

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

School of Mechanical and Mining
Engineering

ANNUAL REPORT

2017

Supporting discipline experts to lead eLearning innovation

Table of Contents

Contents

| | |
|---|----|
| About eLIPSE | 1 |
| Introduction | 1 |
| Governance | 1 |
| eLIPSE Advisory Panel | 1 |
| eLIPSE Leadership Team | 2 |
| eLIPSE Achievements | 4 |
| Projects Overview | 4 |
| Achievements against Agreed KPIs | 6 |
| 1. Learning Pathway to be ready for transition to ITS by end 2017 | 6 |
| 2. theJourneyMaker available for use across the University by 31 July 2017 | 7 |
| 3. Additional funding of \$100,000 to be secured | 7 |
| 4. Development of an agreed dissemination strategy for eLIPSE tools | 8 |
| 5. Development of, and agreement on, a more detailed model for collaboration with ITS | 10 |
| 6. Development of, and agreement on, a more detailed model for collaboration with ITaLI | 10 |
| Other eLIPSE Activities | 10 |
| Research | 10 |
| Academic-led projects | 12 |
| Institutional and External Recognition | 13 |
| Presentations | 13 |
| Students | 14 |
| Financial Summary | 15 |
| Staffing | 16 |
| Affiliated Staff | 16 |
| Centre Employees | 16 |
| Visitors | 17 |
| Contact Information | 18 |
| Directors | 18 |

Table of Contents

| | |
|--|----|
| Centre Office _____ | 18 |
| List of Acronyms and Initialisms _____ | 19 |

About eLIPSE

INTRODUCTION

The Centre for eLearning Innovations and Partnerships in Science and Engineering (eLIPSE) entered its third year, partially supported by direct funding contributions from the Faculty of Engineering, Architecture and Information Technology (EAIT) and the Faculty of Science. This funding is provided from 2017 to 2021, from University of Queensland (UQ) Student Strategy funding.

A number of Key Performance Indicators (KPIs) were attached to the new funding and performance against these KPIs is reported in the section, *Achievements against Agreed KPIs*.

Highlights of 2017 included the publication of a book titled *The Flipped Classroom: Practice and Practices in Higher Education*, the product of an earlier grant funded by the Office of Learning and Teaching. Two of the directors were editors and a number of eLIPSE staff and their colleagues contributed chapters. A complete list is provided under the heading, *Research*.

The eLIPSE Development Team moved towards incorporating qualitative user analysis into the software development process from the initiation of projects, with the aim of producing more intuitive educational technology.

The Centre continued its successful partnership with students, employing a number of Student Developers who were able to contribute directly to the development of tools for use by students.

GOVERNANCE

eLIPSE Advisory Panel

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

In 2017, as a result of changes required by the receipt of strategic funding, the Panel comprised the Executive Dean, Faculty of EAIT (Chair), a representative of the Executive Dean, Faculty of Science, the Centre Director of eLIPSE, the Pro-Vice-Chancellor (Teaching and

About eLIPSE

Learning) (PVC (T&L)), the Chief Information Officer and an academic staff member nominated by the Chair and the PVC (T&L).

The Panel met twice, on 8 May and 18 December. Membership of the Advisory Panel in 2017 was as follows.

| | |
|---|--|
| Executive Dean, Faculty of EAIT (Chair) | Professor Simon Biggs |
| Representative, Executive Dean, Faculty of Science | Professor Peter Adams, Associate Dean (Academic), Faculty of Science |
| Director, eLIPSE Centre | Associate Professor Carl Reidsema, Faculty of EAIT/School of Mechanical and Mining Engineering |
| Pro-Vice-Chancellor, Teaching and Learning | Professor Doune Macdonald, Pro-Vice-Chancellor, Teaching and Learning |
| Chief Information Officer | Mr Rob Moffatt AM, Chief Information Officer, Information Technology Services |
| Academic staff member nominated by the Chair and the PVC (T&L). | Professor Ross McAree, Head, School of Mechanical and Mining Engineering |

eLIPSE Leadership Team

In 2017, the eLIPSE Leadership Team, which oversees the operations of the Centre and discusses strategy, was augmented by the addition of UQ's Deputy Director, Applications Delivery and Support, as a representative of Information Technology Services (ITS), with the Manager, Application Development and Support, as alternate.

Representation of the Institute for Teaching and Learning Innovation (ITaLI) was informal at the start of the year. Ms Jane Van Kester, Project Manager, Student Strategy, attended as an observer until she moved to another unit. Dr Hassan Khosravi was nominated to the end of March. Representation then lapsed due to lack of a formal nomination.

About eLIPSE

The Leadership Team met 21 times throughout the year. Membership of the Leadership Team in 2017 was as follows.

| | |
|--|---|
| 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 Information Technology & Electrical Engineering |
| Program Director, Partnerships | Professor Peter Adams, Faculty of Science |
| Educational Designer, EAIT | Ms Esther Fink (to August)/ Ms Anna Morris (from October), Faculty of EAIT |
| Education Designer, Science | Mr Pablo Riveros, Faculty of Science (May to November) |
| Software Development Manager | Mr Phil Waller, eLIPSE |
| Representative, ITaLI | Dr Hassan Khosravi (February to March) |
| Representative, ITS | Ms Jodi Phillips, Deputy Director, Applications Delivery and Support |

The Centre is a school-level centre in the School of Mechanical and Mining Engineering. The Centre Director reports to the Head of that School.

eLIPSE Achievements

PROJECTS OVERVIEW

The projects formally completed by the eLIPSE Development Team during 2017 were theJourneyMaker, MyPyTutor, ChemHub and the eLearning Digital Repository

Development work on Semant (Stage 2), RiPPLE and TeamAnneal was undertaken, as well as enhancement work for MOOCchat and Help!. The RiPPLE project was passed over to ITaLI for continued development at the end of the year.

An upgrade of the Learning Pathway was in process during 2017, intended to deliver a more robust production system and to take advantage of upgrades in Blackboard as they occur. The tool is being modularised to facilitate deployment to other Learning Management Systems.

Ongoing support and maintenance was provided for completed tools, under the provisions of the grant of strategic funding from the faculties.

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

| Projects | Tool Type | Lead CI | Description |
|---|-------------------------|---|---|
| tJM: the JourneyMaker (Status: 5) | Curriculum mapping | Ian Cameron (Chemical Engineering) | Curriculum design and visualisation tool to describe development of knowledge, skills, and personal attributes. |
| Team Anneal (Status 4) | Team formation | Peter Sutton | Team formation software tool that allows groups to be formed based on specified constraints e.g. learning analytics, business analytics or preferences. |
| Semant (Stage 2) (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. Stage 2 facilitates peer marking. |

eLIPSE Achievements

| Projects | Tool Type | Lead CI | Description |
|---|---------------------------|---|---|
| MOOCchat (Status: 5) | Peer learning | Carl Reidsema (EAIT/Mechanical & Mining Engineering) | A tool that supports peer learning around challenging problems or concepts. A collaborative initiative with UC Berkeley. |
| Help! (Status: 5) | Self help | Lydia Kavanagh (EAIT) | A scalable, systematic approach to self-help and communication embedded in Blackboard. |
| eLearning Digital Repository (Status 5) | Course content repository | Chris Landorf (Architecture) | A searchable, web-based repository for a variety of digital resources (photographs, videos, virtual reality exercises, interviews and sound bites), facilitating their use across multiple courses and independent of individual Blackboard sites. |
| MyPyTutor (Status 5) | Smart tutorials | Richard Thomas (ITEE) | A coding task tool which supports students' development of key programming concepts. This redesign will make it web-based and facilitate collection of learning analytics. It has the potential to be adapted for non-coding disciplines in the future. |
| RiPPLE (Status 3) | Peer support | Hassan Khosravi, (ITaLI) | Recommendations in Personalised Peer-Learning Environments (RiPPLE) is a course-level platform which maintains a repository of tagged multiple-choice questions that students can use for assessing and enhancing their learning through visual representation of their engagement, performance and competencies. |
| ChemHub (Status 5) | Course content repository | Gwen Lawrie (Chemistry and Molecular Biosciences) | ChemHub provides a laboratory learning website as a foundation for multiple first year chemistry courses. It integrates common learning resources which were previously spread across multiple separate Blackboard sites. |

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

ACHIEVEMENTS AGAINST AGREED KPIS

The eLIPSE Advisory Panel agreed a number of Key Performance Indicators (KPIs) for the Centre, related to the funding commitments from the Faculties of EAIT and Science.

The Centre reported on these KPIs to the meeting of the eLIPSE Advisory Panel held on 18 December as follows.

1. Learning Pathway to be ready for transition to ITS by end 2017

It had been hoped that ITS's HEW 8 Technical Coordinator position, intended to be the key liaison between ITS and eLIPSE, would be in place earlier in the year and thus able to assist with transitioning the Learning Pathway for use across the University. Unfortunately, this had to be delayed due to priorities involving a significant restructure in ITS. The position, however, was finally advertised on 28 November with a closing date of 15 December.

Nevertheless, Jodi Phillips represented ITS at a majority of the Leadership Team meetings throughout 2017 and has facilitated highly productive meetings with relevant ITS staff. Guidance has been provided on Blackboard (technical), software development processes and UQ standards for UI/UX design. Blackboard development environments (Virtual Machines) have also been made available to eLIPSE developers and information about UQ's Blackboard upgrade roadmap has been provided. This has enabled the Learning Pathway to remain ahead of UQ's Blackboard version rollouts and has also allowed eLIPSE to provide the University of Technology, Sydney (UTS) with a compliant version of the Learning Pathway (see KPI-3 below).

The number of UQ course sites using the Learning Pathway in 2017 was 145 across all 6 faculties, with the largest number of course enrolments from the Faculty of Science at 12,128.

Meetings with, and demonstrations for, the DVC (A) and PVC (T&L) have been conducted. The key stumbling block continues to be the need for a Business Owner to be identified who can agree to fund ongoing maintenance/user support ahead of any handover to ITS. A meeting between the eLIPSE Leadership Team and the DVC (A) has been sought for January 2018.

The lack of a Business Owner has contributed to difficulties encountered with the eLearning Support Group, the group which needs to agree to provide user support if the tool is to be adopted for University-wide use. This in turn caused a missed opportunity to have the Learning Pathway included as an acceptable minimal compliance layout within the DVC (A)'s Blackboard Migration project. eLIPSE has had to actively counter a negative misperception that the tool is unreliable and likely to be abandoned, posing unacceptable risks should academics wish to use the tool in their courses.

The Faculty of EAIT is, however, adopting the Learning Pathway as its minimum presence standard. This minimum presence was adopted in conjunction with the Blackboard Migration Project for 2018.

2. theJourneyMaker available for use across the University by 31 July 2017

In early 2017, Rhianna Pedwell, the user support officer for theJourneyMaker (tJM), transferred to eLIPSE, enabling the Centre, in partnership with the project leaders, to continue to provide critical support to those wishing to utilise the tool. Users this year have been:

- Faculty of Science (B Environmental Management review)
- School of Mechanical & Mining Engineering (examination of all courses)
- School of Music (employability-21st century skills framework); project now expanded to all Bachelor of Arts courses
- School of Agriculture and Food Sciences (B Equine Science) , project now expanded to be school-wide
- School of Chemical Engineering (further curriculum review)

Further work on tJM requires resolution of the enhancement plans for UQ's Electronic Course Profile before it can commence.

This KPI is considered to have been met.

3. Additional funding of \$100,000 to be secured

The Centre received \$245,952 from UQ units for work on projects.

A further \$373,130 was received in Student Strategy funding from the Faculty of EAIT under the funding agreement. The Faculty of Science has deferred its Student Strategy payments to eLIPSE by 1 year, with the funding span now being 2018-2022.

This KPI is considered to have been met.

eLIPSE has taken steps towards exploring the commercial viability of eLIPSE tools and in particular the Learning Pathway and theJourneyMaker. Early meetings with a representative from UniQuest Pty Ltd were promising, as was a meeting with the United States Vice President (VP) of Blackboard regarding the Learning Pathway. Advice from the VP of Blackboard was to pursue Cloud and Blackboard Learning Partnership compliance and to generate market data from the UTS pilot. The overall assessment by UniQuest was that many of the eLIPSE tools held commercial promise. The VP of Blackboard suggested that a suite of tools complementing the Learning Pathway, forming a commercially viable license package for Chief Information Officers to consider (i.e., large class, active learning suite of tools) when annual Blackboard license agreements are decided, was a good strategy for eLIPSE.

eLIPSE is pursuing this advice by increasing its development capacity through employing 4 software engineering students for summer work experience. The collaboration with UTS is underway with a summer semester course acting as the market testing pilot of the Learning Pathway. UniQuest was to have provided eLIPSE with evaluation licenses to protect its commercial IP but suddenly ceased their involvement. eLIPSE-drafted license agreements are currently with the Legal Office. This disrupted evaluations by Imperial College and Arizona State University and forced postponement of commercial co-development discussions with a Sydney educational software company.

4. Development of an agreed dissemination strategy for eLIPSE tools

With the departure of Jane van Kester (ITaLI's Project Manager, Student Strategy) and no replacement for her on the eLIPSE Leadership Team, partnering with ITaLI to assist with dissemination to academic end-users has not been successful.

eLIPSE has instead needed to rely largely on organic dissemination via academic and student word-of-mouth and workshops (where possible) run by academic project leaders. Additionally, dissemination has been driven by the eLIPSE model of building academic

relationships through eLIPSE-managed projects and through the eLIPSE software development strategy of sharing and re-using code across projects.

The agreed co-location and co-coordination of both eLIPSE and the EAIT Enhancing the Student Experience (ESE) team (consisting of 3 Educational Designers, 1 Educational Researcher, and 1 Data Analyst (to be appointed) by the EAIT Associate Dean (Academic) and Director Engineering T&L/eLIPSE Director has created an additional interface for disseminating eLIPSE learning technologies to EAIT staff. Annual EAIT Strategic T&L funding proposals require academic applicants to consult with both eLIPSE and ESE team members as part of their funding submission.

Because projects are led by teams of academics, they actively collaborate with eLIPSE developers and EAIT ESE team members enabling dissemination across both the technical/software and course/T&L interfaces. For example, although the MyPyTutor project was initiated by EAIT T&L funding for courses in the School of ITEE, an academic from Science participating on a separate project was able to identify this tool as one that would benefit first year Science courses. Consequently, this tool is being modified to run in large courses Science in 2018. At the technical/software interface, eLIPSE developers and/or the development manager will identify functional compatibilities between tools. The Semant Project (led by Science) now uses technology developed for the Platypus project (an EAIT project) and there are many other cases of this type.

Finally, strong and purposeful support by Heads of Schools has had a positive impact on influencing academics to adopt eLIPSE tools. For example, the School of MME has played a proactive role in supporting Dr Vince Wheatley in achieving a successful UQ Teaching Innovation Grant for 2018. This project involves both eLIPSE and ESE providing support with tools and T&L advice for this blended/flipped learning initiative that targets several middle year courses. This is a significant initiative in that it represents the beginning of a transition from passive to technology-enhanced, active learning in the “core” fundamentals courses which have long resisted change. A successful outcome will further reinforce eLIPSE’s reputation as a reliable partner in helping academics navigate this complex terrain.

Users of the Learning Pathway, Semant and theJourneyMaker continued to grow in 2017 and are being supported and encouraged either by Rhianna Pedwell or the EAIT ESE team.

5. Development of, and agreement on, a more detailed model for collaboration with ITS

Good progress has been made via multiple meetings and presentations involving eLIPSE and ITS staff as well as consistent communications between eLIPSE and ITS development staff.

A draft has been prepared of the eLIPSE side of the proposed documented process for managing end-to-end steps for moving innovative academic ideas towards centrally supported enterprise tools. The ITS HEW 8 Technical Coordinator will be able to take carriage of the ITS end of this documentation and enable the relationship to be better formalised.

6. Development of, and agreement on, a more detailed model for collaboration with ITaLI

Despite concerted effort on the part of eLIPSE, achievement of this KPI has been unsuccessful.

As per KPI-4, the absence of an ITaLI representative on the eLIPSE Leadership team has prevented transfer of information between eLIPSE and ITaLI. No suitable nominee has yet been identified.

An attempt by the eLIPSE Director to develop collaboration with ITaLI through Dr Hassan Khosravi has been limited to co-supervising undergraduate and postgraduate students in the area of Learning Analytics.

At the current time, eLIPSE is attempting to develop more productive relationships with members of UQ's Learning Designer Community of Practice via EAIT's Senior Educational Designer.

OTHER ELIPSE ACTIVITIES

Other outputs and achievements for the Centre for 2017 are as follows.

Research

Publications, journals and conferences.

Reidsema, C., Kavanagh, L., Hadgraft, R., Smith, N. (Eds.) (2017) *The Flipped Classroom: Practice and Practices in Higher Education*. Springer Singapore. doi:10.1007/978-981-10-3413-8

Carl Reidsema, Roger Hadgraft and Lydia Kavanagh (2017). Introduction to the Flipped Classroom, in *The Flipped Classroom - Practice and Practices in Higher Education*, Springer, Singapore.

Lydia Kavanagh, Carl Reidsema, Julie McCredden, and Neville Smith (2017) Design Considerations, in *The Flipped Classroom - Practice and Practices in Higher Education*, Springer, Singapore.

Dominic McGrath, Anthea Groessler, Esther Fink, Carl Reidsema and Lydia Kavanagh (2017) Technology in the Flipped Classroom, in *The Flipped Classroom - Practice and Practices in Higher Education*, Springer, Singapore.

Lydia Kavanagh, Roger Hadgraft, Carl Reidsema, Neville Smith and Dominic McGrath (2017). Case Study Framework, in *The Flipped Classroom - Practice and Practices in Higher Education*, Springer, Singapore.

Julie McCredden, Carl Reidsema, and Lydia Kavanagh (2017). Designing an Active Learning Environment Architecture Within a Flipped Classroom for Developing First Year Student Engineers, in *The Flipped Classroom - Practice and Practices in Higher Education*, Springer, Singapore.

Reidsema, Carl, Kavanagh, Lydia, Fink, Esther M., Khosravi, Hassan, Fleming, Melanie and Achilles, Nicholas (2017). Analysing the learning pathways of students in a large flipped engineering course. In: Proceedings ASCILITE2017: 34th International Conference on Innovation, Practice and Research in the Use of Educational Technologies in Tertiary Education. *ASCILITE2017: 34th International Conference on Innovation, Practice and Research in the Use of Educational Technologies in Tertiary Education*, Toowoomba, QLD, Australia, (372-382). 4 - 6 December 2017.

Invited keynotes/presentations

Reidsema, C. Keynote at launch of Education Innovation Unit, Faculty of Engineering & Information Technologies, University of Sydney, 21 March

Academic-led projects

eLIPSE contributed to the following Teaching Innovation Grants/Technology Enhanced Learning projects throughout the year. The total value of these grants was \$1.47 million.

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*. UQ Technology-Enhanced Learning Grant. \$303,000 over 2 years (continuing)

Drinkwater, M., Davis, M., Birkett, G., Howes, T., Singh, S. *Increasing student engagement in active learning through feedback on pre-reading quizzes*. UQ Teaching Innovation Grant. \$119,200 over 1+ years (new)

Kavanagh, L., Duck, J., Adams, P., Gannaway, D., McGrath, D., Copley, J. *TeachingPlus@UQ: Developing professional practice to enhance the student experience*. UQ Teaching Innovation Grant. \$165,000 over 2 years (new)

Landorf, C., Dickson, M., O'Rourke, T., Greenop, K., Skinner, P. *Developing an integrated 5-dimensional technology learning experience for architecture students*. UQ Technology Enhanced Learning Grant. \$100,000 over 2 years (continuing)

Reidsema, C. *Student Learning Pathway: Providing students with individually tailored maps for planning and tracking learning trajectories*. UQ Technology Enhanced Learning Grant. \$300,000 + \$140,000 over 2 years (continuing)

Sutton, P., Kavanagh, L. *TeamAnneal Stage Two – A Web Service for Purposeful Student Team Creation*. UQ Teaching Innovation Grant. \$76,281 over 1 year (new)

eLIPSE was also contributed to the following projects funded by Faculty Teaching and Learning Committees:

Davis, M., Drinkwater, M., Davis, T., McIntyre, T., Bowen, W., Weinhold, T., Corney, J., McKenzie, R., Wegener, M., Maenhaut, B., Bryant, D., Birkett, G. and Howes, T. *Enabling widespread use of reading quizzes and enhanced feedback for active learning with Semant*. Faculty of Science Teaching and Learning Grant. \$20,000 over 1 year (continuing)

Kavanagh, L., Lawrie, G. *Help! Stabilisation and enhancement*. Faculty of Science Teaching and Learning Grant. \$21,000 over 1 year (new)

Khosravi, H. *RiPPLE: Recommendation in Personalised Peer-learning environments*. Faculty of Science Teaching and Learning Grant. \$34,061 over 1 year (new)

Lawrie, G, Kartsonaki, E., Allsebrook, A., Sharpe, P. *Widening first year chemistry student participation in online, blended and flexible modes of learning*. Faculty of Science Teaching and Learning Grant. \$35,000 over 1 year (new)

Reidsema, C., Kavanagh, L., Zou, J., Edwards, G., Fink, E. and Fox, A., *MOOCchat: Online Peer Assisted Learning System for Large Classes*. Faculty of EAIT Teaching and Learning Grant. \$110,194 over 1 year (continuing)

Thomas, R., O'Shea, P., Bruenig, M., Viller, S, Gallagher, M. *Automated tutoring support for learning to program (MyPyTutor Enhancements)*. Faculty of EAIT Teaching and Learning Grant. \$31,400 over 1 year. . Faculty of Science Teaching and Learning Grant. \$19,000 over 1 year (new)

Institutional and External Recognition

On 3 May, Associate Professor Lydia Kavanagh was elected a Principal Fellow of the Higher Education Academy in recognition of attainment against the UK Professional Standards Framework for teaching and learning support in higher education

On 7 June, Ms Esther Fink was announced as the winner of the Individual Award for Excellence in Service at the 2017 UQ Awards for Excellence. This award recognises and celebrates individuals who have made an outstanding and significant contribution to delivering excellence in service to students, staff and/or the wider community.

Presentations

A demonstration of the MOOCchat tool by developer James Li was included in the Innovation Showcase session of the Faculty of EAIT T&L Forum on 8 February.

On March 2017, Pablo Riveros presented educational tools and the Learning Pathway to the Vet Educational Network at the School of Veterinary Science, Gatton Campus

eLIPSE was also on hand for the Electro Expo organised by ITaLI on 22 June.

Students

The following students were undertaking projects associated with eLIPSE in 2017:

New students

B Engineering (Honours) students: Yuan Dai (Software), supervised jointly with ITaLI, Deryk Jun Wei Yeo (Electrical and Computer)

B Engineering (Honours)/B Information Technology student: Cody Matthews (Electrical)

M Information Technology students: Yan Ham (Bruno) Cheung, supervised jointly with ITaLI, Sarah Nizami

M Phil student: Boyd Potts , supervised jointly with ITaLI

Continuing students

PhD students: Shaun Chen (Mechanical), Mohsen Dokhanchi (Mechanical)

MPhil student: Diogo Quental de Sousa (Mechanical) (completed)

MEngSc (Management) Xiangyu (Edward) Su (Mechanical)

Financial Summary

Financial Summary

| | \$ |
|---------------------------------------|-------------------|
| <u>Income</u> | |
| Internal Grants won by eLIPSE | 36,153 |
| Faculty/School Allocations | 393,130 |
| Fee for Service | 245,952 |
| TOTAL INCOME | 675,235 |
| <u>Expenditure</u> | |
| Salaries – Developers | 579,935 |
| Salaries – Research Staff | 13,151 |
| Salaries – User Support Staff | 26,507 |
| Salaries – Administration | 53,907 |
| Workshops, General Operating Expenses | 8,720 |
| TOTAL EXPENDITURE | 682,220 |
| OPERATING SURPLUS/DEFICIT | -6,975 |

Staffing

The following people were employed by, or affiliated *ex officio* with, the Centre.

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/Office of the President of the Academic Board

Educational Designer (eLearning), Esther Fink, Faculty of EAIT (departed 10 August)/Senior Educational Designer, Anna Morris, Faculty of EAIT

Educational Designer, Marnie Holt, Faculty of Science (on extended leave)/Acting Educational Designer, Pablo Riveros, Faculty of Science

CENTRE EMPLOYEES

| | |
|-------------------------------------|---|
| Software Development Manager | Phil Waller |
| Web Applications Developer | Sandesh Maheshwari |
| Graduate Web Applications Developer | Nicholas Achilles |
| Graduate Web Applications Developer | Callum Buckmaster |
| Graduate Web Applications Developer | James Li |
| Graduate Web Applications Developer | Andrew Mooney (departed 10 May) |
| Visualisation Programmer | Erzebet Németh (departed 23 June) |
| User Support (tJM/Semant) | Rhianna Pedwell (commenced 21 February) |
| Student Developer | Glen Javier (departed November) |

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|----------------------|--|
| Student Developer | John Nguyen (commenced November) |
| Student Developer | Diego Robles Guerrero (commenced November) |
| Student Developer | Anant Tuli (commenced November) |
| Student Developer | Roy Portas |
| Research Officer | Julie McCredden (departed 31 January) |
| Centre Administrator | Ellen Juhasz |

VISITORS

Academic visitor, Associate Professor Huili Zhang, arrived from Harbin University on 28 September, to spend 12 months in eLIPSE.

Visitors to the Centre in 2017 included the following.

The Centre Director participated in a visit by the University of Exeter to UQ on 2 March 2018, meeting with Professor Dan Charman, Pro-Vice-Chancellor and Executive Dean, College of Life and Environmental Sciences, Professor Stuart Bearhop, Associate Dean, International & Development College of Life and Environmental Sciences, Dr Joanna Bowtell, Associate Professor and Head, Sport and Health Sciences, Ms Linda Peka, Director of College Services & College Registrar, College of Life and Environmental Sciences, Dr Joanne Smith, Associate Professor, School of Psychology.

On 22 June, Mr Stefan Knight, Community & Networks Manager, muru-D, visited the Centre to discuss start-up programs.

On 20 October, Professor Geoffrey Crisp, Pro-Vice-Chancellor (Education), University of New South Wales (UNSW) visited the Centre and delivered a distinguished lecture, sponsored by the Centre, on UNSW's redesign of its curriculum through the digitisation and restructuring of its courses via the Inspired Learning Initiative.

Contact Information

Contact Information

DIRECTORS

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List of Acronyms and Initialisms

List of Acronyms and Initialisms

| | |
|-----------|--|
| ASCILITE | Australasian Society for Computers in Learning in Tertiary Education |
| DVC (A) | Deputy Vice-Chancellor (Academic) |
| EAIT | Faculty of Engineering, Architecture and Information Technology, UQ |
| eLIPSE | Centre for eLearning Innovations and Partnerships in Science and Engineering, UQ |
| ESE | Enhancing the Student Experience |
| KPI | Key Performance Indicator |
| ITEE | School of Information Technology and Electrical Engineering, UQ |
| ITS | Information Technology Services, UQ |
| ITaLI | Institute for Teaching and Learning Innovation, UQ |
| PVC (T&L) | Pro-Vice-Chancellor, Teaching and Learning |
| T&L | Teaching and Learning |
| UI/UX | User interface/user experience |
| UNSW | The University of New South Wales |
| UQ | The University of Queensland |
| UTS | University of Technology, Sydney |
| VP | Vice President |