Grants for Learning and Teaching

Learning and teaching grants provide opportunities for UNSW staff to undertake collaborative research and development projects that are focused on current institutional priorities, as well as issues of importance in learning and teaching in higher education.

UNSW Scientia Education Investment Fund Program

In 2017, UNSW created a Scientia Education Investment Fund grant scheme that made approximately $1.5M available annually to support strategic educational developments throughout UNSW. The funds support school and faculty initiated projects and initiatives aimed at enhancing the overall student experience and their educational outcomes through strategic investment in agreed educational priorities aligned to the 2025 Strategy.

Please note: No new applications for the 2020 SEIF round are currently being accepted under this scheme. If you have any queries regarding the SEIF Program, please contact LandTgrants@unsw.edu.au

Large Scientia Education Investment Fund Grants (SEIF#1)

This project funding is to support the development, initial implementation and early evaluation of larger educational initiatives. There are no plans to allocate additional funding to sustainably implement educational changes recommended by the projects - a key principle of a project’s development is the sustainability of the initiative when the project funding ceases.

It is anticipated that large projects may run across 2 calendar years with a maximum budget allocation of $200,000 per grant. The budget can be used for the genuinely additional costs incurred in designing and delivering the project. It is expected that the project lead will justify the budget requested and how this funding will be used to develop, deliver and assess/evaluate the educational developments.

Small Scientia Education Investment Fund Grants (SEIF#2)

This project funding is to support the development, initial implementation and early evaluation of larger educational initiatives. There are no plans to allocate additional funding to sustainably implement educational changes recommended by the projects - a key principle of a project’s development is the sustainability of the initiative when the project funding ceases.
It is anticipated that small projects will be completed within one calendar year with a maximum budget allocation of **$50,000 per grant**. The budget can be used for the genuinely additional costs incurred in designing and delivering the project. It is expected that the project lead will justify the budget requested and how this funding will be used to develop, deliver and assess/evaluate the educational developments.

### 2019 SEIF Grant Recipients

<table>
<thead>
<tr>
<th>Faculty</th>
<th>SEIF #</th>
<th>Project Leader</th>
<th>Project Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art &amp; Design</td>
<td>1</td>
<td>A/Prof Tomasz Bednarz, A/Prof Simon McIntyre</td>
<td>Creative short courses for future focussed industries – Computer Graphics, Interactive Techniques, Simulation, and Social Robotics</td>
</tr>
<tr>
<td>Arts &amp; Social Sciences</td>
<td>1</td>
<td>A/Prof Mira Kim</td>
<td>Elevating the Scalability, Availability and Sustainability of Personalised English Language Enhancement (PELE)</td>
</tr>
<tr>
<td>Science</td>
<td>1</td>
<td>A/Prof Alison Beavis</td>
<td>Science Continuing Education and Lifelong Learning Project</td>
</tr>
<tr>
<td>Engineering</td>
<td>1</td>
<td>David Kellermann</td>
<td>An analytics-driven Tailored Learning Platform for STEM modules</td>
</tr>
<tr>
<td>Law</td>
<td>1</td>
<td>Sharmaine Gewohn</td>
<td>CPD Direct - Legal Content Delivered Monthly</td>
</tr>
<tr>
<td>Business</td>
<td>2</td>
<td>Prof Michael Walpole</td>
<td>eBooks the Next Frontier: Enhancing and advancing the delivery and online learning platform for the Master of Taxation</td>
</tr>
<tr>
<td>Built Environment</td>
<td>2</td>
<td>Prof Chris Pettit</td>
<td>Developing new GIS micro-credentials courses to support the planning and design of rapidly urbanising cities</td>
</tr>
<tr>
<td>Business</td>
<td>2</td>
<td>Dr Louise Fitzgerald</td>
<td>Ethics for Finance: Online self-access learning resources to address building-block concepts Click here to access Louise’s L&amp;T forum presentation</td>
</tr>
<tr>
<td>Science</td>
<td>2</td>
<td>Dr. Scott Sulway</td>
<td>Bridging the Gap in Science between High School and Undergraduate Education</td>
</tr>
<tr>
<td>Law</td>
<td>2</td>
<td>Bree Pryce</td>
<td>The Design of an Innovative, Industry-Led Legal Practice Management Course</td>
</tr>
</tbody>
</table>

### 2018 SEIF Grant Recipients
<table>
<thead>
<tr>
<th>Faculty</th>
<th>SEIF #</th>
<th>Project Leader</th>
<th>Project Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>1</td>
<td>Amanda Lockett</td>
<td>English language intervention for improved student experience and outcomes</td>
</tr>
<tr>
<td>School of Humanities and Social Sciences, UNSW Canberra</td>
<td>1</td>
<td>Deane-Peter Baker and Jian Zhang</td>
<td>Development of a micro-credentialed online gateway course for UNSW and PLuS Alliance</td>
</tr>
<tr>
<td>Mixed - CSE, EE&amp;T, MME</td>
<td>1</td>
<td>Vidhyasaharan Sethu</td>
<td>Blending Emulated and Physical Laboratories – A Learning and Teaching Platform for Cyber-Physical Systems and Algorithms Click here to access Vidhyasaharan Sethu’s Connections Seminar</td>
</tr>
<tr>
<td>Built Environment</td>
<td>1</td>
<td>Sepasgozar, S.</td>
<td>Mix Reality Construction Learning (for Construction and Architecture)</td>
</tr>
<tr>
<td>Cross-Faculty - Medicine</td>
<td>1</td>
<td>Patsie Polly</td>
<td>A UNSW Micro-Credentialing Ecosystem for Recognising Learning and Skills Attainment in Capstone Courses and Internships Click here to access Patsie Polly’s Connections Seminar</td>
</tr>
<tr>
<td>Science</td>
<td>1</td>
<td>Luke Hunter</td>
<td>Threshold’ vs. ‘Expert’ Knowledge: A New Way to Teach and Assess First-Year Chemistry Click here to access Luke Hunter’s Connections Seminar</td>
</tr>
<tr>
<td>Art &amp; Design</td>
<td>2</td>
<td>Karin Watson</td>
<td>Evolving leadership, administration, professional development, and culture to establish a sustainable, scalable blended learning strategy Click here to access Karin Watson’s Connections Seminar Click here to access Karin Watson’s L&amp;T forum presentation</td>
</tr>
<tr>
<td>School of the Arts and Media</td>
<td>2</td>
<td>Kremmer, Christopher</td>
<td>The UNSW Global Citizen Publication Project</td>
</tr>
<tr>
<td>School of Engineering and IT, UNSW Canberra</td>
<td>2</td>
<td>Keith Joiner</td>
<td>Towards understanding changes in classroom environment required to engage post-graduate distance students on-line with formal assessments Click here to access Keith Joiner’s Connections Seminar</td>
</tr>
<tr>
<td>Mixed - Engineering - CVEN MME, UNSW LTU</td>
<td>2</td>
<td>Stefan Felder</td>
<td>Improved Learning Through Digital Resources and Hands-on Labs in Large Faculty- Level Undergraduate Courses</td>
</tr>
<tr>
<td>Faculty</td>
<td>SEIF #</td>
<td>Project Leader</td>
<td>Project Title (Click on the title to view the final report)</td>
</tr>
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</tr>
<tr>
<td>Engineering</td>
<td>1</td>
<td>Gang-Ding Peng</td>
<td>Interdisciplinary Student Design Platform for Interactive Internet-Of-Things Network</td>
</tr>
<tr>
<td>Art &amp; Design</td>
<td>1</td>
<td>Simon McIntyre</td>
<td>Learning Hubs - An adaptive, personalised, community centric education model</td>
</tr>
<tr>
<td>Business</td>
<td>1</td>
<td>Chris Styles/Kingsley Fong</td>
<td>UNSW Business School Integrated Learning Laboratory (i-Llab)</td>
</tr>
<tr>
<td>Science</td>
<td>1</td>
<td>Simon Killcross, Branka Spehar</td>
<td>Development of a fully online Graduate Diploma in Psychology (GDPsych)</td>
</tr>
<tr>
<td>Arts &amp; Social Sciences</td>
<td>1</td>
<td>Matthew Kearnes</td>
<td>Innovation in the Master of Environmental Management (MEM) teaching program Click here to access Matthew’s L&amp;T Forum presentation</td>
</tr>
<tr>
<td>Law</td>
<td>1</td>
<td>Anna Cody, Ben Golder</td>
<td>Developing a Model for Integrated Practical Legal Training at UNSW Law.</td>
</tr>
</tbody>
</table>

2017 SEIF Grant Recipients and Reports

<table>
<thead>
<tr>
<th>Built Environment</th>
<th>2</th>
<th>Dr Murray A., and Dr Muller, L.</th>
<th>Models as a Tool for Interdisciplinary and International Teaching and Learning in Art</th>
</tr>
</thead>
<tbody>
<tr>
<td>Law</td>
<td>2</td>
<td>Ben Golder, Mehera San Roque, Paul Kildea</td>
<td>Developing an enhanced educational experience for international students in the Juris Doctor</td>
</tr>
<tr>
<td>Scientia Education Academy</td>
<td>2</td>
<td>Gary Velan</td>
<td>Development and implementation of an education portfolio to evaluate excellence of teachers at UNSW</td>
</tr>
<tr>
<td>POWCS</td>
<td>2</td>
<td>Dr Adrienne Torda</td>
<td>The CLASSIE project – Clinically applicable student studies in Ethics, for Phase 3 medical students Click here to access Adrienne’s L&amp;T forum presentation</td>
</tr>
<tr>
<td>BABS</td>
<td>2</td>
<td>Wallace Bridge</td>
<td>On-line Joint UNSW/JHU postgraduate Commercial Biotechnology programs: Confirming and defining the opportunity</td>
</tr>
<tr>
<td>Banking &amp; Finance</td>
<td>2</td>
<td>Henry Yip</td>
<td>A learner-centred approach to attain significant learning of oral communication for AOL in MCom programs Click here to access Henry’s L&amp;T Forum presentation</td>
</tr>
<tr>
<td>DVC(E)</td>
<td>1</td>
<td>Gary Velan</td>
<td>Development and implementation of an education portfolio to evaluate excellence of teachers at UNSW</td>
</tr>
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<tr>
<td>Engineering</td>
<td>2</td>
<td>Ang Liu</td>
<td>Deploy a Peer-to-Peer Learning System for more Personalized, Inclusive and Collaborative Learning. Click here to access Ang Liu’s Connections Seminar</td>
</tr>
<tr>
<td>Science</td>
<td>2</td>
<td>Louise Lutze-Mann</td>
<td>Blended transactional learning: a sustainable feedback model for developing teaching capabilities of sessional staff</td>
</tr>
<tr>
<td>Science</td>
<td>2</td>
<td>Elizabeth Angstmann</td>
<td>STEM for school teachers. Link to the portal Click here to access Elizabeth’s Connections Seminar</td>
</tr>
<tr>
<td>Business</td>
<td>2</td>
<td>Michael Cahalane, Felix Tan</td>
<td>Demonstrating the potential of immersive technology and Serious Play in the Flipped classroom: An Integrated Approach to Experiential Learning. Click here to access Michael and Felix’s Connections Seminar</td>
</tr>
<tr>
<td>Business</td>
<td>2</td>
<td>Christine Mathies</td>
<td>Enhancing QILT Survey Outcomes. Click here to access Christine Mathies’ Connections Seminar</td>
</tr>
<tr>
<td>Medicine</td>
<td>2</td>
<td>Chinthaka Balasooriya</td>
<td>Designing, piloting and evaluating a process for formative peer-review of teaching. The appendix is available upon request</td>
</tr>
<tr>
<td>Medicine</td>
<td>2</td>
<td>Silas Taylor</td>
<td>An application to facilitate mobile clinical Workplace-Based Assessments (CWAapp)</td>
</tr>
<tr>
<td>UNSW Canberra</td>
<td>2</td>
<td>Elena Sitnikova</td>
<td>Developing an assessment framework for large online cyber security courses to maximize student engagement</td>
</tr>
<tr>
<td>Art &amp; Design</td>
<td>2</td>
<td>Scott Brown</td>
<td>Interaction Interface for Creative Enquiry into Social Robotics</td>
</tr>
<tr>
<td>Built Environment</td>
<td>2</td>
<td>Harry Margalit</td>
<td>Mapping and streamlining the content of architectural design studios to align with the competency requirements of professional accreditation. Click here to access Harry Margalit’s Connections Seminar</td>
</tr>
</tbody>
</table>
UNSW Learning and Teaching Grant recipients (2014 - 2016)

In 2014, UNSW established four competitive grants schemes aimed to support strategic educational development initiatives as outlined in the UNSW Learning and Teaching Strategic Plan 2014 - 2016.

This included both large and small scale educational development projects and the development and implementation of a number of strategically targeted Massively Open Online Courses (MOOCs).

Learning and Teaching Innovation Grants that aligned with 2014 – 2017 UNSW priority areas.

Building Legal Research Skills through the Development of Online Legal Research Modules

- Project Leaders: Michael Handler
- Faculty/School: Law
- Download Report (PDF, 2.4mb, 7 pages)

Creating blended learning opportunities to help students think like scientists in first year psychology courses

- Project Leaders: Branca Spehar and Simon Killcross
- Faculty/School: School of Psychology
- Download Report (PDF, 910k, 15 pages)

A Next-Generation Laboratory-Enhanced Learning Paradigm

- Project Leaders: Julian Epps
- Faculty/School: School of Electrical Engineering & Telecommunications
- Download Report (PDF, 630k, 11 pages)

Enhancing a Large Online Course using Interactive Web Technology

- Project Leaders: Jeremy Bailey
- Faculty/School: School of Physics
A Scientific Skills Portfolio Approach to Laboratory Assessment

- Project Leaders: Scott Kable
- Faculty/School: School of Chemistry

Download Report (PDF, 2.2mb, 12 pages)

The greatest show on earth: Engaging 1st year biology students through interactive on-line and practical content

- Project Leaders: Stephen Bonser
- Faculty/School: School of Biological, Earth and Environmental Sciences

Download Report (PDF, 300k, 10 pages)

Video and Online Support for Blended Learning in Large Stage 1 Maths Courses

- Project Leaders: Norman Wildberger
- Faculty/School: School of Mathematics and Statistics

Download Report (PDF, 2.3mb, 7 pages)

Enhancing Student’s Learning Experience using Peer Instruction, Tutorial-Lecture swapping and improved Assessment/Feedback Techniques

- Faculty of Engineering
- Dr Furqan Hussain

Download Report (PDF, 2.7mb, 10 pages)

English Language Acquisition Support for International Students (ELASIS)

- Faculty of Arts & Social Sciences
- Dr Mira Kim

Download Report (PDF, 370k, 9 pages)

An introductory Pathology course as a model for using a blended learning approach in large group teaching

- Faculty of Medicine
- Prof Gary Velan

Download Report (PDF, 2.5mb, 9 pages)