AGENDA

1. Overview of the EIU
   - Our structure
   - Our Launch

2. Lunch and Learn Series
   - Dr Ehssan Sakhaee facilitated this initiative. The Lunch & Learns are Faculty wide, aimed at providing bite-sized informative sessions about effective teaching tools and techniques for staff.
   - Refer to Attachment 1 for the breakdown of sessions that took place in 2016.
   - In 2017, sessions will take place on the Last Thursday of each month, 1:00 – 2:00pm.

3. Collaboration with UTS Group Collaborative Research in Engineering and IT Education (CREITE)
   - We have partnered with a newly created UTS group called Collaborative Research In Engineering and IT (CREITE).
   - We provide opportunities for Engineering and IT academics from USyd and UTS to share knowledge and ideas and to cross promote.

4. Seminar Series
   5a. Wolfram
   - Dr Alejandro Montoya facilitated this initiative in 2016. Dr Craig Bauling from Wolfram Research hosted a hands-on workshop at the university about the use of Wolfram technologies in education and research.

   5b. Embedding TRIZ in to the engineering curriculum
   - Proposed Workshop for 2017 on teaching simple TRIZ heuristics to engineering students (see https://en.wikipedia.org/wiki/TRIZ for some information). Presented by Professor Iouri Belski, an OLT Fellowship recipient from RMIT.

   5c. Smart Sparrow
   - Smart Sparrow is a learning design platform that enables you to create rich, interactive and adaptive digital courseware.

   5d. CDIO
   - CDIO (Conceive – Design – Implement – Operate) is an innovative educational framework adopted for curricular planning and outcome-based assessment.

   5e. SparkPlus
   - SPARKPLUS is a web-based self and peer assessment kit. It enables students to confidentially rate their own and their peers’ contributions to a team task or individual submissions.
5. EIU Strategic Education Grants
   - In parallel with the University Educational Innovation team, the FEIT EIU will support up to three additional internally funded Strategic Education Grant applications in the 2017 round*.

* General proposals (i.e. not EIG or OLE specific) will also be considered under this scheme.

6. Strategic Initiatives
   7a. The Virtual Reality Lab
       - This is a current project under evaluation as a possible EIG Grant under the Strategic Education Grant scheme, lead by Dr Jacqueline Thomas. This may also be funded as a Compact Grant under the FEIT or alternatively partly through the FEIT EIU.

   7b. Multidisciplinary Capstone Projects
       - Proposal is to have 2 or 3 multidisciplinary projects between The Business School and FEIT and the School of Medicine and FEIT. The key concept is for one student from each faculty to complete a capstone project together, to promote cross-faculty initiatives and enhance student knowledge and skills across areas other than engineering and IT.

7. Australian Association for Engineering Education (AaEe)
   - Possibility to host the Winter School for 2018
   - Conferences
   - Workshops

8. Feedback from recent survey conducted at a Lunch and Learn on ‘What is Innovation?’

9. Further Suggestions for Initiatives

10. Any Other Business
### 2016 Lunch and Learn Series, Session Overview

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<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Overview</th>
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<tr>
<td>April 27</td>
<td>(no official blurb provided)</td>
<td>(no official blurb provided)</td>
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<td>May 25</td>
<td>Positive Psychology &amp; Motivation in Teaching &amp; Learning</td>
<td>This Lunch &amp; Learn session explores how to intrinsically motivate students so that their focus is learning and growth (intrinsic motivators) rather than extrinsic motivators such as rewards and punishment, grades, awards and fear of failure. Some basic concepts of motivational psychology is provided (Self Determination Theory) which focus on creating an environment that stimulates and supports student’s intrinsic motivation. The second part of the session looks at positive psychology studies and its relation to teachers and teaching. We look at the concept of “flow” (being in the zone) and significance of purpose and meaning. Weaving these into the classroom and teaching could have a positive effect on the student experience. This session is facilitated by Dr. Ehssan Sakhaee from the Project Management Program, School of Civil Engineering.</td>
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<td>June 22</td>
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<td>This session investigates the importance of feedback to students, elements of effective feedback, do’s and don’ts of feedback, feedback methods as well as rubrics for assessments.</td>
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<td>August 17</td>
<td>Facilitation Skills for Teaching &amp; Learning</td>
<td>You will be provided with tips and tricks for facilitation in a class environment to trigger engagement and student participation. The focus will be on how to enable students to take a more active role in their learning and some frameworks for experiential learning using group activities and other hands on approaches.</td>
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<td>September 14</td>
<td>Understanding each of the items in the USS</td>
<td>This session aims to better understand the USS which is the primary means that your Unit of Study is evaluated. This session covers the following topics:</td>
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|           |                                                                      | 1. How to use feedback to improve your course  
2. What’s a good score and how to get there  
3. Getting student feedback during semester (to avoid bad USS at the end) |
<p>| October 12 | What is sustained innovation anyway                                | One of the objectives of the recently created Faculty of Engineering and IT Education Innovation unit is to promote &quot;sustained innovation&quot; in engineering teaching and learning. Innovation is a word that gets thrown around quite frequently and it is assumed we all know what it means. In recent times the term appears in more complex expressions such as &quot;sustained innovation&quot; or &quot;culture of innovation&quot;. Organisations in general are finding the challenges to go from stating the intend of adopting a culture of innovation and actually achieving it. Engineering and IT education is no exception. In fact, there are recent studies that point to the disparity of perception among academics about what exactly means innovation in the context of learning and teaching engineering and IT disciplines. In this session we will discuss several elements that need to be present for innovation to occur and collaboratively distil some conditions that would provide the right climate so that learning and teaching innovation flourishes in the faculty. The session will require active participation of the audience. |
| November 2 | The impact of struggling students’ self-efficacy, agency and horizons for | The presenter of this session will be Keith Wiley                                                                                                           |</p>
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<th>action on their learning in a flipped environment</th>
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<td>Flipped instruction is a form of blended learning that moves significant instruction and preparation outside the classroom to facilitate ‘in class’ time to be used for more participative learning activities. Students report liking flipped instruction compared to the more traditional lecture style delivery format commenting that while it often challenged their approaches to learning, it had a positive impact on their learning experience and promoted them to become more independent and responsible learners. However, some students struggle to succeed in flipped learning environments. Alternate learning pathways in the form of an intensive block mode were provided for these students and this presentation outlines the results.</td>
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