

Title: *After Standards: Engaging and Embedding History's Standards using International Best Practice to Inform Curriculum Renewal*

Discipline:

History

Priority Project Areas:

- 1) Academic Standards (Topic A and Topic B)
- 2) Curriculum Renewal

Host Institution:

University of New South Wales

Partner Institutions:

University of Queensland
University of New England

Project Leader: A/Professor Sean Brawley (University of New South Wales)

Project Team

- Professor Jennifer Clark (University of New England)
- A/Professor Chris Dixon (University of Queensland)
- Dr. Lisa Ford (University of New South Wales)
- Dr. Shawn Ross (University of New South Wales)

Project Officer: To be appointed.

External Evaluator: Michelle Scoufis: Associate Dean (Teaching and Learning) and Director, Office of Learning and Teaching, Faculty of Business and Economics, University of Sydney.

International Partners (*Biographical information on International Partners is held in Attachment D.*)

The international interest and support for *After Standards* is clearly demonstrated by the participation of some of the History discipline's leading teaching and learning scholars in the project. The nine scholars who have agreed to participate are: **1.** A/Prof. Sarah Richardson (Head UKHEA History Subject Centre, University of Warwick); **2.** Prof. Alan Booth (Vice-President, HistorySOTL, University of Nottingham); **3.** Prof. Keith Erikson (University of Texas, El Paso); **4.** Prof. Paul Hyland (University of Bath-Spa); **5.** Prof. David Pace (President, HistorySOTL, University of Indiana); **6.** Prof. Geoff Timmins (University of Central Lancashire); **7.** Prof. T. Mills Kelly (George Mason University); **8.** Professor Lendol Calder (Augustana College); **9.** A member of the European Tuning Exercise for History (negotiations have begun; it is anticipated that funding would see a member nominated to attend).

Reference Group

The *After Standards* Reference Group brings an outstanding level of experience and expertise to the oversight of the project. In addition to being diverse in a disciplinary sense (with three of the group's six members coming from outside the discipline of History) the reference group's members come from four states. Reference Group members are:

- 1.** Prof. Marnie Hughes-Warrington (PVC, Monash University)
- 2.** Prof. Marilyn Lake (President, AHA, La Trobe University)
- 3.** Prof. Iain Hay (ALTC Discipline Scholar - Arts, Social Sciences and Humanities, Flinders)
- 4.** Dr. Nancy Marshall (Associate Dean Education, Faculty of the Built Environment, UNSW)
- 5.** Emeritus Professor Adrian Lee and;
- 6.** Nominee, Australasian Council Deans Arts, Social Science and Humanities.

Participating Programs:

Every Australian higher education institution offering a History Major has expressed their willingness to participate in the project. The 31 institutions are: Australian Catholic University; Australian Defence Force Academy; Australian National University; Avondale College; Charles Darwin University, Charles Stuart University; Deakin University; Edith Cowan University; Flinders University; Griffith University; James Cook University; La Trobe University; Macquarie University; Monash University; Murdoch University; Notre Dame University; Southern Cross University; Sydney University; University of

Adelaide; University of Central Queensland; University of Melbourne; University of Newcastle; University of New England; University of New South Wales; University of Queensland; University of Southern Queensland; University of Tasmania; University of Western Australia; University of Western Sydney; University of Wollongong; Victoria University.

Introduction

Building on the recommendations of the Australian University Quality Agency (AUQA, 2009), in late 2010 the ALTC will release the Threshold Learning Outcomes (TLOs) for the discipline of History at the Bachelor's Level (Australian Quality Framework, Level 7). These *national standards* are currently being determined by a duly appointed *Discipline Reference Group for History*, coordinated by the ALTC Discipline Scholar for the Arts, Social Sciences and Humanities. The process involves extensive consultations with the discipline community and associated stakeholders, and the resulting TLOs will have secured wide endorsement before their finalisation.

The new TLOs for History will present both a significant **challenge** that must be overcome and a unique **opportunity** that cannot be missed. The next phase in this process will involve the Bradley Review-inspired and newly-instituted Tertiary Education Quality and Standards Agency (TEQSA) implementing its standards-based framework as the means for securing quality assurance in the sector. Discipline communities must play active roles in monitoring and verifying compliance if the outcomes desired by Government are to be achieved. For History, therefore, the challenge relates to how a discipline community, with no previous experience in professional accreditation or other forms of stipulated disciplinary standards, engages with the TLOs after their promulgation and traverses the resulting quality assurance environment.

Quality assurance is, in itself, neither a means nor an end. The Commonwealth has been clear in its insistence that the TLOs are a tool to deliver better outcomes for students/graduates and employers through improvements in teaching and curriculum quality (DEEWR, 2009). Accordingly, the national standards process provides a unique opportunity to drive cognate agendas around curriculum renewal and the adoption of best practice across the discipline community. An important dimension of the *After Standards* project will be to model, demonstrate and evaluate how TLOs and their implementation can be effective jumping off points for broader teaching and learning agendas.

Meeting the challenge and exploiting the opportunity provided by the standards process requires strategies that sustain and deepen the emerging national connections that have been made within the discipline community through initiatives such as the ALTC Discipline-Based Initiative *Historical Thinking in Higher Education* (Hughes-Warrington et al, 2009) and the TLO process itself. As well as this national dimension, however, there is an international dimension that this project seeks to exploit. The standards debate has engaged the academic community throughout Europe, the Americas, and the Asia-Pacific region during the last decade (Harris, 2009). Exploiting recent developments in the internationalisation of the scholarship of teaching and learning within the discipline community of History (Pace & Erekson, 2006; Brawley, 2007) provides an opportunity for Australia to benefit from the approaches to, and experiences of, standards implementation in other jurisdictions. The cultivation of these international connections is also intended to build opportunities for Australian involvement in international collaborations to help drive curriculum renewal and best practice, and promote a greater Australian involvement in teaching and learning within the international discipline community.

As a “demonstration discipline” for the national standards process (ALTC, 2010b), History's success through 2011-2012 in embracing and implementing standards and preparing the discipline for the monitoring/compliance stage which will be facilitated by TEQSA, will be watched keenly by other disciplines in the Humanities and Social Sciences, and beyond. This project, therefore seeks to not only meet History's challenges and opportunities, but also to model, demonstrate and evaluate approaches and processes in dissemination and implementation that will be applicable to other discipline communities as they commence their journey *After Standards*.

Objectives/Outcomes

It is the central ambition of the *After Standards* project to build a “community of practice” (Wenger, 2007) through which Australian historians can – systematically, universally, collegially, reflectively and effectively – respond to standards implementation and the resulting opportunities for curriculum renewal. To realise this ambition, and ensure the project has applicability beyond the discipline, the project has six underlying objectives:

1. To model, demonstrate, evaluate and disseminate how a discipline with no background experience in professional accreditation or national standards can engage successfully with TLO implementation and compliance requirements as part of the new TEQSA national standards framework;
2. To build, with the assistance of the Project’s institutional partners, a sustainable community of practice around teaching and learning that can both implement and monitor change and, where necessary, assume or support an advocacy role for the discipline within the Higher Education sector and with Government;
3. To model, demonstrate, evaluate and disseminate how TLOs and their national implementation can be used as a means of driving curriculum renewal and the adoption of best practice in teaching and learning across a discipline;
4. To model, demonstrate, evaluate and disseminate how Australian engagement with national standards can benefit from the experience and expertise gained from the implementation of standards overseas;
5. To model, demonstrate, evaluate and disseminate how the resulting international connections can build collaborations for teaching and learning research that will enhance Australian scholarship and practice;
6. Continue the Standards process for the Discipline of History by finalising standards beyond the Bachelor/AQF 7 level.

Rationale

The *After Standards* project is informed by an overarching rationale that sees bottom-up, self-organised, and internationalised collaboration as the key to securing meaningful and sustainable change. University teachers are creators, not just implementers, of the processes transforming Australian Higher Education. It is the responsibility of the History discipline to implement and embed the endorsed TLOs in the teaching of History across the Australian university sector. To achieve this, and ensure the Government’s objectives are realised, Australian historians need to be in a position where, as a discipline community, they will be able to work with TEQSA to ensure any proposed monitoring and compliance of the TLOs will be sensitive to the community’s cultural and structural peculiarities. Building within the discipline a sustainable “community of practice” network that is capable of facilitating and leading the dissemination, interpretation, and implementation of national standards is therefore the key goal.

In designing its approach, the Project team was very aware that insights around the active distribution of knowledge must inform any plan for sustaining the envisioned community of practice. The Project endorses the ALTC Dissemination Framework’s advocacy of an “engaged-focused” approach involving “consultation, collaboration, and support for ongoing dissemination” (“ALTC Dissemination Framework,” 2009). Alongside these broad brushstrokes, the Project design appropriated the conclusion of McKenzie that dissemination worked best when the innovation, or change, was associated with its “use or impact” (McKenzie, *et al*, 2005 xi).

The challenge for the Project’s design was to then consider the implications of these ideas within a disciplinary context. The best means of disseminating new knowledge and promoting knowledge utilisation is to construct a methodology that complements the epistemology of the target audience (<http://www.researchutilization.org/matrix/resources/dedp/>). Disciplines and their institutions have particular ways of doing things (Corbett, Dawson & Firestone, 1984; Deal, 1986; Fullan, 1985; Healey, 2000; & Healy, 2003). The discipline of History has been to the fore in recent years asserting the breadth and depth of its signature pedagogy (Calder, 2006, 2007 & Booth, 2009). Accordingly, we are

structuring the Project and its strategies around formats that are familiar to historians in the way they conduct both their teaching and research. Historians discuss, debate, and argue over ideas and developments in the course of their disciplinary practice. Approaching the Project with these disciplinary considerations in mind will help ensure that historians across the country feel comfortable with embracing the community of practice and as a result achieve a sense of “ownership” which is essential for the effective implementation of any initiative at a local level (Coburn, 2003: 8).

While seeking to gain “buy-in” by individual academics at the local level, the project remains bold in its overarching vision. It has secured the support of every History program in the country. Given the national significance of the new standards framework and the short lead times surrounding the TLO implementation, the Project rationale is informed by a whole-of-discipline approach rather than trialling an approach with a small sample. While not every historian in every History program in the country will seek to become engaged with the TLO process, its consequences are designed to affect all of them and all of their students.

A whole-of-discipline approach for this project would be infeasible if it was expected that every academic historian in Australia was to work with the Project. The Project, therefore, has sought to employ a structure that builds a community of practice for the discipline through the nomination of interested colleagues. Studies of distributed leadership in academic environments have shown that potential leaders in any process should be self-nominated rather than delegated (Lefoe, *et al.*, 2008: 2-4). Each history program will be encouraged to secure the nomination of two members of staff to join the project. Assisted by the Project participants and the resulting community of practice, these historians will be provided with the scaffolding required to ensure that they can become effective “change agents/leaders” who will be able to provide direction and exercise influence amongst their colleagues and across the discipline (Chesterton, *et al.*, 2008: iv-v).

The community of practice approach will also model for these change agents the collaborative and teamwork approach to change management that will be essential within their own programs (Okubo & Zitt, 2004; Peterson, 2001:69; Shaw 2006: 442,452; Stead and Harrington, 2000:97). Such an approach will help ensure that the TLOs and the broader standards agenda will be implemented with more “depth,” “sustainability,” and “spread” (Coburn, 2003:8).

Despite its scale, this “whole-of-discipline” engagement remains a bottom-up approach. Driving change through a cohesive community of practice avoids the top-down, “add-on” approach to curriculum change that typically proves unsustainable because of the lack of ownership felt by practitioners and the absence of critical reflection on the process itself (Curro and McTaggart, 2003). This is particularly important when, despite the wide discipline community consultation to create the TLOs and lack of institutional intrusion in this process, some historians may still view the overarching standards framework as externally driven from outside both their institution and discipline.

The integration of international academics as partners in this process is critical to the project’s success, because it provides expertise and perspectives unavailable within the History discipline in Australia. Through the Project Leader’s role as an executive member of the International Society for the Scholarship of Teaching and Learning in History (HistorySOTL) and his international SOTL collaborations, the Project has secured the support and participation of British, American and European scholars who have worked on a range of standards projects including the British Quality Assurance Agency Benchmark Statement process, the European and South American Tuning process and the American Quality in Undergraduate Education Project (see Carvalho, 2006; Quality Assurance Agency, 2007; and Henry, 2006). Further, as a tool of curriculum renewal and engagement with best practice, the Project is designed to expose Australian scholars to international best practice and broker international research collaborations involving Australian historians.

Pecorino and Kincaid contend that keeping abreast of the scholarship of teaching and learning is a “fundamental obligation” of academics in order to “further the profession itself” (2006:6,2; see also Boyer, 1990; Healey, 2000; Trigwell and Shale, 2004). Despite the fact that teaching “occupies a significant amount of professional time, and represents a strong personal commitment for many academics” (Booth & Hyland, 2000:2), historians around the world have been slow to embrace

innovation in their teaching (Calder, *et al.*, 2000; Kueddeke, 2003). They prefer to follow “haphazardly shared folk wisdom ... forming notions about teaching in isolation, and ... often totally ignorant of the pedagogical discoveries of colleagues teaching in the next classroom” (Pace, 2004; see also Booth, 2004). Australia is no different. Indeed a compelling case can be made that Australian academic historians are some distance off the pace in their engagement with the Scholarship of Teaching and Learning (Clark, 2009). While the ALTC-funded “Historical Thinking Project” found examples of real excellence in Australian university history programs, it noted that excellence was isolated, scattered, largely inaccessible and mostly unrecognised (Hughes-Warrington, 2009).

Despite – or perhaps because of – this general critique of the discipline, in recent years small numbers of historians around the world have sought to engage with SOTL and share their findings. These historians engaged with the growing internationalisation of SOTL that culminated in the formation of the International Society for the Scholarship of Teaching and Learning (ISSOTL) in 2004. In conversation they observed national differences across the discipline but found that these points of departure served to enhance dialogue, and offered possibilities for international collaboration (Brawley, 2008; Brawley, Kelly & Timmins, 2009). In Washington DC in 2006 these international connections were formalised with the establishment of *HistorySOTL* (Pace & Erekson 2006; Brawley, 2007; Pace, 2007). The new society became the first discipline affiliate of ISSOTL in 2007. Working closely with the United Kingdom Higher Education Academy Subject Centre for History and its international agenda, HistorySOTL has undertaken much work in demonstrating the benefits of international engagement and collaboration and the means by which such work can be facilitated and disseminated (Booth et al, 2009; Booth et al, 2008; Booth et al, 2006). In 2010 the Society’s international membership included representatives from 17 countries over four continents and topped 400 members.

The international work of HISTSOTL and the History Subject Centre has also informed the rationale for this Project. Within these two organizations are a number of internationally recognised scholars who have dealt with standards and their implementation in their jurisdictions over the last decade. A crucial part of this Project, therefore, involves bringing European and American experience of standards implementation to Australia. Rather than simply and passively disseminating to the discipline community foreign accounts of implementation of standards, the Project will seek to engage overseas scholars in active conversation through a workshop/conference format as the first step. The development of personal connections through explicitly international forums has been identified as one of the most important bottom-up means of internationalisation (Okubo & Zitt, 2004: 215-216) and will provide a unique opportunity to facilitate research collaborations. The research outputs from these collaborations will secure greater impact than if Australian scholars embrace narrow domestic research agendas (Shaw 2006, 442).

While research collaborations will be self-sustaining, the Project has also considered (with input from the AHA) how the community of practice can be sustained beyond the initial workshop/conference. The activities designed for the conduct of the Project recognise that effective dissemination of new knowledge requires a strategy for utilisation that both meets the needs of the participants and uses a variety of methods of communication, including “written information, electronic media, and person-to-person contact” (Southwell, *et al.*, 2005: 20).

Approach

The Project has been designed in five phases. Each phase has its own deliverables and will be subject to internal and external evaluation. They are:

- Phase 1: Establishment Phase: October 2009 to July 2010
- Phase 2: Workshop Phase: January to April 2011
- Phase 3: Community of Practice Phase: May 2011 to May 2012
- Phase 4: Reporting Phase: May to July 2012
- Phase 5: Completion Phase: August to October 2012

Phase 1

With seed funding provided by the ALTC Promoting Excellence Initiative at UNSW, the Project has been able to establish the project team, secure the support and participation of the aforementioned institutions and individuals, and complete preparations for this current application.

Phase 2

This phase marks the commencement of the project proper and has as its main foci the successful completion of a three-day workshop and the finalisation of preparations for establishing the community of practice. Its ultimate aim is to engage the discipline community and prepare it for the process ahead. The workshop will be held at the University of New South Wales on 26-28 April 2011. This face-to-face gathering will provide the crucial organising opportunity for the project. Each of the 31 Australian higher education institutions offering History majors will send up to two nominees to the workshop. Two Australian and nine international experts from America and Europe have accepted invitations to participate in the workshop. The workshop/conference will:

1. Identify the obligations facing the discipline and the timetable for their implementation;
2. Examine the international experience of implementing standards through the participation of the international experts via workshop dialogue and formal presentations;
3. Establish an agenda for the discipline as it moves through the implementation process;
4. Establish the Community of Practice as the central organising structure for the discipline as it deals with standards implementation;
5. Brief nominees on how the Community of Practice will operate and their obligations to the project;
6. Establish a working party from the participants charged with finalising TLOs beyond the Bachelor/AQF 7 level for consideration by the discipline;
7. Establish a working party from the group charged with making recommendations to the discipline regarding monitoring and compliance regimes and the discipline's relationship with TEQSA.
8. Demonstrate through workshops and presentations the opportunities for curriculum renewal and the implementation of best practice through the standards implementation process
9. Provide an opportunity for Australian historians to explore potential T&L research collaborations between themselves and the visiting international scholars

The three-day program will provide a combination of interactive workshops and formal presentations. Themes will include:

- a. The Standards Framework and monitoring/compliance (a representative from TEQSA)
- b. International experience of standard's implementation (Euro Tuning rep, Booth, Hyland and Calder)
- c. International experience of compliance regimes (Richardson & Timmins)
- d. Faculty / Discipline Interface: Negotiating the Institutional Bureaucracy (Hyland)
- e. Threshold concepts and bottlenecks (Pace)
- f. Curriculum renewal and best practice through implementation (Brawley, Richardson & Kelly)
- g. Curriculum mapping and standards (Brawley)
- h. Assessment (Hughes-Warrington)
- i. Communities of Practice (Clark and Ross)
- j. Connections between secondary and tertiary standards (Erekson and Jenny Lawless, NSW Board of Studies)

Each of the nine international guests to the Workshop is keen to explore collaborative T&L research opportunities with Australian historians. All have agreed to come to Australia with a new or continuing project that they believe will benefit from Australian involvement. At the end of Day 1 and the end of Day 2 they will be sharing their ideas for current projects and seeking Australian collaborators. Further, a poster session before the workshop dinner will provide an opportunity for Australian historians to inform

their colleagues on current work and also seek national and international collaboration. The international topics are:

- Alan Booth: *The Passion Project (the examination of passion as a force in teaching and learning)*
- Lendol Calder: *History as Story Telling in Teaching and Learning*
- Keith Erikson: *The History SOTL Companion*
- Paul Hyland: *Maintaining Quality and Efficiency in Unstable Economic Times*
- T. Mills Kelly: *History, New Media and Learning*
- David Pace: *Decoding the Disciplines beyond the United States*
- Sarah Richardson: *History and eLearning*
- Geoff Timmins: *Historical Numeracy and Teaching and Learning*

Markers of success

Markers of success for Phase 2 will relate to the successful conduct of the Workshop as gauged by:

- a. A high participation rate from the relevant institutions (over 75%)
- b. The establishment of the Community of Practice
- c. Positive feedback as provided by a participant evaluation instrument completed at the end of the workshop and any other sources
- d. The establishment of the two working parties
- e. Establishment of T&L research collaborations between nominees & the international guests.

Phase 3

Phase 3 consolidates the work achieved in Phases 1 & 2 and has as its central focus the successful operation and support of the Community of Practice. This phase of the Project invites change agents to participate in a process of reporting, idea sharing and reflection about the implementation of standards and best practice curriculum reform. Its ultimate aim is to provide each academic unit offering a history major in Australia with the tools and information to ensure that they can effectively implement the changes required to meet the new environment.

Having established face-to-face relationships and established a network at the workshop, the community will operate virtually in synchronous and asynchronous modes. The main conduit for engagement will be a “collaborative website” that will use a variety of Web 2.0 tools to support the work of the community (Dumova and Fiordo, 2009). Podcasts for example will be made of both the Workshop and individual interviews with the main conference facilitators and presenters (which will be filmed on the afternoon after the close of the workshop). The international presenters have also agreed to make themselves available for any webcasts that might be conducted around a specific theme. Opportunities for synchronous and asynchronous chat, whiteboard functions for collaborative work, and a resource repository will also be tools.

The Project team has chosen to use *Omeka* as the platform for the project (<http://omeka.org/>). *Omeka* was designed by historians for historians at the Centre for History and New Media at George Mason University, Virginia, USA. The platform is free and open source. Using *Omeka* performs two useful roles for the project. As well as being the platform to sustain the community of practice it will also introduce Australian historians to a platform that they could use directly in their own teaching and research. Professor Mills Kelly who is one of the international partners for the project is also an Associate Director of the Centre and so will be able to introduce the platform during the workshop.

Omeka does allow users different levels of access. Community participants will have a private space for their work. There will also be a public space where other members of the discipline and interested parties will be able to engage with developments.

Reflecting its rationale, the project will not be prescriptive in how the community will operate on a day-to-day basis. Having established the working party approach for two major issues, the community may see that approach as worthwhile for other issues. However, other alternative approaches may be championed by participants and will be embraced to ensure participant ownership and engagement.

The Project team will provide advice and structure but how individual members engage will be a

matter for them and their institutions. Participants, however, will be asked to make two mandatory contributions to the Project. The first will be to complete a survey on the state of their major at the start of the process (delivered immediately after the workshop), and the second will be the completion of a report on how they and their colleagues have approached implementation and what changes have been considered/proposed/made (delivered to the Project no later than 1 May 2012).

The Project will report back to the discipline community via a Plenary that has already been scheduled for the AHA Regional Conference (Launceston, July 2011). The first external review of the project and the completion of an interim report to the ALTC will be completed during this Phase (December, 2011).

Markers of success

- a. High levels of participation in synchronous and asynchronous activities
- b. Positive feedback as provided by a participant evaluation instrument completed at the end of the Phase, and any other sources
- c. The successful completion of the work of the two identified working parties (draft post-AQF 7 TLOs and a position paper on compliance for the consideration of the discipline) and any other working parties formed by the Group
- d. The completion by all participants of the survey and institutional reports
- e. Positive external review and successful address of any issues raised therein
- f. Completion of the interim report.

Phase 4

Phase 4 marks the reporting phase where the project reports back to the discipline on the efforts and achievements of the Community of Practice. This reporting will be completed in two ways:

1. The presentation of a written report to the discipline and other interested parties. This report will contain: (i) An examination and evaluation of the success of the Community of Practice approach. (ii) The compilation and analysis of the individual institutional reports with a recommended best practice framework. (iii) Recommendations from the post-Bachelor/AQF 7 working party. (iv) Recommendations from the compliance and audit working party. (v) Any other recommendations from working parties or the group generally.
2. The conduct of a Plenary Session at the July 2012 Conference of the AHA. The session would: (i) Showcase best practice in standards implementation through the presentation of individual case studies. (ii) A presentation of the various recommendations of the group for the consideration of the membership of the AHA. (iii) Emphasize the need for continuing tracking and assessing of delivery of TLOs (see Johnston, 2008).

The written report will be printed in limited quantities but will be made available electronically in pdf format. It will be launched at the AHA Conference with a section on the *After Standards* website opened to receive feedback from individuals and institutions. The completion of Phase 4 will mark the end of the formal relationship between the Project and the institutional partners. However, these relationships will continue under the auspices of the AHA, as the peak body for the discipline in this country. HistorySOTL and the UKHEA Subject Centre for History have agreed to provide portal access to the site for their members, ensuring the work of the *After Standards* project will continue to capture national and international interest.

Markers of Success

- a. The completion and publication of the written report
- b. The successful organization and conduct of the Plenary Session at the AHA
- c. The endorsement of recommendations by the AHA for implementation/advocacy
- d. The transfer of project resources to the AHA
- e. The establishment of portals to the recourses by HistorySOTL and the Subject Centre for History

- f. Positive feedback from individuals and institutions to the written report.

Phase 5

The final phase of the project is the completion stage. An important dimension of this phase will be a multidisciplinary workshop that will be organised in consultation with ALTC discipline scholars for the benefit of other disciplines embarking on the post-standards implementation stage. Further, in this phase the project undergoes its second and final external review, conducts a multi-disciplinary workshop, and completes its Final Report to the ALTC. A number of research outputs (discussed below in the Dissemination Strategy) will also be completed during this phase.

Markers of success

- a. A positive external review
- b. Successful completion of a multi-disciplinary workshop
- c. Completion of the final report for the ALTC
- d. Completion of research outputs

Dissemination Strategy

The *After Standards* project has a three-pronged dissemination strategy. The strategy is informed by the ideas on dissemination discussed in the Rationale and by the fact the project communicates with three distinct stakeholders: 1) the nominated members of the community of practice; 2) the members of the broad discipline community and; 3) the higher education sector, particularly disciplines yet to engage this process. The Approach sections highlights the dissemination activities embedded within the project. These embedded activities include, for example: the workshop and “collaborative website” for the community of practice members; the written report and the AHA plenaries for the members of the discipline; and the multi-disciplinary workshop and final ALTC report for the sector.

The *After Standards* project is bold in its vision. Given the blanket institutional participation, the project will be in the rare position of being able to speak directly to each history program in the country. Here the community of practice approach becomes both a site of dissemination for its members and a tool for member’s dissemination of ideas back to their colleagues. With the expectation that every history program in the country will contribute to the community of practice, taking advantage of it and meeting the small mandatory obligations associated with membership, the final report will not be a tool for advocating change within the discipline of History, but a report to the Higher Education sector on how an entire discipline engaged with a major structural change.

As well as the embedded dissemination activities associated with the project, a range of scholarly research outputs will further disseminate *After Standard’s* work and its findings. These are:

1. *Three conference papers* (in addition to the AHA Plenaries):

- i) 2011 ISSOTL Conference, Milwaukee (October):
Work-in progress report and early findings
- ii) 2012 ISSOTL Conference, to be advised (October):
Community of Practice approach to national agendas
- iii) 2012 HERDSA Conference, Hobart (July):
Using standards to disseminate best practice in teaching and learning practice

2. *Publication of four co-authored scholarly articles*:

- i) Article in *History Australia* (ERA B) on the project and its early results around the conference, implementation of standards and international research collaboration. (To be completed December 2011)
- ii) Article in *Arts and Humanities in Higher Education* (ERA A) on community of practice approach to standards and change (To be completed November 2012)
- iii) Article in *Higher Education Research and Development* (ERA A) on using standards to disseminate best practice in teaching and learning (To be completed September 2012)
- iv) Article in *Journal of Curriculum Studies* (ERA A*) on standards and administering curriculum

change (To be completed December 2012).

3. Publication of an edited book:

This publication will arise from the international collaborations facilitated at the first conference. Each of the international experts attending the April 2011 workshop and offering research topics seeking Australian collaboration have agreed to share some of the resulting work as chapters in an edited collection. This will be the first book-length publication on SOTL and History in nearly a decade. To be published in early 2013. Each member of the Project Team has been assigned a lead author role to ensure completion of each of these outputs.

Project Evaluation and Review

The level of funding sought for this requires formal External Review. Michele Scoufis, University of Sydney, has agreed to serve as External Reviewer. Constructive discussions have already been held between the Project team and the external reviewer. The External Reviewer will be a critical friend to the Project, challenging the group's processes. When it comes to evaluating the effectiveness of the project in achieving its agreed objectives/outcomes two reviews will take place during Phase 3 and Phase 5. These will involve interviewing stakeholders and the Project team, and evaluating the data produced by the project. The approach will build on models of evaluation developed by the likes of Kirkpatrick and Stufflebeam, and takes into account the model of evaluation developed by Patrick Boyle and Adrian Lee (a member of the Project's reference group) for the ALTC.

The Project will be using a range of instruments to evaluate its success at specified points. These evaluations will be crucial in ensuring that the project is meeting its goals. The data from such evaluations and other sources of feedback will play a central role in the project team's reflective practice. The Project Reference Group will be providing crucial assistance and advice throughout the project and will also assist the project team in evaluating the success of the project. The reference group will meet by teleconference in February, August, November 2011 and March, June and August 2012. The Reference Group will meet in person at the Workshop in April 2011.

Project Management

The project will be managed by the Project Leader with support provided by the Project Officer. As well as sharing general project responsibilities, each member of the Project Team will have specific responsibilities for the successful carriage of the deliverables identified with the project:

Brawley

- Leader, writing team ISSOTL Conference Presentations in 2011 and 2012
- Preparation of Interim and Final ALTC Reports
- Lead editor, collaborative projects book

Clark

- Leader, writing team HERDSA Conference Presentation in 2012
- Leader, writing team *Higher Education Research and Development* article
- Chair, Compliance Working Party

Dixon

- Chair, Beyond Bachelor Standards Working Party
- Leader, writing team *Arts and Humanities in Higher Education* article
- Leader, community of practice written report

Ford

- Leader, Conference Coordination, UNSW 2011 & AHA 2012
- Leader, writing team *History Australia* article

Ross

- Leader, community of practice and collaborative website oversight
- Leader, writing team *Curriculum Studies* article

Project Officer

- Secretariat support to the Project Team

- Conference organisation/liaison
- International guest liaison
- Assist Interim and Final ALTC Reports
- Manage website and resources
- Research as required

References Note: Surnames in **BOLD** are members/partners of the project.

- Australian Learning and Teaching Council, (2010a) “Discipline Reference Group Terms of Reference, Arts, Social Sciences and Humanities Discipline Group, History,” March.
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UNSW



PROFESSOR RICHARD HENRY AM
DEPUTY VICE-CHANCELLOR (ACADEMIC)

28th July 2010

Associate Professor Peter Hutchings
Acting Director – Grants, Award and Fellowships
Australian Learning and Teaching Council
PO Box 2375
Strawberry Hills NSW 2012
Australia

Re: Priority Projects Grant Application entitled:
"After Standards: Engaging and Embedding History's Standards using International Best Practice to Inform Curriculum Renewal"

Dear Assoc. Professor Hutchings,

I am writing regarding the grant application *"After Standards: Engaging and Embedding History's Standards using International Best Practice to Inform Curriculum Renewal"* which is submitted for consideration in the 2010 Priority Projects Program.

This is a joint application involving the University of New England, the University of Queensland and UNSW as the project team. Further, it should be noted that the project has the active support of nine international experts and the participation and support of all 30 Australian higher education institutions that provide a History major in their programs.

The project identifies two of the Priority Project areas. Like other higher education institutions throughout the country, UNSW has a strong interest in enhancing our students' learning experiences through engaging with national processes around Academic Standards and the resulting best practice developments in Curriculum Renewal.

The proposed project engages with these priority areas by embarking on a bold whole-of-discipline approach that will demonstrate how a discipline area with no previous experience in national standards or accreditation can prepare itself for the new national Tertiary Learning Outcomes and the new compliance regime under TEQSA which will follow. Lessons learnt from similar experiences in Europe, the United Kingdom and the United States will also inform the project.

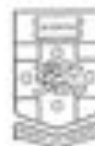
UNSW is delighted to be taking a leadership role in this important work and thus strongly supports this application and commends it to you for your consideration.

Yours sincerely,

Professor Richard Henry AM
Deputy Vice-Chancellor (Academic)
UNSW

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THE UNIVERSITY OF
NEW SOUTH WALES



ASSOCIATE PROFESSOR PAUL BROWN
Head, School of History and Philosophy

19 July 2010

To whom it may concern

As Head of the School of History and Philosophy, I support the Australian Learning and Teaching Council (ALTC) Grant Application *"After Standards: Engaging and Embedding History's Standards using International Best Practice to Inform Curriculum Renewal"*, including teaching relief for Dr. Lisa Ford and Dr. Shawn Ross.

Considering the pending publication of Threshold Learning Outcomes (TLOs) for the discipline of History at the Bachelor's Level by the ALTC, this application is timely and important. The discipline of History, like most disciplines in the Arts and Social Sciences, has had little experience with national standards. As such, it will be extremely valuable to bring international experience to bear on the Australian situation, as proposed in this application. Likewise, if these standards to improve curriculums and teaching, rather than simply become an exercise in compliance, broad and deep engagement with the standards across the discipline is necessary; the conference and follow-up activities proposed provided an excellent vehicle for just such engagement. The experience gained from this project would also benefit other disciplines beyond history.

Over the course of this project, Dr. Ford is responsible for coordinating two conferences and will be lead author of a journal article. Dr. Ross will manage the community of practice website and serve as lead author for a second article. Considering the benefits of this project, and the integral role Dr. Ford and Dr. Ross will play in it, I am happy to support their application for two hours per week of teaching relief for two semesters, divided between the two years of the project, as described in the application and budget.

Sincerely,

A/ Prof. Paul Brown,
Head of School

SYDNEY 2052 AUSTRALIA
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23rd July, 2010

Dr Carol Nicoll
 The Executive Director
 The Australian Learning and Teaching Council
 Level 14, 300 Elizabeth St
 SURRY HILLS NSW 2010

Dear Dr Nicoll

I am writing to confirm the University of New England's support for the application under the Priority Projects Program:

After Standards: Engaging and embedding history's standards using international best practice to inform curriculum renewal

UNE, for a regional university, offers a substantial history program, and will benefit significantly from the proposed project. The project is particularly timely as it will provide us with an excellent opportunity to embed threshold learning outcomes into our history units as part of our internal review and update of unit, *Project 2012*.

With increasing focus being placed on standards and the progressive release of threshold learning outcomes, the project provides an opportunity for developing an implementation model for a discipline with no previous experience in external accreditation. The lessons learnt and model developed in this project will assist other previously non-accredited disciplines to implement their own standards when introduced.

I have every confidence that Associate Professor Sean Brawley from the University of New South Wales has the appropriate experience and knowledge to undertake this project, and together with the highly qualified project team, including our own Professor Jennifer Clark, will lead the project to a successful conclusion. The University of New England is pleased to work with the University of New South Wales and the University of Queensland to coordinate this project.

I strongly commend the project to you.

Yours sincerely,

Professor Graham Webb

I am pleased the University of New England has the opportunity to participate in such a valuable project.

Yours sincerely,

A handwritten signature in black ink, appearing to read "Lynda Garland". The signature is fluid and cursive, with the first name "Lynda" and the last name "Garland" clearly distinguishable.

Professor Lynda Garland
Head of School,
School of Humanities
University of New England


Office of the Deputy Vice-Chancellor (Academic)

DEPUTY VICE-CHANCELLOR (ACADEMIC)

Professor Deborah Terry

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20 July 2010

 Associate Professor Peter Hutchings
 Acting Director - Grants, Awards and Fellowships
 The Australian Learning and Teaching Council
 PO Box 2375
 Strawberry Hills NSW 2012

Dear Associate Professor Hutchings

I am pleased to endorse the Priority Project proposal led by Associate Professor Sean Brawley of the University of New South Wales titled, *After Standards: Engaging and Embedding History's Standards using International Best Practice to Inform Curriculum Renewal*. The project aims to build a community of practice to respond to standards implementation, and the resulting opportunities for curriculum renewal, following the development of national Threshold Learning Outcomes (TLOs) for history at bachelor's level.

The project outcomes will model how a discipline with no experience in professional accreditation can successfully engage with, and implement national standards compliance requirements. Further, how TLOs can be used to drive curriculum renewal and enhance engagement with international best practice will also be investigated.

Associate Professor Chris Dixon will contribute in-kind support as a project team member over the duration of the project and brings to the team extensive experience in teaching, research and department leadership in history across several institutions.

The University of Queensland is pleased to partner with the University of New South Wales as the principal institution, along with the University of Newcastle as a collaborating institution. The proposed project is supported by the University of Queensland and I commend this proposal to you for your consideration.

Yours sincerely

 Professor Deborah Terry
Deputy Vice-Chancellor (Academic)



School of History, Philosophy,
Religion & Classics
Head of School
Professor Chris Moore CB
UNIVERSITY OF QUEENSLAND ST. LOUIS

July 16 2010

Australian Learning and Teaching Council
Level 14, 300 Elizabeth Street,
Surry Hills,
NSW 2010

RE: Australian Learning and Teaching Council Priority Project Proposal
Project Title: *After Standards: Engaging and Embedding History's Standards using International Best Practice to Inform Curriculum Renewal*

I am happy to support Chris Dixon's participation in the above mentioned ALTC Priority Project, for an Australian Learning and Teaching Council Priority Grant. If the application is successful the School of History, Philosophy, Religion and Classics will release Chris from teaching for two hours per week each semester during 2011 and 2012, as per the budget included in the application.

Sincerely,

Attachment B: Budget, Budget Justification, and Timeline

BUDGET FORMAT GRANTS SCHEME 2010							
Refer to the document Grants Scheme Budget 2010 - Budget Instructions for information to assist in completing the form. On completion please copy into your proposal.							
All costs should be ex GST. All costs to be in whole dollars							
	Budget Stage 1/Year 1			Budget Stage 2/Year 2			
	ALTC \$	Other \$	Total \$	ALTC \$	Other \$	Total \$	Total \$
PERSONNEL							
Project Manager (Level 6.1) 7.5 hrs/wk * 76 wks (Feb-Dec, yr 1, Jan-August, yr 2)	18539		18539	13483			13483
Teaching Relief - Assoc. Prof Dixon (\$127,377/year) @2hrs/wk * 24 Weeks + in-kind support of 2hrs/week for 48 weeks in 2011 and 48 weeks in 2012	1536	3072	4608	1536	3072		4608
Teaching Relief - Assoc. Prof Clark (\$127,377/year) @ 2hrs/wk * 24 Weeks + in-kind support of 2hrs/week for 48 weeks in 2011 and 48 weeks in 2012	1536	3072	4608	1536	3072		4608
Teaching Relief - Lecturer Ross (94,344/year) @ 4hrs/week * 24 Weeks +28 oncosts + in-kind support of 2hrs/week for 48 weeks in 2011 and 48 weeks in 2012	1134	2268	3402	1134	2268		3402
Teaching Relief - Lecturer Ford (94,344/year) @ 2hrs/week * 24 Weeks +28 oncosts + in-kind support of 2hrs/week for 48 weeks in 2011 and 48 weeks in 2012	1134	2268	3402	1134	2268		3402
Teaching Relief - Assoc. Prof Brawley (\$127,377/year) @ 20% @ 104 Weeks		27400	27400		27400		27400
International Partners: Time commitment UNSW conference, 9 x 9 days (including travelling) pro-rata in A\$		29700	29700				
Sub total	23879	67780	91659	18823	38080		56903
PROJECT SUPPORT							
Consumables (postage, photocopying, scanning)	500	500	1000	500	500		1000
4x Planning airfares to Sydney (Dixon @ \$270, Clark @ \$420)	1380		1380	1380			1380
4x Accommodation Sydney (Dixon & Clark @ 1 night, AGSM \$95)	380		380	380			380
External Reviewer	8000		8000	8000			8000
Reference Group Teleconferencing (3/year @ \$150 - 6 total)	450		450	450			450
3 members of Project team to attend AHA Regional Conference.Launceston.2011. 3 x airfares @ average of \$500	1500		1500				
Accommodation.Launceston 3 x 2 nights @ \$100	600		600				
Sub total	12810	500	13310	10710	500		11210
PROJECT ACTIVITIES							
Final Report				4000			4000
Desktop Publishing				2000			2000
Project web programming	4000		4000				
Conference 1 - Food (AGSM 2 half days, 1 full day, 80 people)	4840		4840				
Conference 1 - Facilities (AGSM 2 half days, 1 full day, 80 people)	2057		2057				
Conference 1 - Accommodation for Domestic Guests (AGSM, 2 nights, 34 people, \$95)	6460		6460				
Conference 1 - Accommodation for International Guests (AGSM, 6 nights, 9 people @150)	6750		6750				
Conference 1 - Airfares - Domestic Guests (Averaged from advertised fares @450 * 34 people)	15300		15300				
Conference 1 - Airfares - International Guests (Averaged from advertised fares @3000 * 9 people)	27000		27000				
Conference 1 Collateral	1300		1300				
Conference 2 - Conference Facilities, 1 day (Provided by AHA)					500		500
Conference 2 - Accommodation for Domestic Guests (@ ATO \$183 *1* 30 - Provided by home institution)					5490		5490
Conference 2 - Airfares - Domestic Guests (Averaged from advertised fares @425 * 30 people)				12750			12750
Conference 2 Collateral				500			500
Attendance at external conferences: ISSOTL Conferences 2011 and 2012, and HERDSA Conference (2012)		4000	4000		5000		5000
Sub total	67707	4000	71707	19250	10990		30240
ATTENDANCE AT ALTC EVENTS							
	3000		3000				
Sub total	3000		3000				
INSTITUTIONAL OVERHEAD LEVY							
Sub Total	107396	72280	179676	48783	49570		98353
10% of total	10740			4878			
Total per Stage/Year	118136	72280	190416	53661	49570		103231
	ALTC	Other	Total				
Total Budget	171797	121850	293647				
TOTAL PROJECT BUDGET (Rounded)	172000	122000	294000				

Budget Justification:

Workshop (2011): The April 2011 Conference is a key component of this Project. Costs associated with the Conference include venue hire, catering, and travel and accommodation expenses for attendees. Sydney is chosen as the most cost-effective location due to travel costs, and the institutional support that can be provided by UNSW. The Project will seek to fund one nominee from each Australian history program if the home institution will fund a second. The involvement of highly-credentialed international participants is an essential component of the Project. All venue, catering and accommodation costs are based on quotations provided by the Australian Graduate School of Management at UNSW which holds these facilities. The AGSM was chosen after three possible locations were explored and this one was found to be both the most cost effective and best suited to our needs. All flights based on an averaging of fares after web-based quotations were sought.

Conference Plenary (2011): Representatives of the Project will update the Discipline at a specially-convened Plenary of the AHA, to be held in conjunction with the AHA regional Conference in July 2011. All calculations derived from online quotations.

Conference Plenary (2012): The meeting is timed to coincide with the 2012 AHA Conference. This means there will be fewer costs associated with venue hire, etc, but it will still be necessary to be help fund some travel expenses. The Project will meet the cost of airfares for one nominee from the community of practice if the home institution meets the cost of conference registration, accommodation etc. All calculations derived from online quotations.

Project Officer: The Project Officer will provide secretariat support for the Project, liaise with and make arrangements on behalf of International Participants, assist with the organization of the Conferences, help prepare Interim and Final Reports to the ALTC, and provide research support where necessary. We have calculated that this will be one day per week, on average. Pay level based on advice from Human Resources at UNSW.

Planning airfares: A portion of the proposed budget has been earmarked to enable Dixon and Clark to attend planning meetings in Sydney. These face-to-face meetings are important for ongoing planning of the Project, including liaison on publication projects. A number of other meetings will take place remotely. Calculations derived from online quotations.

Teaching Relief for members of the Project Team: To enable team members to devote adequate time to the ongoing management of the Project, preparation for the Conferences, and the research and writing of the publications that will develop from the Project. This figure does not include the time contribution of the Project Leader which will be met by UNSW. Figures based on current pay rates.

Reference Group Teleconferencing

These teleconferences will provide a cost-effective way for the Reference Groups expertise to be utilised by the project. Figure calculated on per unit costing method provided by the service provider.

Community of Practice Support

Given the virtual environment for the CoP is support by open source freeware the costs associated with maintaining the group are modest. Expenses may extend to webcasting and other forms of support.

External Project Evaluation: This figures has been calculated in accordance with ALTC practice at roughly 10 per cent of the project cost.

Attendance at ALTC Events: As required by the ALTC.

Time Line

Phase 1: October 2009 to July 2010	
Phase 2: January to April 2011	
Project Commencement	17 January 2011
Meeting Reference Group	February 2011
Workshop	26-28 April 2011
Phase 3: May 2011 to May 2012	
Community of Practice Commences	1 May 2011
AHA Plenary, Launceston	July 2011
Reference Group Meeting	August 2011
ISSOTL Conference Paper delivered	October 2011
Reference Group Meeting	November 2011
External Review	November 2011
History Australia article submitted	December 2011
Interim Report to ALTC	December 2011
Reference Group Meeting	March 2012
Phase 4: May to July 2012	
Written report completed	30 June 2012
AHA Plenary, Adelaide	July 2012
HERDSA Conference Paper delivered	July 2012
Phase 5: August to December 2012	
Reference Group Meeting	August 2012
HERDSA Article Submitted	September 2012
ISSOTL Conference Paper delivered	October 2012
AHHE Article Submitted	November 2012
External Review	November 2012
<i>Curriculum Studies</i> Article Submitted	December 2012
Final ALTC Report	December 2012
Edited Book Publication	Completed in 2013

Attachment C: Participant Qualifications and Experience

Project Leader

Sean Brawley BA (Hons), PhD, GradCert HEd (UNSW) is A/Professor of History and Associate Dean (Education) in the Faculty of Arts and Social Sciences (FASS) at the University of New South Wales. From 2007 to 2009 he was the FASS Director of Teaching and Learning. He has been a recipient of the UNSW Innovative Teaching and Educational Technology Fellowship (2002), the UNSW Vice Chancellor's Teaching Award (2003), the Australian College of Educators Quality Teaching Award (2004) and an ALTC Citation for Outstanding Contribution to Student Learning (2007). He is a founder of HISTSOTL and is currently the Society's Australasian Director. He is the inaugural Australian Editor of the ERA A ranked journal *Arts and Humanities in Higher Education*. He is a member of the national committee of the Australasian Council of Deans of Arts and Social Sciences' Associate Deans Teaching and Learning Network. He has served on the Advisory Group for UNSW in the ALTC-funded Promoting Excellence Initiative and has been nominated as an Assessor for the ALTC Competitive Grants Program. SOTL publications and international conference presentations include work on role-play, internationalising teaching and learning, the internationalisation of peer review, national difference in SOTL, history's role in SOTL, educational theory and the humanities, integrating graduate attributes, course proposal processes and innovation, and the place of failure in teaching and learning. He has twice been an invited presenter at the United Kingdom Higher Education Academy History Subject Centre's annual conference at Oxford (2006 & 2009). He is a discipline expert on the ALTC Discipline Reference Group for national standards in History.

Project Team

A/Professor Chris Dixon BA (Hons), MA (UWA), PhD (UNSW), Grad. Cert. Practice of Tertiary Teaching (Newcastle). Chris is a Reader in History and Coordinator of the University of Queensland's Cultural History Project. He has published widely in the field of American history, has served as President of the International Society for Cultural History, and is current President of the Australian-New Zealand American Studies Association. Chris has been the recipient of a Fulbright Award "American Studies for University Educators," and has extensive experience teaching undergraduates at the Universities of Sydney, New South Wales, Newcastle, and Queensland, as well as at Massey University, New Zealand. He has supervised over 40 Honours and 10 Postgraduate students to successful completion. He has also served as Head of the History Disciplines at the Universities of Newcastle and Queensland, and as Teaching/Learning Coordinator in the School of Liberal Arts at the University of Newcastle.

Professor Jennifer Clark BA (Hons), Dip Ed, PhD (Syd), is Academic Director of Teaching & Learning in the Faculty of Arts and Sciences and a member of the History Discipline within the School of Humanities at the University of New England (UNE). She has also taught History at the University of Sydney, Flinders University and in the Transatlantic Studies Program at Teikyo University, the Netherlands. An historian of America and Australia, with over twenty years experience teaching History at all tertiary levels, she is a former Harkness Fellow to the University of Pennsylvania, and a recipient of the Vice-Chancellor's Award for Excellence in Teaching and a Carrick Citation for Outstanding Contributions to Student Learning. She has served as History Discipline Convenor, Chair of the School and Faculty Teaching & Learning Committees, and is a member of Academic Board Teaching & Learning Committee. She was involved in the development of the new Master of History and Bachelor of Historical Inquiry and Practice degrees. She was the ALTC-funded Promoting Excellence Initiative Faculty Officer for Arts and Sciences in 2009 and in 2010 sits on the reference group for the implementation of that program at UNE. Her publications and presentations in teaching and learning relate to the use of presentation technology in the History classroom and the development of History curricula. She has been involved with the NSW Board of Studies for ten years, has served as an Associate Editor of Higher Education Research and Development (HERD) and has been an invited

plenary/keynote speaker in the fields of Religious History, Memorial Culture and History teaching.

Dr. Lisa Ford, BA/LLB (University of Queensland), MA, MPhil, PhD (Columbia University, NY) is a Lecturer in Australian Studies and World History in the School of History and Philosophy at the University of New South Wales. She previously taught at Macquarie University Law School. She has published in the fields of comparative legal history, historiography and wartime popular culture. An early career researcher, Dr. Ford has already played an important role in the redevelopment of the UNSW History curriculum in accordance with best practice. She worked with Dr Ross to embed graduate attributes into history's World History Gateway Course and with Learning and Teaching professionals at the University to produce a reading and writing guide for first year history students and to design model learning interfaces and online assessment for Australian Studies students on the new Blackboard platform.

Dr. Shawn Ross BA (Whitman College, Walla Walla, Washington, USA), MA, PhD (University of Washington, Seattle) is a Lecturer in Ancient and World History in the School of History and Philosophy at the University of New South Wales. He previously taught History at William Paterson University, Wayne, New Jersey, USA and The American University in Bulgaria, Blagoevgrad. He has published in the fields of ancient history and archaeology, and supervises and trains the international participants in the ARC-funded Tundzha Regional Archaeological Project, Bulgaria. He developed and convenes the Archaeology Minor at UNSW, has served as convenor of the School of History and Philosophy Learning and Teaching Group, and has taken a leading role in revising the ancient and world history curriculum during the ongoing restructure of the Faculty of Arts and Social Sciences at UNSW. His pedagogical interests include Writing across the Curriculum and Technology across the Curriculum, and he serves as a reviewer for *InSITE: Informing Science + Information Technology Annual Joint Conference*, the *Journal of Information Technology Education*, and *Informing Science: The International Journal of an Emerging Transdiscipline*.

International Partners

Alan Booth is Professor of History at the University of Nottingham. He has written widely on the teaching and learning of history in higher education. His most recent research publications have been in the areas of historicising pedagogic developments in the subject and exploring the potential of integrative learning as a transformative pedagogy for the 21st century. He is a UK National Teaching Fellow and has been involved in major institutional, national and international initiatives to enhance history teaching & learning. These include roles as Director of the University of Nottingham's Centre for Excellence in Teaching & Learning; Co-Director of 'History 2000'; Co-Director for History in the national Subject Centre for History, Classics & Archaeology; member of the Working Party for the revision of the UK History Benchmark Statement; and current Vice-chair of HISTSOTL.

Lendol Calder, teaches at Augustana College, Iowa. In 1999, Calder was invited to become one of a select group of outstanding teachers forming the Carnegie Academy for the Scholarship of Teaching & Learning. Calder examined how to teach historical thinking to students at the novice level. His acclaimed account of a "signature pedagogy" for history was published in the *Journal of American History* (March 2006). In the *Quality in Undergraduate Education Project* (2001-2004) he was the lead disciplinary consultant to 21 American public universities developing standards for their history programs. In 2003-06 he served as a principal partner in two Teaching American History grants from the U.S. Department of Education. He has been an Organization of American Historians Distinguished Lecturer for 2006-10, and has represented the OAH on the board of trustees for the National Council on History Education. Having written numerous articles, papers, and book chapters on teaching and learning, Calder is presently writing two books: one a guidebook for historians on how to teach history, the other a reader to support a signature pedagogy for introductory history courses.

Keith A. Erikson is an award-winning teacher, historian, and teacher educator based at the University of Texas, El Paso. He directs the Department's history and social studies teacher education program and the university's Center for History Teaching & Learning. He is a widely cited expert on the revisions of the Texas history standards and is currently writing a book about popular interest in history.

Paul Hyland is Professor of History and Head of Learning & Teaching at Bath Spa University, UK. He has been Director of History in the Higher Education Academy's Subject Centre for the development of teaching & learning in History, Classics and Archaeology (2000-2007); Head of the School of Historical and Cultural Studies at Bath Spa; and leader of the Higher Education Funding Council for England's national teaching development project "History 2000" (FDTL, 1996-2001). In 2000 he became the first historian in Britain to be awarded a National Teaching Fellowship by HEFCE/ILT. He has produced many books and articles in literary and cultural history, and in the development of History teaching and learning in higher education. He is the co-editor of *The Practice of University History Teaching* (Manchester University Press, 2000). He is currently researching discipline-based conceptions of excellence in university teaching.

T. Mills Kelly is the Director of the Master of Arts in Global Affairs program, Associate Director of the Center for History & New Media, and Associate Professor of History, at George Mason University, Fairfax, Virginia. He is the author or co-author of two books, 23 articles, and numerous book reviews in Central European history and the Scholarship of Teaching and Learning in History. He is currently completing *Teaching History in the Digital Age* (University of Michigan Press). His work in the Scholarship of Teaching and Learning in History has resulted in numerous awards, including the Commonwealth of Virginia's Outstanding Faculty Award. A Pew National Fellow with the Carnegie Foundation for the Advancement of Teaching and Learning, he is a founding member of the International Society for the Scholarship of Teaching and Learning. He is the co-author of four successful grants to the National Endowment for the Humanities; projects resulting from two of these grants won national awards from the American Historical Association. He also helped direct the Civic Education Project, an international educational NGO fostering democratic reform and the improvement of higher education in former dictatorships.

David Pace is a Professor of European History at Indiana University and co-director of the Freshman Learning Project. A Fellow in the Carnegie Academy for the Scholarship of Teaching and Learning, and a member of the Mack Center for Inquiry on Teaching and Learning, he has received the American Historical Association's Eugene Asher Distinguished Teaching Award. Alongside works in European intellectual history, he is the co-author of *Decoding the Disciplines: Helping Students Learn Disciplinary Ways of Thinking & Studying for History*, and has published numerous articles on the scholarship of teaching and learning. Pace is Chair of the Board of HISTSO TL, and has been a director of the History Learning Project, which seeks to define the kinds of operations required of students in college history courses and to devise effective strategies to help students master these skills.

Sarah Richardson is an Associate Professor in the Department of History, University of Warwick, UK, where she works on British politics and gender in the eighteenth and nineteenth centuries. She is also Director of the Higher Education Academy's History Subject Centre, promoting, supporting and enhancing the teaching & learning of History in higher education.

John Geoffrey Timmins is a Professor and National Teaching Fellow, School of Education & Social Sciences, University of Central Lancashire. SOTL-related publications include *Teaching History in Higher Education* (Sage Publishers, 2004). This jointly authored work analysed British, American & Australian practice concerning key curricular dimensions of progression; content selection; development of skills; teaching & learning approaches; and assessment strategies. As a National Teaching Fellow he has extensive experience in external review processes for quality assurance within the British system. He is currently working on a funded research project dealing with numeracy in undergraduate teaching.