

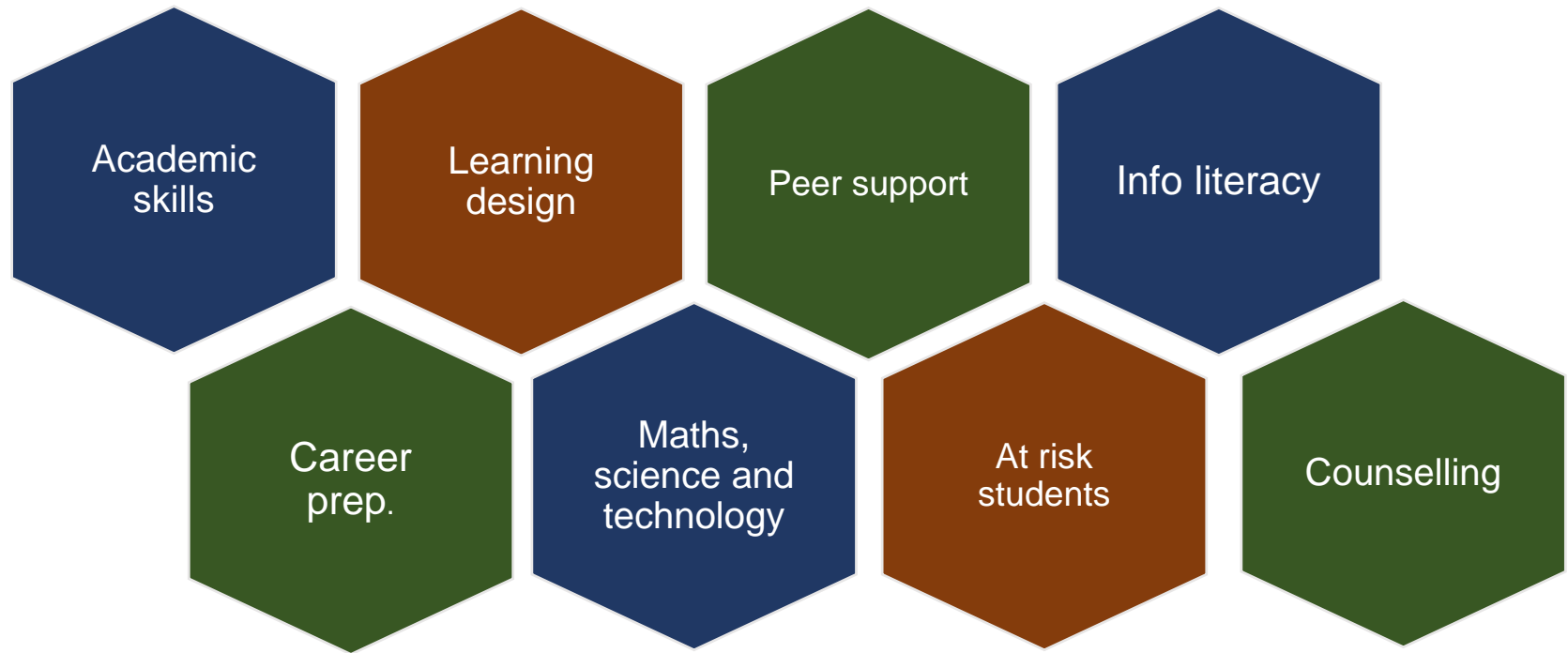
# Collaborative Course Support – not at all like herding cats

\* Course = program



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# Support for Learning Services



- How can academics find out about the different services to support students' learning?
- How can we work together to use the resources effectively?
- How do we know what to prioritise for each cohort of students, and for the academics in each program?

It feels like herding cats

# Project – Collaborative Course Support

\* Course = program



# What actually happened next?

- Leadership – bottom up and top down
- Focus on priority initiatives
- 41 individual initiatives

Examples:

New peer program for Law students

Industry-specific report writing template for Process Engineering

Software assistance for Interior Design

# Evaluation

- 84% - clearer understanding of key issues students experience
- Integrated approach appreciated by faculty
- Integrated approach improved communication between service providers
- Partnerships were strengthened
- 81% - clearer understanding of support available to students

# Video

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Study Area Coordinator – Process Engineering

With thanks to Brett Fyfield - Instructional Multimedia  
Developer, for taking the video

# Conclusion

- Combination of top-down and bottom-up leadership helped facilitate staff engagement and timely outcomes
- Coordination process is labour intensive – limits to scalability

## Question for you