Strategic priority grants

The L&T Grants Submission process consists of three parts:

1. Grant registration (via online submission)
2. Grant application (this template)
3. Itemised budget (budget template)

This grant application and the Itemised budget should be attached to the grant registration via the online submission system.

The combined total response to selection criteria should not exceed **8 A4 pages in total** and need to address all criteria. The Font used should be **10 pt Georgia**.

<table>
<thead>
<tr>
<th>Project Title:</th>
<th>Investigation of an Integrated Solution to Support Embedding of Multiple Literacies</th>
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<tbody>
<tr>
<td>Project Lead Full Name:</td>
<td>Susan Vickery</td>
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**JUSTIFICATION:**

**Strategic Priority Grants Principles**

This grant scheme is to support projects that align with the Learning and Teaching Framework and contribute to building a Connected Learning Community. Strategic Priority Grants have been programmed to provide staff with opportunities to focus on institutional priorities, as well as issues of importance in learning and teaching in higher education.

Projects should address the following principles:

- Embedding Work and Life Skills
- Students as Partners and Co-creators of their learning
- Embedding enquiry-based experiences in coursework programs
- Connecting Technologies and Spaces

**PROJECT BACKGROUND**

At Macquarie University, there are a number of online resources and guides that students can be referred or directed to at point of need, ensuring proactive and timely access to learning support e.g StudyWise and the Academic Integrity Module for Students (AIMS).

Course designers also have a range of resources, support services and advisors to assist them to incorporate multiple literacies within their disciplines and further support students within the curriculum.

However, at present, these supports are distributed and segmented across various
platforms, locations and delivery methods and in many cases are organised and collated by a supporting unit (or creator) rather than by user needs. In some cases, you need to know that a resource exists in order to find it.

It is well understood that academic literacies, such as research skills, communication, writing and language skills, critical thinking, numeracy and professional and cultural literacies are most successfully acquired when they are embedded within the context of a particular discipline, consolidated by curriculum, assessments and learning outcomes.

The question for Macquarie becomes; how will staff and students locate resources and support services that are available to them or being developed to support their learning and practice? Further, how do we make these resources available in a way that enables and encourages their use, embedding and referral?

Presently, there are a variety of initiatives underway or in planning that will further develop the range of resources available to students and academics, including:

- Library’s InfoWise (Digital research skills modules - in pilot stage)
- Learning Skills faculty-wide StudyWISE Disciplinary Exemplar Project
- Learning Skills & FBE’s Critical Thinking iLearn Module
- Legal Search skills modules (embedded in JD Research Unit)
- Career and Employment’s proposal for a suite of employability modules “CareerWise”
- Linguistics “Investigating skills specific to enquiry-based learning” project
- The Education for Sustainability Initiative & resources
- The Library’s copyright information

As the Learning and Teaching Green Paper is discussed and debated around campus, the concepts of “connected learning activities”, “learning commons” and “work and life skills” are being explored and the capacity of iShare as a learning object repository will be considered and tested. In addition, the outcome of concurrent projects, including the Student Support Services Referral RIE action plan, the Student Engagement for Successful working groups, the English Language Policy Implementation working group, the Web Transformation project and many other curriculum responses to the L&T Green paper will all bear influence on the University’s direction in how information is collated, connected and presented.

Against this setting of significant and substantial change, this project will be a feasibility study of an “integrated solution” that aims to collate, connect and present the University’s multiple support resources to facilitate their access, use and incorporation by users.

The study and its outcome will assist the delivery of the Learning and Teaching Green Paper, in particular Target 2.3.6 “By 2020, development of ‘Learning Commons’ to enable sharing of resources within the MQ community.”

This concept has been broadly consulted with key stakeholders:

Laura Heron – Project Manager (PVC L&T)
Helen Carter – Director Education Studio (LTC)
Lucy Arthur – Head, Educational Design (LTC)
Emma Lawler - Library Services Coordinator (Library)
James Hamilton - Head, Learning Technologies and Infrastructure (LTC)
Joshua Dymock - Learning Skills Adviser (LTC)
### Alignment with Strategic Priority Grants Principles

This grant is in alignment with Target 2.3.6: "The development of 'Learning Commons' to enable sharing of resources within the MQ community".

Additionally the feasibility study will explore the construct of a ‘one stop shop’ for graduate capability support and **connect technologies and spaces** to create a point of aggregation and discovery.

The development of an integrated solution will also **embed work and life skills** for both staff and students across a multitude of areas including literacy skills, employability and sustainability.

| Julie Doherty - Manager Career and Employment (Learning Teaching and Diversity) |
| Leanne Denby - Director (Sustainability) |
| Maureen Kattau - Library Services Manager (Library) |
| Michael Grant - Educational Developer - Universal Design (LTC) |
| Sara Rickards - EES Manager (Sustainability) |
| Shane Hearn - Director Indigenous Strategy (Warawara) |
| Susan Vickery - Associate University Librarian (Library) |
| Sylvie Saab - Executive Information Policy Officer (Library) |
| Tessa Green - Manager Learning Skills (LTC) |

### PROJECT OBJECTIVES

#### What are the intended outputs (or deliverables) of project?

- To conduct a benchmarking activity to investigate best practice in this space across the sector.
- To investigate and collate local user requirements, needs and preferences relating to how they access and utilise resources.
- To explore the feasibility of an easily locatable and searchable space/place that facilitates the aggregation and dissemination of resources that support student skills and academic practice.
- To explore the potential for a ‘common language’ for support areas dealing with program design and relevant academic literacy content. This will aim to provide consistency and cohesion across the board.
- To trial the concept with prospective users, at a small scale, to ensure it meets requirements.

#### What will be the impact of the project?

- Increased accessibility, transparency and therefore usability of University resources.
- Decreased gaps and overlap of program content.
- Support a key objective of the Learning and Teaching strategy - the Learning Commons - to enable the sharing of resources across the University.
- Support the embedding of work and life skills by facilitating access to and incorporation of University resources.

#### Describe the approach and methodology.

**Phase 1:** Contract a Project Manager to:

- Consult widely and liaise with key stakeholders from relevant areas (including those who have been previously identified or yet to be identified).
- Undertake a literature search and review of best practice at other universities.
- Audit existing resources currently at Macquarie.
- Determine overall functionality and feasibility requirements for best
## THE PROJECT

**How will the project be managed? Team?**

A Project Manager will be contracted to undertake the bulk of the work (300 hours) with support from the Working Party on a time-in-kind basis.

**Project Lead:** Susan Vickery - Associate University Librarian (Library)

**Project Support (Working Party):** Leanne Denby - Director (Sustainability), Sara Rickards - EFS Manager (Sustainability), Emma Lawler - Library Services Coordinator (Library), Maureen Kattau - Library Services Manager (Library), Tessa Green - Manager Learning Skills (LTC), Joshua Dymock - Learning Adviser (LTC), Julie Doherty, Manager, (Career and Employment Service), Sylvie Saab Executive Information Policy Officer (Library)

**Time in kind ranging from 1 hour per fortnight to 4 hours per week (details provided on project budget).**

**How will the project be evaluated?**

Evaluation will be carried out through user group testing and small focus groups. The Teche Blog will also be used to gather feedback on the report’s recommendations.

Analysis of the initial user testing will be important in order to guide the future development of the integrated solution.

## POST PROJECT

**Outline the extensibility of the project outcomes.**

Ideally, the project will lay the groundwork for development of a solution that brings relevant content to students to enable and support independent and self-motivated learning. The solution will operate as a point of referral for further information and as a sustainable and connected space for consolidating and reviewing concepts related to multiple literacies.
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<tr>
<th><strong>How will the project results be disseminated? How will outcomes benefit the University Community?</strong></th>
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| **Internally:**  
  - Macquarie University Learning and Teaching week 2016.  
  - Through stakeholder engagement with decision makers such as – Project officers, Dom Verity, Sherman Young, John Simons etc  
  - The Teche Blog will be used to gather further feedback on the concept. |
| **Externally:**  
  Relevant conferences and journal articles. |

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*I confirm that this application has been included in the Grant Application Summary Form submitted to the Office of the PVC, L&T by my AD L&T/Director in my Faculty/Office:*

Susan Vickery  
Associate University Librarian  
Position  
Date  
25/5/2015