

Re: Reference Martin Fletcher (Marty):

26th October 2004

To whom it may concern,

In response to your request for a reference to support Marty Fletchers application for the position of Lecturer B Institute for Interactive Media and Learning. I offer the following which addresses each of the criteria in turn.

I have worked with Marty intensively since early in 2003 in a project developing a new unit in online delivery for Charles Darwin Universities Common Unit program. Marty acted as the Educational Consultant for the project, providing advice and guidance to the writing team on the use of online learning technologies and pedagogical issues relating to online learning, material design and assessment. As project manager for this project I worked very closely with Marty and found his contribution to the project absolutely invaluable for the reasons outlined below against your selection criteria.

Knowledge

Issues related to teaching and learning with Information and Communication Technologies in higher education including:

- **design and development of learning experiences;**
- **assessment of learning.**

Marty played an essential role in advising the writing team about the design and development of learning experiences for our online courses and he helped us to think through and design the assessments for our course in a systematic way based on current theoretical models.

Understanding of the educational and professional development issues that confront faculties. It was clear that Marty had a great deal of experience in different university settings and his work at CDU required him to apply this understanding in his provision of educational and professional development workshops for different faculties at the university.

Understanding of student learning in higher education and ways of using current theories of learning in the design and facilitation of online learning experiences. Marty is clearly up to date with current theories about higher education learning and specifically online learning. He consistently provided the writing team with Practical and theoretical support in this area and regularly updated with the most recent academic discussions about online learning.

Experience

Experiencing in teaching using Information and Communication Technologies in higher education.

There was no question that Marty was confident and experienced in this area, in fact he appeared to be a step ahead of the officially designated technicians in the area.

Experience in using a Learning Management System such as WebCT or Blackboard in learning and teaching. Marty is highly experienced in Learning Management Systems and again a step ahead of the technicians with Blackboard. He worked with our team in developing the optimum prototype to be used as a template for other unit development across the university.

Experience in advising and/or teaching staff in a higher education context in a higher education context. This was the key component of Marty's role as academic consultant at the university and providing advise/mentoring/teaching was the fundamental requirement of his role on our teaching team. He had a strong commitment to passing on knowledge and skills so that lecturers could quickly become independent users of the technology.

Planning and carrying out evaluation and research projects using both qualitative and quantitative approaches.

Marty's PhD research requires qualitative and quantitative approaches. Through discussions over mutual and related evaluation and research projects it is clear that Marty is well versed and confident in the theory and practice of both qualitative and quantitative method.

Personal Abilities/Skills

Ability to take learning focused rather than technology focused approaches to working with academics, support staff and students.

Marty is well versed in both learning theory and technologies and his approach to working with lecturers on our team illustrated this.

Ability to work alongside others to collaboratively explore options for achieving their learning and/or professional development goals.

Marty is an excellent communicator he was able to help me as project leader guide the writing team (of six people) through some difficult moments where positive collaboration was challenged by the perspectives of different disciplines and learning cultures.

Ability to work with a wide range of academic and support staff.

The team for the Common Unit project represented disciplines of science, history, sociology and Indigenous studies and Marty immediately won the trust and goodwill of everyone on the team.

Ability to work in a team.

As a follow on from the previous point, despite having far more advanced knowledge in online learning than the team, Marty never dominated and was able to allow everybody a voice and assist in the team in arriving at mutually agreeable positions.

High level of interpersonal and communication skills, with a strong sensitivity to individual and contextual differences in communication

Again, as a follow on from the above, Marty's communication skills are excellent. He communicates unusually honestly and openly and this fosters a general environment of openness and trust. He is highly respectful of people's individual and contextual differences and is entirely non-judgemental.

Service ethos.

Marty has an extremely high service ethos. He approached his role in my project with unprecedented commitment, enthusiasm and professionalism. He has an excellent understanding of organisational and project management.

In summary, it is a pleasure to provide this reference for Marty, although his leaving Charles Darwin University is a great loss. He is an individual with all the skills and knowledge this position requires and as well he brings with him high levels of motivation and energy, an extremely personable nature and great integrity. I have no hesitation recommending him to the position.

Regards



Nicola Prichard
Academic Consultant
Common Units

Unit Code CUC107 **Unit Name:** Northern Perspectives

School: Indigenous Knowledge Systems **Campus:** Casuarina

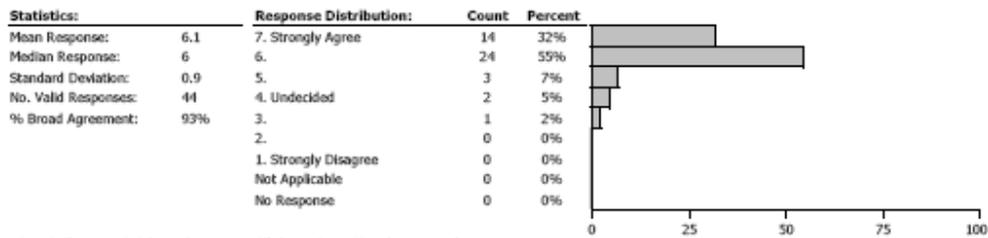
Year evaluated: 2007 **Students:** 80 **Number of Responses** 44 (55%)

Unit Component: Tutorials/Practicals/Lectures **Number of Classes:** 3 **Number of Lecturers:** 1

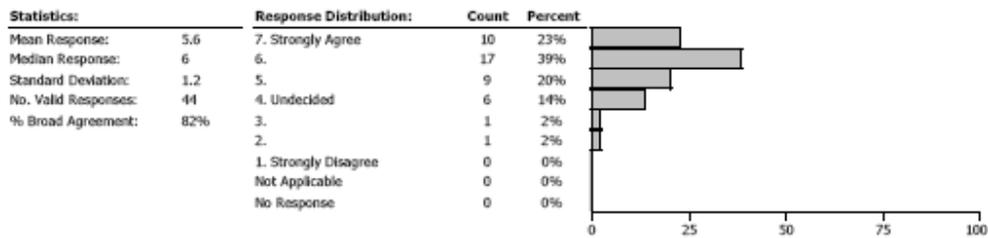
Survey type: Internal

Survey Data Copyright 2007 University of Adelaide

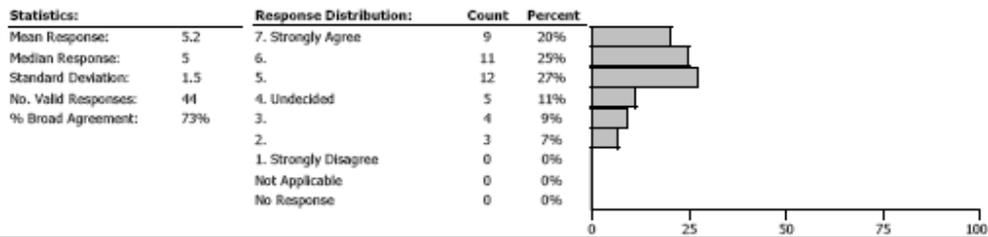
Q 1. The teaching of this unit was well organised.



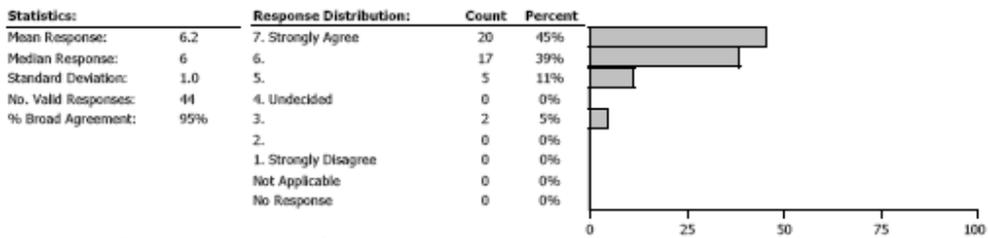
Q 2. The delivery of this unit was sufficient for effective learning.



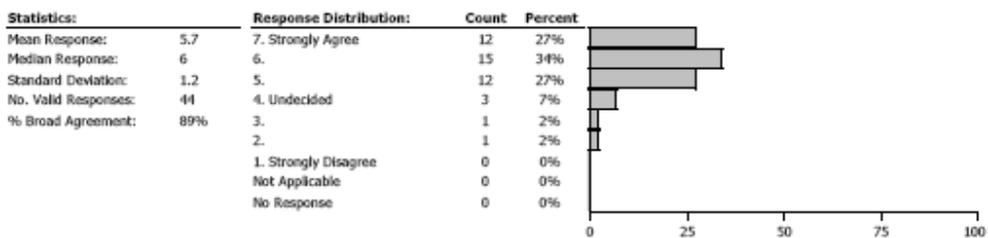
Q 3. The teaching stimulated my interest in this unit.



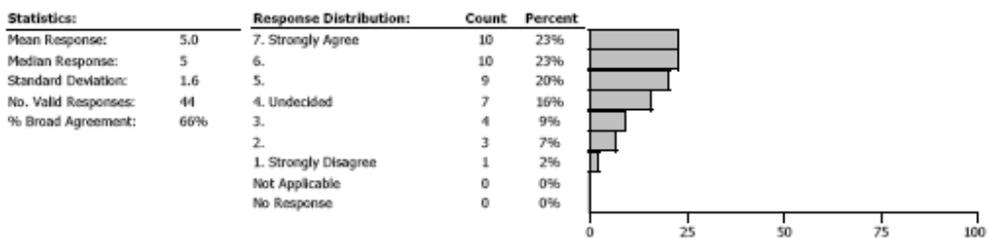
Q 4. This unit provided opportunities for participation and sharing of ideas.



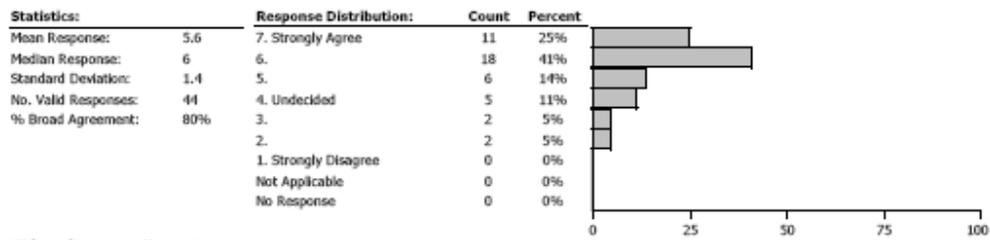
Q 5. It was made clear what was expected of me.



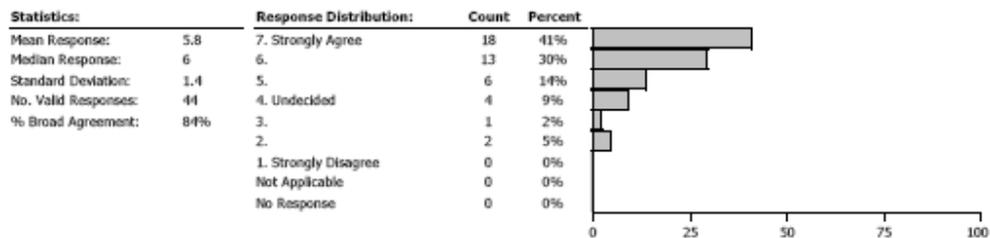
Q 6. The feedback on my work was provided promptly.



Q 7. Overall, the assessment of the unit was fair.



Q 8. This unit was well taught.



Summary of student commendations on the strengths of the learning experience

- Provides in depth, up to date information about the NT; greater understanding about the social and political climate of the NT; culture and lifestyle; indigenous cultures; historical perspectives.
- Develops empathy and better understanding.
- Helps international students to understand the NT.
- Use of Tablet PCs makes learning more interesting and allows for easy, immediate access to information access via the web in class.
- Student-staff integration.
- Group interactions and discussion fosters sharing of ideas, greater understand of different points of view.
- The delivery in workshops is very structured and understandable.
- Resources are easily accessible and offer wide variety.
- The content was delivered exceptionally well.
- Tutors are enthusiastic, encouraging, knowledgeable; clearly explain the content.
- The lecturer was dynamic, well organised and inspiring. .
- The assignments were enjoyable and the guest speakers at the lectures were good to listen to.

Summary of student recommendations to improve learning

- Possibly look at a wider view of things i.e. more speakers/visitors in lectures to give their view.
- Reduce scope – it is difficult to understand the whole policy and culture of the NT in a short period.
- Aim the unit at those with life experience; provide more relevance to the 'real world'.
- Include more interesting content; each factor (issue) such as political, people and place could be more connected.
- This unit seemed a bit drawn out, and repetitive, it could have been condensed, don't have a workshop every week.
- Provide handouts.
- Going through the readings.
- Allocate more time for group discussion; and make PowerPoint presentations shorter.
- Encourage workshop participation.
- Schedule lectures weekly.
- Workshops could be shorter and more focus on group interaction.
- Provide clear information regarding student expectations for assignments.
- The assessments could be more spaced apart.
- Reduce number of assessments.
- Shorter assessment questions.
- Quicker response to assignments, quicker feedback.
- Allow more time to complete assignment.
- Provide more guidelines for organisation of group work.

School response to SELT unit evaluation

Staff are reminded of two week turnaround for assignment review and offered help with marking to meet the deadline if necessary.

The assessments have been revised so that the group report is simpler. Groups for the report are pre allocated so that students (especially online) do not have to waste time trying to find a group.

Attendance at introductory workshop for teaching in common units (especially about providing support to online students) will be reinforced as essential as an addition to the written Teaching and Learning guidelines provided to all common unit teaching staff.

Unit Code CUC107 **Unit Name:** Northern Perspectives

School: Indigenous Knowledge Systems **Campus:** Casuarina

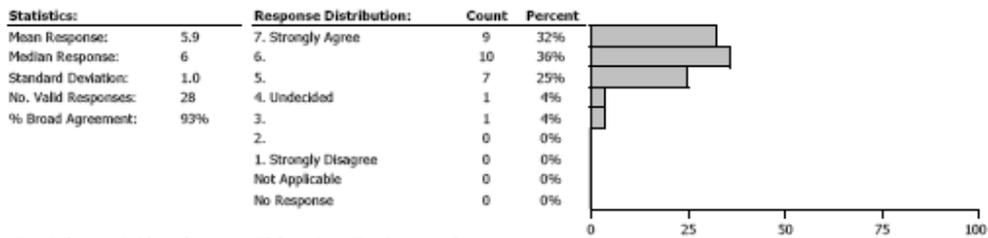
Year evaluated: 2007 **Students:** 114 **Number of Responses** 28 (25%)

Unit Component: Unspecified **Number of Classes:** 1 **Number of Lecturers:** 1

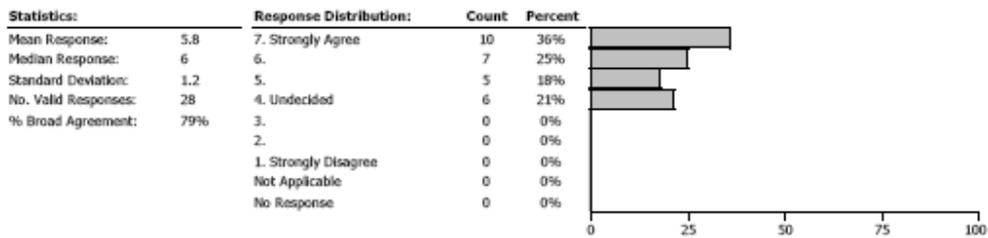
Survey type: external

Survey Data Copyright 2007 University of Adelaide

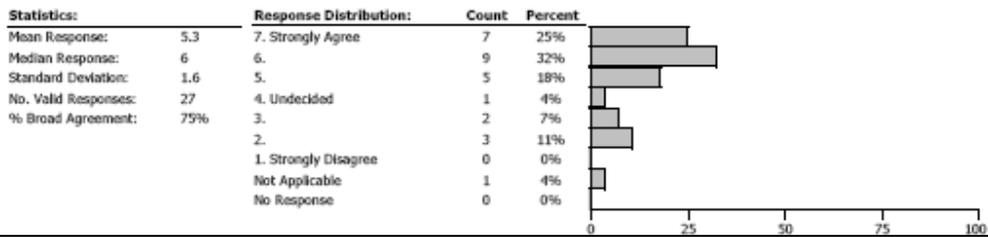
Q 1. The teaching of this unit was well organised.



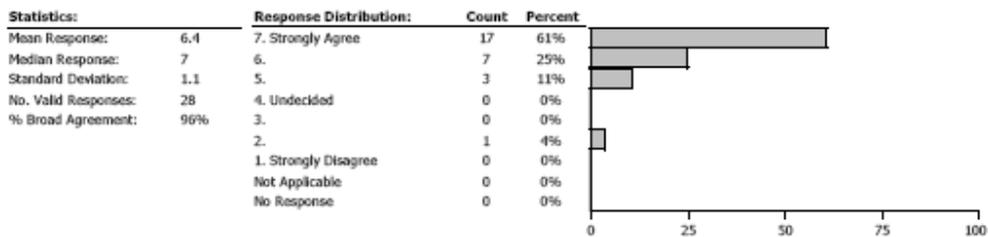
Q 2. The delivery of this unit was sufficient for effective learning.



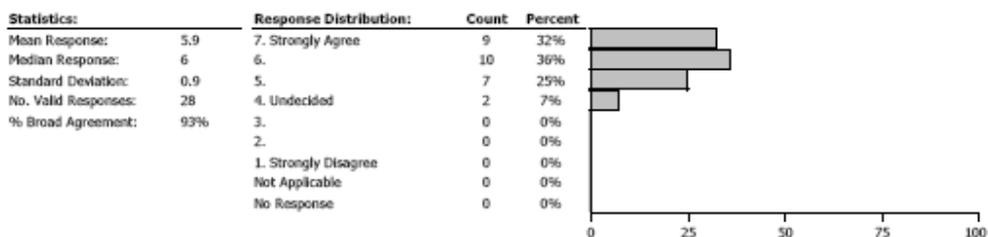
Q 3. The teaching stimulated my interest in this unit.



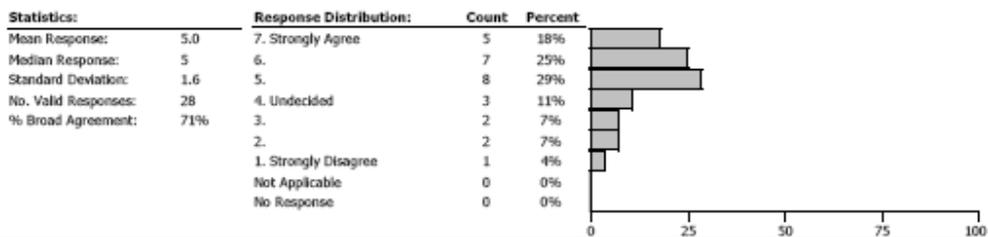
Q 4. This unit provided opportunities for participation and sharing of ideas.



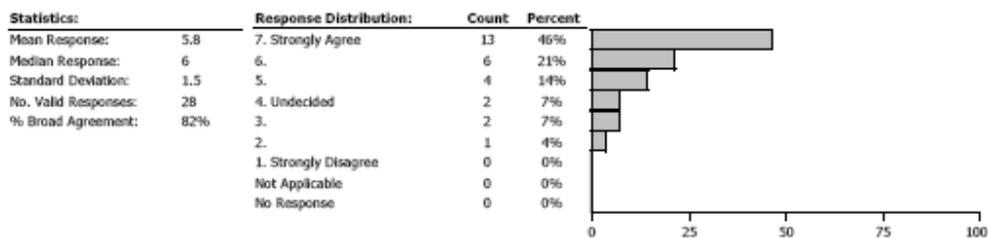
Q 5. It was made clear what was expected of me.



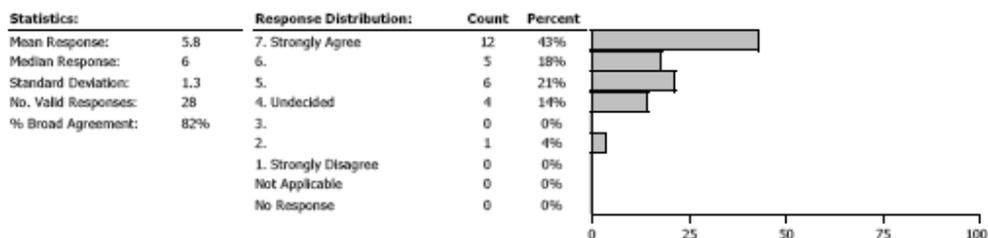
Q 6. The feedback on my work was provided promptly.



Q 7. Overall, the assessment of the unit was fair.



Q 8. This unit was well taught.



Summary of student commendations on the strengths of the learning experience

- Provides background information and expands knowledge base of issues and topics eg. indigenous issues, NT government, early NT.
- Provides group participation, general discussion
- Tutor understanding and flexible; Prompt responses from lecturers/tutors returned and useful feedback.
- Lots of reading material provided.
- The unit motivates a comprehensive knowledge of social decorum and intellectually promotes social cohesion in general view by its discourse.
- The feedback and communication between student and lecturer. Very prompt and helpful.
- Each section set out clearly, makes reading/finding information easy. Notes on learnline are brief, to the point and outlines concepts which are easy to grasp.
- Access to all required information on learnline including marks.
- Working as a group is a rewarding and challenging.

Summary of student recommendations to improve learning

- Less reliance on computer-based activities.
- Provide weekly updates on student expectations.
- Improve staff-student communication via emails.
- Improve timeliness of feedback on assignments; Assignment marks could include comments from marker.
- Group work is difficult to coordinate for external students; Removal of group report, lots of time wasted waiting for others to respond to ideas (external mode). Hard to meet assessment times due to having to rely on others.
- Less reading, more practical exercises.
- Cater more for external students from different states. Not overly interesting or relevant to students in other states.
- Additional reading materials for assessments information should be available on the Learnline or the website.
- Provide more explicit information regarding student expectations for assessments.
- Reduce the number of assignments for the unit; group report and independent report should be treated with same value;
- Provide greater flexibility in regard to assignment deadlines.

Learnline could improve student learning by

- It links everyone together really well.
- Nothing, learnline was used perfectly during CUC107
- Handing assignments back that have been marked ASAP and then we get an idea of how we are going in unit and where we need improvement.
- Is fantastic as.
- More detailed instructions on how to manage the system for those who aren't particularly confident using or familiar with computers.
- All readings should be sent to students. It takes time to access readings and is costly to print them.

- Tutors providing guidance on the use of the learnline, as students from third world countries find it hard to use it effectively. Frequent use of computer with adequate information.

School response to SELT unit evaluation

Staff are reminded of two week turnaround for assignment review and offered help with marking to meet the deadline if necessary.

The assessments have been revised so that the group report is simpler. Groups for the report are pre allocated so that students (especially online) do not have to waste time trying to find a group.

Attendance at introductory workshop for teaching in common units (especially about providing support to online students) will be reinforced as essential as an addition to the written Teaching and Learning guidelines provided to all common unit teaching staff.

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School: Education Campus: Casuarina

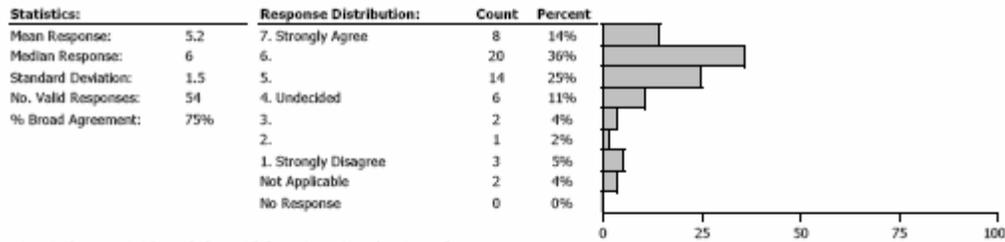
Year Evaluated: 2006 Students: 247 Number of Responses: 56 (23%)

Unit Component: Unspecified Number of Classes: 1 Number of Lecturers: 1

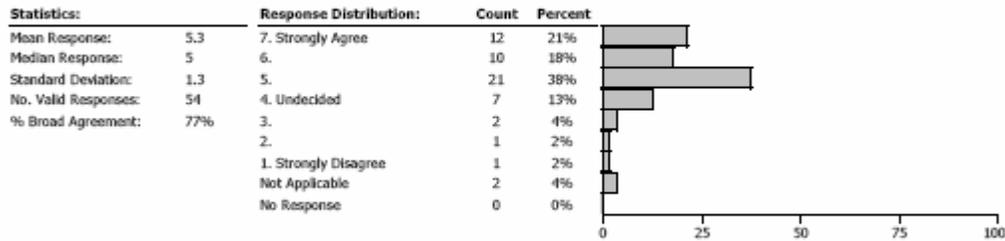
Survey type: External

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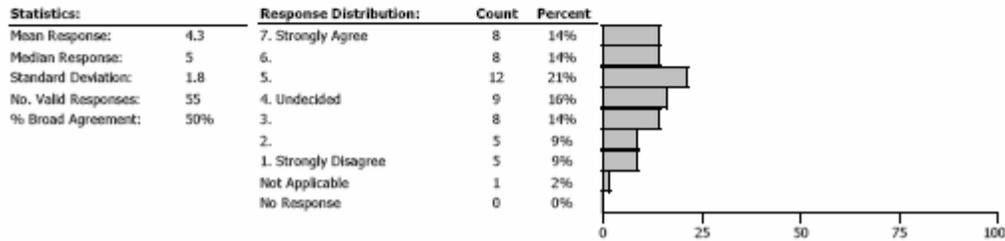
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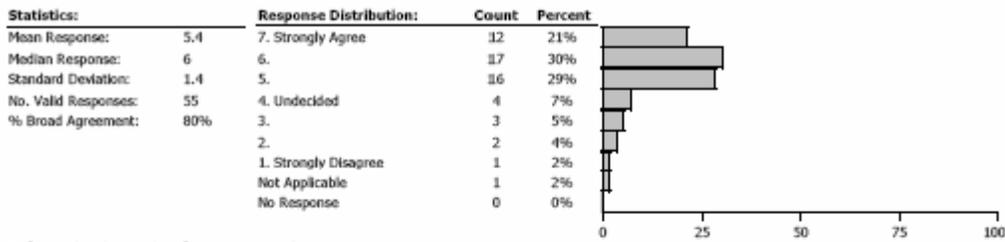
Q 2. The delivery of this unit is sufficient for effective learning.



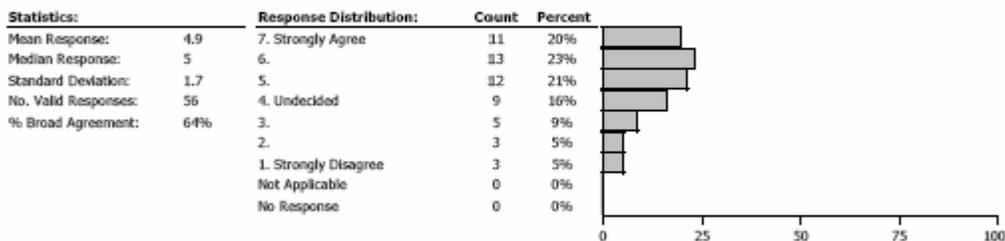
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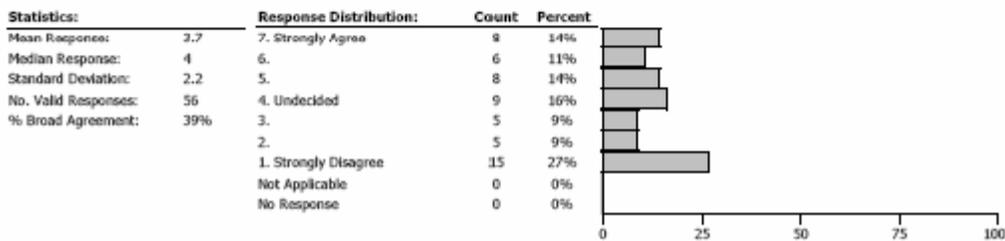
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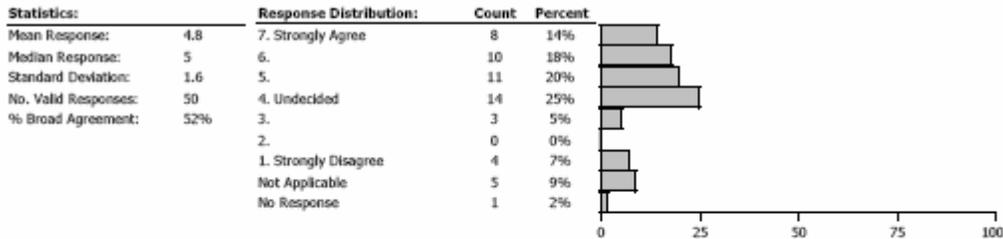
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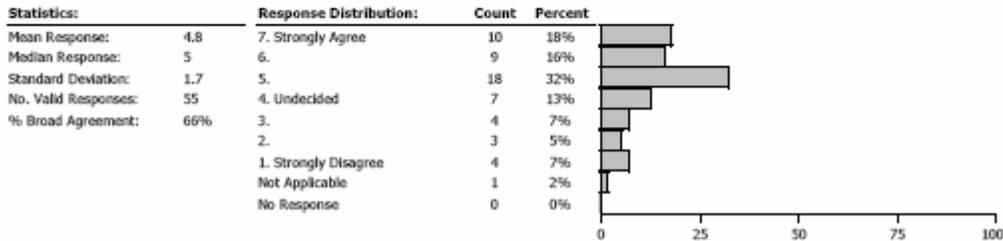
Q 6. The feedback on my work is provided promptly.



Q 7. Overall, the assessment of the unit is fair.



Q 8. This unit is well taught.



Summary of student commendations on the strengths of the learning experience

- **Content** – multiple responses commended content as increasing knowledge of NT and Aboriginal history in context
- **Lectures and tutorials** - multiple responses commended involvement, knowledge, teaching skills, approachability and support of the lecturer and tutors
- **Feedback** – multiple responses commended assistance with assignments and timeliness/promptness of feedback on assessment
- **Organisation** – multiple responses commented on good organisation, quality and availability of resources
- **Sample of responses:**
- The tutor was very involved in the discussion, examples given, students given ideas of topics for discussion, assignment examples provided.
- Lecturer always available, very helpful and approachable.
- This unit is very well taught.
- Tutors gave prompt feedback and provided helpful info regarding assessments.
- Lecturers presented by PowerPoint, great resources provided on learnline.
- The amount of information readily available.
- Well organised.
- The tutor is the strength of this unit, is supportive of external students.
- Lecturer travelled to Katherine to meet students.

Summary of student recommendations to improve learning

- **Content:** include other state perspective; material is politically correct, a controversy would enable students to explore subject more; some readings were from a biased point of view; Workload to be spread out more evenly through the semester.
- **Assessment recommendations:** More assignments leading up to major assignment; Ass 3 change from 2,000 to 2.500 words; assignments returned in a timelier manner; Group reports should be marked on each individual's contribution to the assessment; Enforce face-to-face collaboration on group assignment by external students; Eliminate group work for external students.
- **Resources/facilities:** make hard copies of materials to reduce time spent in front of computer; Typed text would be much easier to read, rather than PDFs of scanned materials; The CUC107 website should be provided on CD-ROM; access to lectures on audio; CDU could have a larger server – problems submitting PowerPoint online.
- **Communication:** Improved communication in response to external student communication;
- **Other comments:**
- Not relevant to my future career since I won't be working in the Northern Territory.

- Should not be a compulsory unit.
- The unit presumes all students live in the NT

School response to SELT unit evaluation

- Semester 2 2006 saw the initial implementation of the tablet-PC workshop format for CUC107 delivery, which was heavily monitored by both this survey and other satisfaction surveys, focus groups and student and staff interviews.
- Development of the curriculum and delivery of the unit in Semester 1 and 2 2007 has also been influenced by the responses to the surveys and feedback from delivery in 2006. Workshop activities have been altered in response to feedback to ensure a relationship to assessment is made more explicit and a modification of assessment is occurring so that the links between activities, subject material and assessment is real, explicitly identified and achievable. Smaller tasks carried out in workshops are becoming cumulative components of larger assessable work. Previously, the links have been more implicit and not made at the front end of the unit.
- A concerted effort on all fronts have been carried out to ensure that turn-around times for assignment marking is limited to two weeks. Initial workshops and written guidelines for tutors clearly state this expectation and tutors are reminded of this when assignments are due. Gradebook is checked for unmarked assignments and assistance is provided for the tutor if necessary.
- An external student coordinator has been appointed to ensure prompt and focused interaction and assistance to external students.
- An assessment of the readings expected of students has occurred to ensure that readings are relevant, provide a broader focus and introduce some more controversial subjects that provide material for workshop discussion and a springboard for activities.
- CD ROM of CUC107 website is readily available and audio recordings of lectures made available in Semester 1 2007.
- More explicit links to career goals, graduate attributes and study skills made in workshops and lectures.
- Issues for interstate students regarding relevance have been dealt with by foregrounding (in the UI) the relevance of knowledge about Indigenous & NT history and culture for understanding Australia's socio political climate.