private, individual teaching.

However, the growing movement towards a Scholarship of Teaching and Learning (SoTL) in HE, involving dedicated research into practices of teaching in order to understand how students learn, critical reflection and peer review, fits more comfortably with the concept of CoPs. Ernest Boyle (1990) maintains that if the vision of scholarship can be spread then a 'true community of scholarship' can develop, leading to more collaboration and greater creativity leadership.

Theory/Methods/Framework/Models: Lave and Wenger first coined the term, 'community of practice', in Situated Learning: Legitimate peripheral participation (1991). This focused on what they termed 'situated learning' and challenged the conventional understanding of the time that learning is internalised knowledge transmitted from teacher to pupil. Wenger's later work in 1998, Communities of Practice: Learning, Meaning and Identity, defined three key features of a CoP:

(i) the domain - what initially motivates people to gather, with a shared concern or interest and in turn, what keeps the CoP focused, and ensures its relevance over time.

(ii) the community - out of the passion that members feel for their shared domain comes their commitment to learn and share with each other. Their shared enterprise is the essence of what they are about.

(iii) the practice - over time, participants develop 'a shared repertoire of resources: experiences, stories, tools, ways of addressing recurring problems-in short a shared practice' (Wenger, 2006). Wenger-Trayner's (2012) more recent thinking focuses on the more complex social landscape of communities that many of us belong to. They explore this issue from the perspective of what it means to live and work across the boundaries of a range of different practices that make up a professional landscape. The metaphor of a landscape ensures that we pay attention to boundaries, to our multimembership in different communities and to the challenges we face as our personal trajectories take us through multiple communities (Wenger- Trainer, 2014).

Outcomes: This paper will consider the value that a CoP framework can add to developing leadership and professional competence in a HE environment. An example will be used from the University of Southern Queensland. The Faculty of Arts Teaching and Learning Community of Practice has been operating since 2006. Its domain consists of the teachers of first year courses offered by the Faculty of Arts. An evaluation of this CoP would be presented and the lessons learnt.

Reflective Critique: The CoP and the example at USQ would be fully evaluated with critical voices from participants being included.

Audience Engagement: The audience would have the chance to ask questions in a conversational context.

Session C10

Paper

TRANSFORMING INSTITUTIONAL INITIATIVES TO A COMMUNITY OF SCHOLARLY PRACTICE THROUGH THE TEACHING AND LEARNING ACADEMY

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In 2011, James Cook University established the Teaching and Learning Academy as a joint initiative of the Deputy Vice Chancellor (Academic) and the Teaching and Learning Development Unit (TLD). The Academy was created to align with the Vice Chancellor's priority for a scholarly community, to have a strategic focus on the promotion of teaching and learning leadership, and to support and recognise staff development efforts related to teaching and learning. Terms of reference were developed with the clear expectation that the Academy would function as communities of practice, identified as Special Interest Groups (SIGs). The Academy membership (currently 165 members) consists of academic and professional staff members who either have a significant teaching and learning leadership position or have a track record in the scholarship of teaching and learning. Members form (and lead) the SIGs in response to institutional priorities. Past SIGs such as the Mentoring and Peer Review groups have been key drivers for the institution-wide implementation and uptake of peer support programs. The current SIGs are: assessment, first year experience, English language and numeracy proficiency, learning spaces and blended learning, and work integrated learning.

The major annual initiatives of the Teaching and Learning Academy include: Learning and Teaching Week, SIG events, Fellowships and conference funding grants. The annual Learning and Teaching week is a significant event that has high staff attendance and engagement, providing a large-scale platform for the dissemination of innovative, evidence-based and effective learning and teaching practice across the wider institution. Activities include invited speaker sessions, interactive professional development workshops, vendor presentations, showcases of innovative practice by SIGs and individual JCU staff members, and the award ceremony for citations and Fellowships. Throughout the year, the SIGs run regular sharing sessions, showcases and writing retreats, as well as develop resources and best-practice exemplars that are disseminated to the University community via events and the Academy website.

Since 2012, eight Fellowships and twenty-three conference grants have been awarded to Academy members. These fellowships provided seed funding for capacity building leading to future large-scale priority teaching and learning projects, or expanded on priority teaching and learning projects. The Fellowship scheme has resulted in journal article publications and conference presentations, and success with Office for Teaching and Learning (OLT) priority funding. The conference grants provided financial support for members to disseminate their learning and teaching practice both nationally and internationally. The overall success of the JCU Teaching and Learning Academy is driven by three key factors, which are recommended for adoption when transferring the success of this initiative to other institutions: 1) the Academy is a members-led community of practice; 2) the Academy works collaboratively with the TLD Unit and the Office of the Deputy Vice Chancellor (Academic); and 3) the activities are clearly aligned with both institutional and national priorities. There is overwhelming evidence that the Academy has transformed the initial strategic initiative into embedded activity within the institution and provides significant contribution to the leadership and support of scholarly learning and teaching practice.

Session C11

Paper

EXPLORING ENGINEERING ACADEMICS VIEWS OF WRITING AND IMPLICATIONS FOR FUTURE USE OF ONLINE TOOLS TO SUPPORT STUDENTS WRITING

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The purpose of this study was to understand Engineering