

The Learning and Teaching Education Research Centre (LTERC) offers a research-informed knowledge base to inform theory, policy and practice in education.

Our Centre is an education research nexus that facilitates, disseminates and aggregates learning and teaching research among the culturally diverse, multidisciplinary and trans-national communities of CQUniversity.

Established in July 2009, the Centre's membership and activities are inclusive of all staff and RHD students interested in the scholarship of learning and teaching. LTERC's strategically focused research agenda aims to contribute to the knowledge of systems for the delivery of education services, curriculum, pedagogy and other specialist studies in education that impact teaching and learning.

LTERC's key objectives are to:

- conduct and engage quality interdisciplinary and applied research into identifying innovative learning and teaching educational directions and solutions;
- establish collaborative research partnerships and consortia across the university and with government, industry, community and other external agencies;
- build and foster strong networks with local, national and international stakeholders;
- develop a resource of experienced and practising researchers to support strategic directions for education research into learning and teaching; and
- attract eminent scholars and researchers to join our Centre.

Our focus is to provide our members with the support and collegial environment necessary to maximise research productivity.



Initiatives of the Centre



- 1. Projects** – The Centre brokers external research opportunities, grants and membership of research consortia. Several Research and Development (R&D) initiatives are underway and represent a principal focus of the Centre.
- 2. Enhancing Research Funding** – The Centre provides the ERF program which aims to promote the Centre’s mission and research profile by providing internal funding for projects that would significantly benefit strategically focused research outcomes.
- 3. Research Incentive Scheme** – The Centre has established the RIS to recognise and reward Centre members who secure research grants and/or publish their research in media recognised by the Department of Innovation, Industry, Science and Research via the Higher Education Research Data Collection (HERDC).
- 4. Research Skills Development** – The Centre is committed to providing centre members assistance in the development of research skills to support research, research training and research dissemination. Methodological, analytical, project management and leadership skills are all considered by the Centre as priority areas of professional development.
- 5. Supporting Research Higher Degree students** – The Centre recognises and values the role of our RHD students in their research contributions. We are committed to attracting and encouraging our ‘researchers of tomorrow’ by offering a strong support system through experienced supervisors.

Scholarship and Community Service **Activities**

SPECIAL INTEREST GROUPS (SIGs)

While colleagues will join the LTERC as individual members, the Centre also provides the opportunity for the development of, and support to, strongly networked Special Interest Groups (SIGs) where these are linked to identifiable areas of research strength and significant external research funding.

This approach recognises:

- the need to project a unique identity and the ability of these groups to maintain a degree of self sufficiency with respect to research agendas;
- the ability to springboard off Centre initiatives and activities, and provide a focused research base; and
- the desirability of team development among researchers, particularly where such teams facilitate linkages between Key Researchers and early career and emerging researchers.

Staff and members of the wider education community are openly invited to apply to join a SIG. Depending on research interests and activities, members may belong to one or more SIGs.

The Centre currently hosts the following SIGs:

- Blended and Online Learning (BOL)
- Creative and Performing Arts Education Group (CAPA)
- Cultural Studies and Education (CSE)
- Future Engineering Education Directions (FEED)
- Group SolutionS (GSS)
- Health and Community Engagement and Education (HCEE)
- Indigenous Education (IE)
- Management Research Group (MRG)
- People, Technology and Organisations (PTO)
- Simulation in Learning and Teaching (SLT)
- Teaching and Teacher Education Research (TATER)
- Work Integrated Learning (WIL)



SEMINAR SERIES

LTERC hosts a seminar series which enables researchers and distinguished visitors/scholars at the forefront of their study areas from local, national and international forums involved in teaching and education research to present fact-driven, research-based findings on relevant and active issues around the diverse learning and teaching framework to CQUniversity and the broader community.

Our aim is to:

- offer dynamic and interactive presentations to stimulate an exchange of knowledge and ideas among colleagues, researchers and students;
- provide a venue for greater networking with the academic and research community; and
- provide a forum for colleagues and Research Higher Degree students to get exposed to and engage in active discussion about current research activities and agendas.

DISTINGUISHED VISITORS/SCHOLARS

The Centre supports a Distinguished Visitor/Scholar Program (DVSP) in order

to enrich the academic and research environment of the Centre.

The key goals of the program are:

- to invite a broad range of local, national and international visitors from other Universities, government, industry or private research organisations relevant to the research profile of the Centre;
- for members, colleagues, and postgraduate students especially, to receive intellectual inputs and advise from research leaders in their discipline, from outside the University to further advance the research agenda of the Centre; and
- to generate networking and promote collaborative links within the wider community.



CONTACT US

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**LTERC LEARNING AND TEACHING
EDUCATION RESEARCH CENTRE**

