Scholarship of Teaching and Research

1. Overview

MIT has implemented plans, policies and procedures to facilitate active scholarship by academic staff, such that their scholarship and research outcomes inform their teaching. MIT promotes and protects free intellectual inquiry and expression by students and staff through its Scholarship and Research Plan where it ‘encourages ... critical, creative thinkers and enhances teaching understanding through interaction of staff with students’. In its Scholarship and Research Plan the Institute encourages staff to undertake research both in their discipline and in the broad area of learning and teaching in higher education. This also includes recognition of proactive involvement with professional associations and industry. The institute also has a policy on Academic Freedom for teaching staff to be able to communicate with colleagues in their discipline and to the wider community on topics of relevance to their discipline.

2. Professional Development

MIT’s Continuing Professional Education for Academic Staff 2011-2014 outlines expectations and support mechanisms to assist academic staff to engage with advanced knowledge and methods of inquiry. It is also expected that, through its integration into units offered to students, academic staff expose students to the current literature and research in their discipline. This approach is reflected in course structures and in Unit Descriptions since MIT considers this critical to ensure that the learning outcomes for students are at the highest academic level.

Academic staff are expected to attend a minimal number of professional development activities per year, many offered internally. Full-time and part-time academic staff are funded under prescribed conditions, and casual academic staff are remunerated for their attendance at these internal professional development functions. Most of these activities revolve around pedagogy, and pertain to staff as a whole. On other occasions, Schools organize discipline-specific functions to address current and developing issues for curriculum development.

Additionally, academic staff are encouraged to actively participate in professional associations, conferences and/or seminars where they become familiar with current issues and debate. MIT also views these as valuable opportunities for networking.

3. Scholarly Activity

MIT is an Institution where teaching predominates, but through its Scholarship and Research Plan, the Institute is beginning to encourage academic staff to become research-active. Staff who already engaged in research often do so in collaboration with colleagues in universities across Australia. The Institute will use the NHMRC Guidelines for research at
MIT in relation to conduct, safety and ethical requirements suitable to the academic disciplines at MIT.

As part of MIT Scholarship and Research Plan, MIT is proactively endeavouring to initiate partnerships, both internal and external to the organization, on certain research topics of mutual interest. As well as professional associations, for example CPAA, IE, AHRI etc., academic staff are proactively involved in special interest groups (HERDSA, ACPET, etc) and discipline forums. These alliances are also recorded in their Academic Staff Portfolio.

The following list is the evidence of activities by academic staff from 2012:

4. List of Publications

Books


Book Chapter


Journal Publications


B. Chowdhury, C. D’Souza, and N. Sultana, “RFID-enabled Systems to Enhance Quality of Patient Care in Health Sector”, *Journal of Public Health Frontier* (PHF), Vol.1 No.1, PP.7-10, 2012


Conference Publications

Warning: uncontrolled when printed.


T. de Souza-Daw, L. H. Ngoc, “Practicality of Teaching Computers and Related Courses: Experiences in Africa, South-East Asia and Australia”, *The proceedings of the IEEE International Educational Conference (EDCUON)* 17-20 April 2012, Marrakesh, Morocco, pp 37-40

T. de Souza-Daw, T. D. Nguyen, T. M. Hoang, L. H. Ngoc, “Integration of an open-source network simulator (NS) and a video encoder-decoder (JM) for network video streaming in an educational platform - Integration of NS and JM Educational Platform”, *The proceedings of the IEEE International Educational Conference (EDCUON)* 17-20 April 2012, Marrakesh, Morocco, pp 66-69


G. Sharma, S. Bevinakoppa, S. Venkatraman, “Modeling of Secured Cloud Network - The Case of an Educational Institute”, 7th WSEAS International Conference on Computer Engineering and Applications (CEA ’13), Milan 9-11 Jan 2013, pp 150-155


Plenary Speech
S. Bevinakoppa, “Telecommunications Engineering Course Design”, 7th WSEAS International Conference on Computer Engineering and Applications (CEA ’13), Milan 9th to 11th Jan 2013

S. Bevinakoppa, “Challenges of contemporary educational technologies in Engineering and Networking disciplines”, 3rd International Conference on Circuits, Systems, Control And Signals (CSCS ’12), Barcelona, Spain, October 17, 2012