

# Fellow Profile



## Adjunct Associate Professor Kym Fraser Swinburne University of Technology

Kym Fraser worked internationally in the higher education sector winning development and research funding of over £850,000 (UK) and \$1,000,000 (Australia). She has a strong record of publication in academic development and retired in 2019.

**Fellowship title:** A national, open access Learning and Teaching Induction Program (LTIP) for staff new to teaching

**Year completed:** 2018

**Expertise key words:** teaching professional development, academic development, promotion

**What did you achieve?:** My Fellowship was a collaboration between 10 Australian universities partnering to develop a free, online teaching induction MOOC for higher education staff new to teaching. The MOOC, 'Contemporary approaches to university teaching' provides modules and resources to engage staff for two hours a week across a semester. The modules and resources were developed and reviewed by colleagues from 25 Australian universities.

Since January 2018, over 2200 people from 50 countries enrolled in the MOOC. Subsequently 1,254 (68%) enrollees have participated. Staff from 39 of the 42 Australian universities enrolled in the MOOC. Many participants returned in subsequent semesters to engage with modules they hadn't participated in the semester before.

Testament to the quality of the MOOC, 12 months after the launch, one Australian college, 14 Australian and two New Zealand universities and the Malaysian campus of an Australian university, are using the MOOC. Eight universities and one college have imported the MOOC content into their LMS and have contextualised or are in the process of contextualising the content for their own institution.

In 2019, Hong Kong colleagues are translating the MOOC into Mandarin (Puthonghua) and Cantonese.

The Fellowship website is located at <https://www.caultt.edu.au/project-resources/olt-fellowship-and-mooc-available>. The website includes information about the MOOC such as rationale, how universities are using it, and how to import the content, as well as an annotated teaching induction bibliography, publications and references.

The Fellowship developed a teaching induction research agenda. The Fellowship partners and I have had one article accepted for publication by the International Journal for Academic Development and have one article under review. We will be conducting research into the teaching induction research areas that we identified.

**What does the sector need now?:** The higher education sector needs to mandate and pay for substantive teaching induction for all staff who are new to teaching, including sessional staff.

