



Centre for eLearning Innovations and Partnerships
in Science and Engineering (eLIPSE)

School of Mechanical and Mining Engineering

ANNUAL REPORT

2015

Supporting discipline experts to lead eLearning innovation

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About eLIPSE

HISTORY

The Centre for eLearning Innovations and Partnerships in Science and Engineering (eLIPSE) was established by the Executive Dean of the Faculty of Engineering, Architecture and Information Technology (EAIT) within the School of Mechanical and Mining Engineering on 3 July 2015 to support discipline experts to lead eLearning innovation.

Prior to this date, a group of academics, educational designers and software developers across the Faculties of EAIT and Science had already commenced collaboration on the development of innovative eLearning tools. The need to consolidate this activity was given impetus by the disestablishment of the University's Centre for Educational Innovation and Technology in 2014.

A Steering Group was formed and met twice, on 31 March and 22 April 2015, to formulate a proposal for the establishment of the Centre.

The Centre was designed to:

- bring together a broad spectrum of expertise in eLearning and curriculum design;
- support quick and effective piloting of eLearning innovations through in-house developers and designers;
- leverage synergies across projects at the academic and technical levels;
- act as a bridge to the Institute for Teaching and Learning Innovation (ITaLI) and Information technology Services (ITS) to deliver sustainable integrated systems; and
- develop and disseminate research.

MISSION

eLIPSE aims to:

- improve the quality of student learning and experience in Science, Technology, Engineering, and Mathematics (STEM) programs and courses;

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- advance understanding of Technology Enhanced Learning in disciplinary contexts through focused, collaborative development of eLearning and Learning Analytics tools , methodologies and infrastructure;
- improve academic teaching practice by enabling collaboration within and across disciplines; and
- improve research capabilities in the above areas of expertise.

The proposed work of eLIPSE was seen to make a direct contribution to the following T&L objectives (2014-2015) of the Faculty of EAIT:

- support innovative teaching practices to deliver better learning outcomes for students;
- develop and promote active learning pedagogies that encourage interactions between students and teachers and among students and enable active and collaborative learning that can be scaled to large class sizes;
- develop innovative online offerings that enrich our on-campus experience and enhance our international profile;
- utilise our information systems to personalise and enhance the quality of our students' learning;
- support academic staff in the use of appropriate and proven technology-enriched educational approaches; and
- lead national and international policy development in on-line learning.

In pursuing its mission, the advantages that eLIPSE offers are twofold: the unique partnership allows student and educator voices to be embedded in its innovations, and connections across discipline and across development mean that tools and pedagogies have wide application.

Relevance to UQ Strategic Mission

The UQ Student Strategy 2015 Green Paper set out challenges that call for deployment of the breadth and depth of UQ's intellectual resources to offer students an enriched curriculum that prepares them for unpredictable futures.

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eLIPSE is strongly positioned to respond to eight of the challenges identified in the Green Paper as follows:

Green Paper Challenge	Response
An innovative education that prepares graduates for unpredictable futures	eLIPSE is developing tools that provide innovative learning experiences, foster creative and critical thinking, and allow students to track their learning and manage/tailor their studies.
A diverse student population with new priorities and expectations	eLIPSE is harnessing and driving the possibilities that technology-enhanced learning bring to support flexible learning.
Students as change agents.	eLIPSE employs students as interns providing work integrated learning opportunities and stakeholder feedback.
A research-intensive education that speaks to students and employers	eLIPSE is developing tools that facilitate inquiry-based learning that underpins research-based teaching.
The value of active learning in the digital age	eLIPSE uses innovative technology strategies to underpin and enrich active learning.
Effective assessment and feedback for enhanced learning outcomes	eLIPSE is working on the cutting-edge of Learning Analytics, thus enabling staff to better understand learner difficulties and students to access immediate formative feedback on their progress.
New staffing capabilities for new learning expectations/ environments	eLIPSE is developing approaches that enable academic staff to provide learning environments that are currently beyond their expertise, and is committed to disseminating best practice initiatives.
Supporting students through a connected community	eLIPSE is developing student self-help tools that allow connections with academics when necessary.

WHO WE ARE

eLIPSE comprises a group of academic collaborators and educational designers anchored in their schools/faculties, supported by software developers, student software developers, data

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managers and data analysts employed by the Centre. Research students also contribute to the work of the Centre and are attached to the school of their research supervisor.

The Centre Director is Associate Professor Carl Reidsema, Director of Teaching and Learning (Engineering).

The Program Director (Research Excellence), Associate Professor Lydia Kavanagh, is the Director of First Year Engineering and is responsible for research design, data collection, data analysis, curriculum design. The Program Director (Research Excellence) guides the work and priorities of the data analysts.

The Program Director (Technology, Tools and Learning Analytics), Associate Professor Peter Sutton, is the Associate Dean (Academic) in the Faculty of EAIT and is responsible for the development of eLearning and curriculum software tools, and guides the work and priorities of the software development team.

The Program Director (Partnerships), Professor Peter Adams, is the Associate Dean (Academic) in the Faculty of Science and Deputy President of the University's Academic Board and ensures that strong partnerships benefiting both faculties are a feature of the work of eLIPSE.

eLIPSE project leaders are located in schools across the University and have access to eLIPSE resources.

A full list of the staff appointed to and affiliated with the Centre is given under Staffing.

GOVERNANCE

eLIPSE Advisory Panel

The Centre's directions and progress are advised on and evaluated by the eLIPSE Advisory Panel.

The Panel comprises the Associate Deans (Academic) for the Faculties of EAIT and Science, the eLIPSE directors, a representative of the Science academics, representatives of ITaLI and ITS, and an expert on learning and teaching in higher education from the School of Education.

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The Panel met once in 2015, on 14 September. Membership of the Advisory Panel in 2015 was:

Director, eLIPSE Centre (Chair)	Associate Professor Carl Reidsema, Faculty of EAIT/School of Mechanical and Mining Engineering
Program Director, Research Excellence, eLIPSE	Associate Professor Lydia Kavanagh, Faculty of EAIT
Program Director, Technology, Tools and Learning Analytics, eLIPSE	Associate Professor Peter Sutton, Faculty of EAIT/School of ITEE
Associate Dean (Academic), Faculty of EAIT	Professor Caroline Crosthwaite, Faculty of EAIT
Associate Dean (Academic), Faculty of Science	Professor Peter Adams, Faculty of Science
Science academic	Associate Professor Gwen Lawrie, School of Chemistry and Molecular Biosciences
Higher Education expert	Associate Professor Gloria Dall'Alba, School of Education
Representative, ITaLI	Professor Doune Macdonald, Pro-Vice-Chancellor, Teaching and Learning
Representative, ITS	Mr Rob Moffatt AM, Director, Information Technology Services

eLIPSE Leadership Team

The eLIPSE Leadership Team, in 2015 consisting of the eLIPSE directors and the EAIT Educational Designer, oversees the operations of the Centre.

In 2015, the Leadership Team met 15 times after the establishment date of the centre. Membership of the Leadership Team in 2015 was:

Director, eLIPSE Centre (Chair)	Associate Professor Carl Reidsema, Faculty of EAIT/School of Mechanical and Mining Engineering
Program Director, Research Excellence, eLIPSE	Associate Professor Lydia Kavanagh, Faculty of EAIT

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Program Director, Technology, Tools and Learning Analytics, eLIPSE	Associate Professor Peter Sutton, Faculty of EAIT/School of ITEE
Program Director, Partnerships	Professor Peter Adams, Faculty of Science
eLearning Education Designer	Ms Esther Fink, Faculty of EAIT

Achievements 2015

PROJECTS OVERVIEW

During 2015, the eLIPSE Development Team has worked on a number of projects led by academics across Science and Engineering. These have included projects funded by grants and some unfunded projects, with a range of statuses from newly commenced to mature.

The following table provides an overview of the 2015 projects on which staff worked. The status code for each project is given in brackets and explained below the table.

Projects	Tool Type	Lead CI	Description
tJM: the JourneyMaker (Status: 3)	Curriculum mapping	Ian Cameron (Chemical Engineering)	<i>(Web-based version under development)</i> Curriculum design and visualisation tool to describe development of knowledge, skills, and personal attributes.
Learning Pathway (Stage 1) (Status: 5)	Course content scaffolding	Carl Reidsema (EAIT/Mechanical & Mining Engineering)	A navigational interface in Blackboard course sites that provides students with a clear visual roadmap of the course.
Learning Pathway (Stage 2) (Status: 2)	Bench-marking	Carl Reidsema (EAIT/Mechanical & Mining Engineering)	<i>(Under development)</i> Individually tailored dashboard representations of learning and achievement for students.
Advisor Tool (Status: 3)	Academic advising	Peter Sutton (EAIT/ Information Technology & Electrical Engineering)	A web-based tool to enable students and advisors to create and store personalised study plans that meet degree program requirements.
SmartAss (Status: 3)	Assessment	Michael Jennings (Mathematics & Physics)	An open-access online question and worked solution generator that covers a wide range of fundamental mathematical, statistical and quantitative content.

Achievements 2015

Projects	Tool Type	Lead CI	Description
GetSet (Status: 5)	Assessment	Lydia Kavanagh (EAIT), Liza O'Moore (Civil Engineering) Michael Jennings (Mathematics & Physics)	A customisable system used to allow commencing students to self-test their readiness to study their chosen courses.
WebPA (Status: 5)	Peer assessment	Lydia Kavanagh (EAIT)	A peer-evaluation tool used to evaluate individual contributions to teamwork.
Semant (Status: 3)	Assessment/ Feedback	Michael Drinkwater (Mathematics & Physics)	A tool to perform semantic analysis on short answer Blackboard quiz questions to rapidly identify concepts students commonly struggle with.
Molecular structure simulation (Status: 4)	Visual simulation	Gwen Lawrie (Chemistry & Molecular Biosciences)	An open-source interactive, research-based simulation to help students engage in STEM through inquiry. Part of the University of Colorado PhET project.
MOOCchat (Status: 3)	Peer learning	Carl Reidsema (EAIT/Mechanical & Mining Engineering)	<i>(Under development)</i> A tool that supports peer learning around challenging problems or concepts. A collaborative initiative with UC Berkeley.
Reflection (Status: 3)	Assignment	Carl Reidsema (EAIT/Mechanical & Mining Engineering)	A web-based system that supports peer review activities within a team.
Help! (Status: 3)	Self help	Lydia Kavanagh (EAIT)	<i>(Under development)</i> A scalable, systematic approach to self-help and communication embedded in Blackboard.

Project Status Codes: 1. Scope / Specification 2. Prototype (development) 3. Prototype (refine) 4. Document / Disseminate 5. Implement / Research / Modify

Achievements 2015

ACHIEVEMENTS AGAINST AGREED KPIS

The following set of KPIs (in italics) were incorporated in the original Centre proposal. Achievements against relevant KPIs are provided.

Research

Publications, journals and conferences.

Kavanagh, L., Reidsema, C. and McCredden, J.E. (under revision) *A large-scale flipped classroom for the development of academic and practitioner skills in student engineers.* Advances in Engineering Education.

Reidsema C., Kavanagh L., Fink E. and McGrice H. (2015) *Student Learning Pathway Tool.* Proceedings of ANZTLC15 Innovate & Educate, Blackboard Teaching and Learning Conference, Adelaide, 24-27 August 2015.

Kavanagh L., Reidsema C. and Fink, E. (2015) *PETS - Proactively ensuring team success through learning analytics aligned with learning design.* Proceedings of ANZTLC15 Innovate & Educate, Blackboard Teaching and Learning Conference, Adelaide, 24-27 August 2015.

Invited keynotes

Reidsema C. and Kavanagh L., *Flipping the Classroom at Scale to Achieve Integration of Theory and Practice in a First Year Engineering Design and Build Course.* QS World University Rankings by Subject International Forum, QS Intelligence Unit, Sydney, 18 March 2015

Reidsema C., *A Week in the Life of an ENGG1200 Student.* Flipped Classrooms with Impact Symposium, Monash University, Melbourne, 10 April 2015

Fink E., *A mind-set towards learning: Learning Analytics from a growth perspective.* MEIPTA (Majlis e-Pembelajaran IPTA Malaysia) Conference, Kota Kinabalu, Malaysia. 27 May 2015.

Reidsema C., *Flipping the Classroom at Scale.* University of California (Berkeley), Berkeley, CA, 4 June 2015

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Reidsema C., *Flipping the Classroom – Reimagining Education*, University of Texas at Austin, Austin, TX, 5 June 2015

Reidsema C., Kavanagh L., Fink E. and McGrice H., ANZTLC15 *Student Learning Pathway Tool*, Innovate & Educate, Blackboard Teaching and Learning conference, Adelaide, 25 August 2015.

Kavanagh L., Reidsema C. and Fink E. *PETS - Proactively ensuring team success through learning analytics aligned with learning design*, ANZTLC15 Innovate & Educate, Blackboard Teaching and Learning Conference, Adelaide, 26 August 2015.

A further invitation for C. Reidsema to deliver a presentation to the CRAI XIII Conference, jointly organised by the sectoral REBIUN (Network of Spanish University Libraries) and ICT (Sector Committee for Information Technology and Communications) CRUE (Conference of Rectors of Spanish Universities) had to be declined owing to timing and funding constraints. Murcia, Spain, 11-12 June 2015.

Invited workshops

Reidsema C. and Kavanagh L., invited Master Class, Blended Learning 2015 Conference, *Transforming Learning – Mastering the Flip*, Sydney, 29 October 2015

Reidsema C. and Kavanagh L., invited workshop, Arcadia University visit to UQ, *Transforming Learning – Mastering the Flip*, Brisbane, 6 November 2015

Reidsema C. and Kavanagh L., invited Master Class, AAEE 2015 Conference, *Flipped Classrooms Master Class*, Torquay, 9 December 2015

Impact and uptake of Centre outputs: the extent to which Centre-developed resources are adopted/used by courses, programs and academics at The University of Queensland (UQ), possibly via migration to ITaLI and/or ITS support.

In 2015, 75 course sites were created using the Learning Pathway tool, across the Faculties of Business, Economics & Law (20), Engineering, Architecture & Information Technology (14), Health and Behavioural Sciences (17), Humanities and Social Sciences (4) and Science (20).

Achievements 2015

External impact and uptake: The extent to which Centre-developed resources are adopted by institutions beyond UQ.

During 2015, the University of Adelaide implemented their own Learning Pathway setup, together with the PAF tool. This involved a good deal of start-up assistance from eLIPSE. Trial and evaluation of both tools was undertaken in 2015 by the School of Animal and Veterinary Sciences in conjunction with the University of Adelaide's Learning Technologies team. The University has concluded their pilot and the evaluation report revealed that the tool provided an easier user experience by reducing the complexity of navigation, as well as providing more consistency across participating courses. The trial was considered a success, with implications for wider roll-out in 2016.

As a result of Esther Fink's presentation on the Learning Pathway at the Blackboard conference in Adelaide in 2015, James Cook University has downloaded and made the Learning Pathway available to its academics.

For a new Epigeum (UK) online academic teaching course on Blended Learning (epigeum.com/courses/teaching/blended-learning/) one case study is based on and uses material generated by C. Reidsema and L. Kavanagh in interviews for Epigeum on blended learning, a webinar for the Evaluation of Learners' Experiences of e-learning Special Interest Group (London) and material on the (UQ) OLT Flipped Classroom Project website.

Grant Income from internal and external sources.

The following grant income was received in 2015:

Office for Learning and Teaching, *Radical transformation: re-imagining engineering education through flipping the classroom in a global learning partnership*, 2013-2015, \$55,000 (external)

UQ Technology Enhanced Learning Grant, *Student Learning Pathway: Providing students with individually tailored maps for planning and tracking learning trajectories*, 2014-2016, \$173,224

Achievements 2015

Student Experience

The number of students undertaking projects within the Centre (PhD, Masters, Bachelors).

The following students were undertaking projects associated with eLIPSE in 2015

PhD students: Shaun Chen (Mechanical), Diogo Quental de Sousa (Mechanical), Mohsen Dokhanchi (Mechanical)

M Computer Science (Management): Malvin (Wen Jie) Tay

Grad Cert Higher Education: Zhongwei Chen

B Engineering (Honours): Stephanie Otte (Mechanical), Joshua Sneyd (Mechanical), Eddie (Lijun) Wang (Mechanical).

B Science (Honours): Duangui Xu (Computer Science)

Individual project feedback from focus groups, interviews etc. with students.

Positive feedback on the Learning Pathway (Stage 1) and useful suggestions for the Stage 2 Dashboard development were obtained at a student focus group conducted on 30 November 2015.

Percentage of students actively engaged in on-campus learning activities.

There is no systematic way of measuring this at this time and eLIPSE's capacity to influence attendance is limited. ITS is piloting a mobile tracking system for a potential Cisco collaboration which can deliver attendance numbers. This will provide eLIPSE with the opportunity for broader investigation of student engagement across interaction with tools and on-campus activity.

Academic Development

Implementation of Centre outputs as evidence of best practice teaching.

In 2015, 75 UQ course sites across five faculties used the Learning Pathway (Stage 1) tool.

The Peer Assessment Factor (PAF) tool, after development phases spanning 2007-2015, was passed to Information Technology Services for corporate roll-out as the UQ Group Assessment tool.

Achievements 2015

Consultation with Centre with respect to grant proposals.

L. Kavanagh has been actively involved in the *Students with Asperger Syndrome in EAIT Faculty: A framework for supportive management and better educational outcomes* project, funded by the EAIT Teaching and Learning Committee, and and the Teaching @UQ Program TEL Signature Project.

Number of academic-led technology enhanced learning (TEL) projects across the Faculties of Science and EAIT.

The following new grant awards were made in 2015:

Kavanagh, L., Hillock, P., Howes, T., Jennings, M., Lawrie, G., O'Moore, L., Reidsema, C., Wegener, M. and Landorf, C. *Help! – A Blackboard-linked quality assured student communication and response system.* \$54,200, 2015 UQ Technology-Enhanced Learning Grant

Reidsema, C. *MOOCchat: Online Peer Assisted Learning System for Large Classes.* \$110,194 2016 Faculty (of EAIT) Teaching & Learning Strategic Funding

The TEL projects continuing from a previous year were:

Jennings, M. and Lawrie, G. *An innovative, open-access online question and solution generator (SmartAss)* \$99,000. 2014 UQ Technology-Enhanced Learning Grant (Round 2)

Drinkwater, M. and Davis, M. *Enhancing student buy-in: pre-reading and feedback in the flipped classroom (Semant).* \$100,000. 2014 UQ Technology-Enhanced Learning Grant (Round 2)

Lawrie, G, Rowland, S., de Vos, J., Gahan, L., Blanchfield, J and Sharpe, P. *Online, virtual and adaptive learning environments: improving the journey through large first year chemistry courses.* \$99,900. 2014 UQ Technology-Enhanced Learning Grant (Round 2) (eLIPSE involvement minimal)

Cameron, C., Sutton, P., Roberts-Thomson, S., Marks, G., Brown, D., Crosthwaite, C., Bryceson, K. and Birkett, G. *TheJourneyMaker: Enhancing curriculum design, program analytics and the student experience.* \$303,000. 2014 UQ Technology-Enhanced Learning Grant (Round 2)

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Reidsema, C. *Student Learning Pathway: Providing students with individually tailored maps for planning and tracking learning trajectories*. \$300,000 2014 UQ Technology-Enhanced Learning Grant (Round 1)

Number of reports and presentations to faculties within UQ.

EAIT Teaching and Learning Forum – presentations on eLIPSE Centre and on Team Anneal tool. 12 February 2015.

Faculty of Business, Economics and Law Teaching and Learning Committee - presentation on eLIPSE activities and capacities. 26 August 2015.

UQ Teaching and Learning Week, Faculty of EAIT and Faculty of Science (joint event), presentation on eLIPSE Centre and eLIPSE tools showcase. 4 November 2015

Attendance at workshops.

Total attendees at workshops/presentations numbered approximately 440, including QS World University Rankings by Subject International Forum (~50), Monash University (64), MEIPTA Conference (~100), University of California, Berkeley (48), University of Texas, Austin (53), ANZTLC15 (Learning Pathway - 49, PETS - 31), Blended Learning 2015 (15), Arcadia University visit (19), AAEE 2015 Conference (10).

Student Learning

Individual project evaluation of changes in student outcomes.

Formal analysis of changes in student outcomes has been conducted for the MOOCchat tool. In 2014, C. Reidsema and L. Kavanagh, course coordinators for the BE common first year course ENGG1200, *Engineering Modelling and Problem Solving*, collaborated with Armando Fox, Director of the MOOCLab at the University of California (Berkeley), to trial a real-time chat-based peer learning tool (MOOCchat) that had originally been designed for MOOCs. Successful outcomes in terms of student learning from the 2014 trial resulted in a second trial in 2015. This trial was led by UQ using a version of the tool which had been improved by eLIPSE.

The participation rate in 2015 was about 85% of the class (N = 1047). Analysis of the responses, chat buffer data, and student experience surveys revealed that approximately

Achievements 2015

half of the students encountered helpful collaborative learning with their peers. Preliminary research indicated that students who fully participated achieved an improved understanding of core engineering materials concepts as evidenced by their mid-term examination results.

Overall improvements to Institutional course evaluations.

Formal student survey methods have not yet been developed which can effectively measure the impact of eLIPSE developed tools. This remains an area in which eLIPSE has an interest and capacity to contribute to development.

Additional Evidence for Centre Performance

Number and level of people employed by eLIPSE

The Centre employed the following numbers and categories of staff in 2015

Research Academic Level A	2
Research Professional HEW 6	3
Research Professional HEW 5	3
Research Professional HEW 4	3
TOTAL	11

Funding Sources

eLIPSE received funds from diverse sources in 2015 including:

Income from eLIPSE-held grants: \$55,000 (Office for Learning and Teaching), \$173,224 (DVC(A) TEL Grant)

Sales of software development services to schools holding internal/external grants: \$102,492

Donations/sponsorship: \$100,000 (John Barnes), \$25,928 (Boeing), \$30,000 (Royal Australian Navy)

Faculty/School additional support \$124,440

Achievements 2015

Internal Collaborations

L. Kavanagh was invited by the Faculty of Health and Behavioural Sciences to provide advice to its Interprofessional Education project, led by Professor Sarah Roberts-Thomson, via attendance at workshops, meetings and hosting a visit to the BE Year 1 flipped classroom.

David Wood of the UQ School of Business sought advice from L. Kavanagh on flipping the classroom and supporting tools.

Three workshops were conducted for the JourneyMaker project, on 16 June, 19 October and 8 December 2015, where the aims of the project, current and proposed functionality and development progress were discussed. These workshops were attended by a broad spectrum of potential users across the faculties.

External Collaborations

Significant national/international collaborations have been achieved across a broad number of national and international contributors via the flipped classroom workshops/presentations or through the OLT Flipped Classroom Project website. These collaborations have resulted in a book, entitled *Flipped Classroom Practice and Practices*, which is currently in press.

Editorial coordination and research publication work for the book was a major focus for the Research Officers in the Centre in 2015.

The book comprises a collection of case studies supported by the outcomes that the OLT project generated and includes four case studies from UQ, two from RMIT University, and one each from the University of Sydney, University of Pittsburgh, Griffith University, Nanyang Technological University, Edith Cowan University and the University of Technology, Sydney. Disciplines covered are business, engineering, education, health sciences, public health, clinical medicine, surveying.

Under Achievements 2015/Student Learning, reference is made to the MOOCchat collaboration with the Berkeley MOOCLab. In June 2015, at the invitation of Jenn Stringer, Associate CIO for Academic Engagement and Director of Educational Technology Services, C. Reidsema visited UC Berkeley to make a presentation to academic staff on the UQ results achieved to date regarding improvements to student learning arising from the use of MOOCchat.

Achievements 2015

Collaboration with the University of Adelaide involving the Learning Pathway is mentioned under Achievements 2015/Research/External impact and uptake.

Institutional and External Recognition

C. Reidsema and L. Kavanagh were invited to have their first year flipped classroom put forward for the VC's consideration to choose the UQ entry for the Australian Financial Review Higher Education Awards (Learning Experience category).

Financial Summary 2015

Financial Summary 2015

	\$
<u>Income</u>	
External Grants	55,000
Internal Grants	173,224
Faculty/School Allocations	124,440
Fee for Service	102,492
Donations, Sponsorship	155,928
TOTAL INCOME	611,084
<u>Expenditure</u>	
Salaries – Developers	229,557
Salaries – Research Staff	169,393
Salaries – Administration	57,264
Scholarships	1,016
Consultants, Evaluators	8,850
Computers, Software	11,957
Conferences, Travel, Hospitality	785
General Operating Expenses	1,225
TOTAL EXPENDITURE	480,047
OPERATING SURPLUS	131,037

Staffing

The following people were employed by or affiliated *ex officio* with the Centre in 2015:

AFFILIATED STAFF

Centre Director, Carl Reidsema, Faculty of EAIT/School of Mechanical and Mining Engineering

Program Director (Research Excellence), Lydia Kavanagh, Faculty of EAIT

Program Director (Technology, Tools and Learning Analytics), Peter Sutton, Faculty of EAIT/School of information Technology and Electrical Engineering

Program Director (Partnerships), Peter Adams, Faculty of Science

Educational Designer, Esther Fink, Faculty of EAIT

CENTRE EMPLOYEES

Learning Technologies Developer	Phil Waller
Web Applications Developer	Sandesh Maheshwari
Assistant Web Applications Developer	Callum Buckmaster
Student Developer	Rachel Catchpoole
Student Developer	Glen Javier
Student Developer	Roy Portas
Research Officer	Julie McCredden
Research Officer	Neville Smith
Research Assistant	Emmi Ollila (visitor from Aalto University, Finland)
Research Assistant (Data)	Rob Quinn
Centre Administrator	Ellen Juhasz

VISITORS

Visitors to the Centre in 2015 included:

University of Adelaide: Hayley McGrice, School of Animal and Veterinary Sciences and Trisha Franceschilli, Learning Technologies Team visited to learn about the Learning Pathway. 2 February 2015

Technical University, Delft: Maaïke Boot, Bram de Kruiff and Christiaan Vossers visited to learn about C. Reidsema's and L. Kavanagh's experiences in Active Learning. "This research broadened our personal view and sharpened our vision as (members of the) Student Council Party. We felt indebted to be able to visit you and listen to what you had to say." 9 February 2015

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