approach to teaching. I mean everyone has their academic freedom, but there are things that people do, that I wish they didn’t do.”

Just as frequently participants described getting annoyed with students who did not appear to be putting in the effort.

“What I am noticing is a decrease in student engagement of materials for the past five years to a really concerning level. The students are just, for some reason, doing the absolute minimum to get through.”

“I think it’s also unsuccessful when you lose the plot and you get angry and there’s probably not a teacher alive that hasn’t got angry and you get students in your class and they’re just wasting your time and they’re wasting everyone else’s time and sometimes you lose the plot.”

There were also some examples of people feeling disillusioned or disenchanted by some of the changes in the teaching environment.
“I would say up until this year I’ve really enjoyed the teaching but what I’m finding now is that I’m getting a bit ’disenchanted’ that’s the word I’m looking for, with these [large] courses.”

“I felt like I could [make changes] but then, now I know that there’s no point, it’s a waste of energy. I mean, half the academic job is about, you’ve got so many tasks to do, that you have to learn to manage which ones are worth worrying about, and if you have no ability to change something, you’ve just got to let it go.”

What can be seen from these quotes is that teaching, as in all human relationships, is not an emotionally neutral activity. There are times when our values and beliefs around what is best practice may come into conflict with what is ‘do-able’; times when we feel overwhelmed by the workload or competing expectations regarding teaching, research, and administrative tasks; and times when we feel that our effort is not recognised or valued.

“Sometimes it feels like we’re viewed as hired help, rather than professionals, and that we have a vested interest in our students doing well, in seeing them do well. So, I guess it’s mainly that that we don’t get a sense that we’re valued.”

However, just as importantly, there were those golden moments when participants spoke of making a significant contribution to student’s lives; those were the moments that participants said sustained them through the more difficult times.

“I think teaching is – for me, it’s an incredibly rewarding thing to do, because I think the particular things about teaching are really like the positive interpersonal interactions, the sort of satisfaction in knowing that you’ve helped a group of people acquire – not acquire knowledge, that’s not right – but experience positive learning outcomes. And just to know that you’re sort of part of that and you’re just helping them with that. And so, at the end of the day you know you’ve done something constructive and positive for society. And so for me, that’s the great thing about teaching and that’s why I enjoy the process.”

“There have been occasions when you do get people over the line when they otherwise would have floundered. I think they are important moments so it’s never been really the awards or the kind of, I suppose formal recognition systems that exist, but it’s more about those moments when you actually know you’ve made a difference in someone’s life and it’s not only the impact that you have in the immediate term which is someone passing a course but also the comment that students often make. Again it could be 30 years later when they run into you in a pub, but it’s about how what you did, or how you role modelled behaviour, that somehow changed their lives and helped them make important decisions. They’re the moments in teaching that are sometimes subtle and sometimes you can miss them if you’re not alert to it, but they are intensely rewarding when they happen.”

“And the great thing about teaching, I think, is that you do get a new group come through every year so you get to meet new people, help new students along the way.”

These emotions were then also used as ‘windows’ into the areas of academic practice that participants felt most strongly about; they were used as indicators to participants values and beliefs, and also to areas of tension where there was (potential) conflict between these values and their current practice.
UPDATES SINCE SUBMISSION OF INITIAL INTERIM REPORT:

1. Ethics approval granted 25th August 2010
2. Peer reviewed paper accepted for presentation at ascelte conference, Sydney, 5-8th December 2010
3. Presentation at the 5th European Conference on technology enhanced learning, Barcelona (Spain) 28 Sept-1st October 2010.

Project Title: THE AFFECTIVE DOMAIN OF TEACHING: FACILITATING COMPREHENSIVE LEARNING ECOLOGIES

Original project team leader: Dr Christian Voigt and original Account Number: PD 40 09 112513

New project team leaders: Dr Sharron King, Senior Lecturer, School of Health Sciences
Tim Sawyer Lecturer, School of Health Sciences

New Account Number: PD 40.09.041200 item code 1895

Anticipated completion date: December 2011

Total amount of grant: $24,910.72

Amount of funds still to be allocated: $13,485.71

Original anticipated outcomes:
In Stage 1 of the project we anticipated establishing the project website and conducting an extensive literature review on the affective dimension. In stage 2 we planned to prepare the interview guidelines and submit the required ethics application and commence interviews with teaching staff in the Divisions of Health Sciences and Business. Stages 3-6 will take place in 2011 and involve support and evaluation of learning ecologies in SP2 and SP5. Due to changes in the team leadership and delays in ethics approval we are currently running approximately 3 months behind schedule.

Principal accomplishments to date:
Establish and maintain project website http://resource.unisa.edu.au/course/view.php?id=82


Investigate networking capabilities of candidate technologies
A paper is under review addressing this very issue intended to inform affect-related course designs:
C. Voigt, S. Barker, S. King, K. Macfarlane, T. Sawyer, S. Scutter (under review): Conceptualising social networking capabilities: connections, objects, power and affect

Half-Day kick-off workshop:
Half day workshop with team members to investigate proposed methodology. Meeting notes are accessible on web site link below together with notes of all team meetings held thus far.

Project communication
The project will be presented during a European Commission supported workshop: [http://mature-ip.eu/matel10](http://mature-ip.eu/matel10)

Voigt, C.; MacFarlane, K. (2010) The affective domain and social networking: Definitorial issues and misleading assumptions in 5th European Conference on technology enhanced learning, Barcelona (Spain), 28 September-1 October 2010

**Prepare structured interview guidelines:** Available on project website

**Prepare ethics application:** Currently under review

**Staff interviews:** Outstanding – waiting for ethics approval

**Changed circumstances re Project implementation:**

Due to Dr Christian Voigt taking up a position in Vienna the project leadership has changed, now shared by Dr. Sharron King and Mr. Tim Sawyer, Dr Voigt will remain as an external team member on the project. The original ethics application was submitted by Dr Voigt in May 2010, however this original application required amendment and re-submission. The resubmitted online ethics application is currently under review. Once ethics approval has been granted we will commence interviewing teaching staff in the Divisions of Health Sciences and Business. The first meeting with the project Reference Panel is planned for the mid-semester break in SP5.

Upon review of the updated budget from Suanne Brogden on 17th August 2010 it appears as if there has been an overspend of Stage 1 funds by $4K. This overspend can be compensated for in the Stage 2 budget allocation as the majority of the preparation of the interview guidelines has already taken place($2,703.36) . Team members can conduct the interviews which will also means a saving of $2 365.44.

**Highlights:**

- Submission of a peer reviewed conference paper (currently under review) to the ascilite 2010 Conference being held in December. This conference is of particular significance to the project as two of the major themes relate directly to our anticipated outcomes namely;
  - **Theme 1 learners, learning and educational practice**
    - How will increasing student and cultural diversity influence our curriculum? What will our learners need? How can we transform curriculum to meet the current and future needs of our learners? How can technologies help to create learning opportunities that will be relevant to future graduates? How can we create better access to quality educational practices for those who are disadvantaged economically, geographically and socially?
  - **Theme 2 innovation and technology**
    - How will technologies adapt or transform our curriculum for the future needs of our learners and teachers? How do we need to design, adapt and integrate technology into the curriculum to innovate the learning landscape? How can we use technologies innovatively to solve complex educational issues for an unknown future? What roles might they play? How can we sustain investment in and creative experimentation with educational technologies in the face of rapid technological change and an unknown future global economy?

- Presentation of the project at a European Commission supported workshop by Dr Christian Voigt, Barcelona, Spain (28 September-1 October 2010).
- Opportunities to establish collaborations with European colleagues through Christian Voigt’s new role working on European Commission projects in Vienna, Austria

**Dissemination activities undertaken:**

- Submission of conference paper based on initial literature review and preliminary investigations into the affective domain and learning ecologies.

**Release of funds:**

We would like to request the release of funds for Stage 2 of the project in order to conduct the participant interviews and pay for the transcription of interview data:

**Sum requested for Stage 2:** $8, 472.64
UPDATES SINCE SUBMISSION OF FIRST INTERIM REPORT:

1. Ethics approval extended until December 2011
2. Peer reviewed paper presented at ascilite conference, Sydney, 5-8th December 2010
   [http://www.transformationsjournal.org/journal/issue_20/article_05.shtml](http://www.transformationsjournal.org/journal/issue_20/article_05.shtml)

INTERIM REPORT: 19TH AUGUST 2011

Project Title: THE AFFECTIVE DOMAIN OF TEACHING: FACILITATING COMPREHENSIVE LEARNING ECOLOGIES

Project team leaders:
Dr Sharron King,  Senior Lecturer, School of Health Sciences
Tim Sawyer  Lecturer, School of Health Sciences

Project Account Number: PD 40.09.041200 item code 1895

Anticipated completion date: July 2012.

Total amount of grant: $24,910.72

Amount of funds still to be allocated: $9,087.20

Completed milestones since last report:
Meeting with Reference Panel in October 2010 to confirm new directions of project.
Stage 2: Ten interviews with staff members across the Division of Health Sciences and Division of Business were completed over study period 2. Interviews have been transcribed and preliminary analysis is complete.
Stage 3: Development of the Affective Domain Conceptual Framework is underway. We have applied for and been granted an extension to our original ethics approval. Case study participants have been contacted and six stage one interviews have been conducted.
The research team has met roughly once a month to discuss the project and analyse the data. The project website has been updated to reflect ongoing progress.


Dissemination activities undertaken:
- Maintenance of the project website

Release of funds:
We would like to request the release of funds for Stage 3 of the project in order to conduct the remaining case study interviews and pay for the transcription of interview data:
Sum requested for Stage 3: $3,373.41

Modified Budget
This modified budget reflects the new EB pay rates for the research assistant and amended directions of project.

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<th>Task Breakdown</th>
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<td>Conduct case study interviews (6 case studies x 3 time periods x 2 hours)</td>
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Affective Domain of Teaching – Final Report
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<td>Evaluate SP2 case studies using the Affective Domain Conceptual Framework</td>
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<tr>
<td>Adapt Affective Domain Conceptual Framework</td>
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<tr>
<td>Develop support materials for future courses</td>
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<tr>
<td>Reflection on findings with original interviewees and case study participants</td>
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<td>Transcribing (12 hours@ $34.10)</td>
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<tr>
<td>Organise and facilitate symposiums and workshops to disseminate strategies,</td>
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<tr>
<td>Catering for seminars/ workshops</td>
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<td>GRAND TOTAL</td>
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UPDATES SINCE SUBMISSION OF SECOND INTERIM REPORT:

1. Addition of three new team members Dr David Birbeck, Dr Ben Kehrwald and Trenna Albrecht to replace Dr Christian Voigt and A/Prof Sheila Scutter who have left the institution to take up interstate/overseas positions
2. Completion of the SP 5 case studies, i.e. 6 case studies with interviews conducted at three time points i.e. beginning, mid-way and end of course in study period 5.
3. Analysis of the interview and case study data and development of the analytic framework
4. Planning and development of materials for dissemination via workshop

INTERIM REPORT: 20TH JUNE 2012

Project Title: THE AFFECTIVE DOMAIN OF TEACHING: FACILITATING COMPREHENSIVE LEARNING ECOLOGIES

Project team leaders:
Dr Sharron King, Senior Lecturer, School of Health Sciences
Tim Sawyer Lecturer, School of Health Sciences

Project Account Number: PD 40.09.041200 item code 1895
Anticipated completion date: August 2012
Total amount of grant: $24,910.72
Amount of funds still to be allocated: $5,713.79

Project Aims:
Our project is based on the premise that the affective domain is an integral part of all teaching and learning interactions and that this domain is underpinned by a set of values that informs teaching practice. This project aims to develop an analytic framework for the affective domain by exploring academics’ teaching practices, values and beliefs through a series of interviews (10) and case studies (6) with academics in the Divisions of Business and Health Sciences.

Completed milestones since last report:
Stage 3: We have applied for and been granted an extension to our ethics approval. The three new team members have also received ethics approval to be added to the research team. Case studies (six participants) were conducted at three time points throughout study period 5 i.e. at start of course, midway and on completion of the course. The interviews and case studies have been transcribed and analysed using the affective domain Conceptual Framework. The research team has met twelve times since the last interim report to discuss the project, analyse the data, develop the analytic framework and develop the dissemination workshop. The project website has been updated to reflect ongoing progress.


Dissemination activities undertaken:
• Maintenance of the project website

Planned activities:
• Meetings with interviewees and case study participants to reflect on findings: Thursday 2nd August 4-5pm City West, Wednesday 8th August 4-5pm City East (dates were chosen to best suit participants)
• Reference Panel meeting: Thursday 9th August 4-5pm City East
• Workshop 1: Thursday 23rd August 9.15-12.30, City East.
• Research Seminar: Presentation of research findings to ERGA conference September 2012.

Release of funds:
We would like to request the release of funds for the final three stages of the project in order to:
• complete the evaluation of the case studies against the Affective Domain Conceptual Framework
• develop the support materials
• meet with interviewees and case study participants to reflect on findings
• review the final project outcomes with the Reference Panel
• disseminate the findings via workshops and seminars.

We are currently running approximately three months behind schedule due to two team members leaving the project. This necessitated the recruitment, training and development of three new team members. We would like to request the funds for the final three stages in one lump sum as most of the activities in these stages will overlap and it will make it easier to coordinate the meetings and dissemination events if the casual contract for the research assistant can be completed in one final contract (see details of budget outlined below).

Sum requested for final stages: $5,713.79

Budget

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## Appendix 4 Budget Acquittal

### University Teaching Grant
For Dr Sharon King
Between 2009 to 2013

PD4009 041200

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<td>1,612.47</td>
<td>0.00</td>
<td>320.11</td>
<td>703.99</td>
<td>205.27</td>
<td>2,841.84</td>
</tr>
<tr>
<td>2433 - Svs N/Cons Stud</td>
<td>1,288.00</td>
<td>464.00</td>
<td>1,752.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2970 - Uni Premises Li</td>
<td>40.00</td>
<td>44.09</td>
<td>454.63</td>
<td>538.72</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Net Result</td>
<td>(7,350.88)</td>
<td>11,425.01</td>
<td>(8,428.55)</td>
<td>174.74</td>
<td>175.41</td>
<td>1,449.32</td>
</tr>
</tbody>
</table>

Note: Christian Voigt PD
Sharon King PD

2,222.32 commitment as of 12/3/13
(332.63) Remaining Surplus