



**ACIAR**  
LEARN

# ACIAR Learn Detailed Course Guide

## Stream 2: ACIAR Alumni

Mar  
2023

# Acronyms

ACIAR	Australian Centre for International Agricultural Research
PhD	Doctor of Philosophy
SAFS	UQ's School of Agriculture and Food Sciences
UQ	The University of Queensland

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# Introduction

## About ACIAR Learn

ACIAR Learn is an online learning program that will advance the professional development of ACIAR-supported researchers and alumni from around the world.

Participants in ACIAR Learn can undertake courses tailored to their level of research experience. As a living program, courses are continually being added and updated to the program.

Courses are currently available for selected ACIAR Alumni (Stream 2) who have completed one or more of the following ACIAR fellowship or scholarship programs:

- John Allwright Fellowship
- John Dillon Fellowship
- Meryl Williams Fellowship
- University of the South Pacific Scholarship
- Pacific Agricultural Scholarship and Support – Climate Resilience (PASS-CR) program (University of the South Pacific and Fiji National University)
- Agribusiness Master Classes delivered through the Crawford Fund
- Alumni Research Support Facility (ARSF)

Read more about ACIAR Learn at [www.aciar.gov.au/aciarlearn](http://www.aciar.gov.au/aciarlearn).

## Purpose of this course guide

This course guide provides an overview of the available ACIAR Learn courses for Alumni in 2023. This guide can be used to find out more detailed information about each course including:

- What the ACIAR Learn journey looks like
- The benefits to completing an ACIAR Learn course
- The time commitment required from you to complete each course
- The scheduled commencement date<sup>1</sup> and course duration
- A brief course description and learning outcomes, and
- An introduction to the Course Convenor(s) responsible for each courses' design who you will meet and engage with in both live zoom sessions and the ACIAR Learn discussion board.

If you have any questions about the courses, you can contact the ACIAR Learn team at [aciarlearn@uq.edu.au](mailto:aciarlearn@uq.edu.au).

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<sup>1</sup> Please note that scheduled commencement dates for some courses are currently tentative and may change.

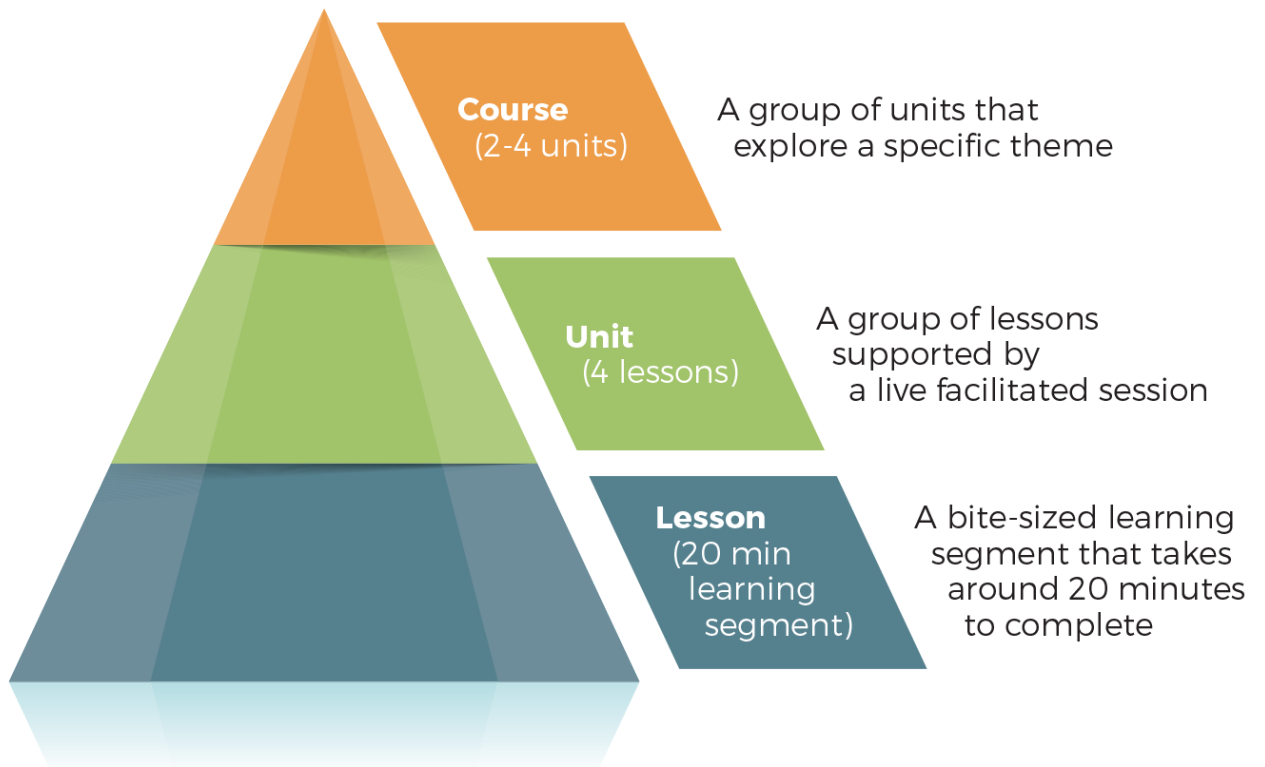
# Participants' learning journey

## HOW IT WORKS

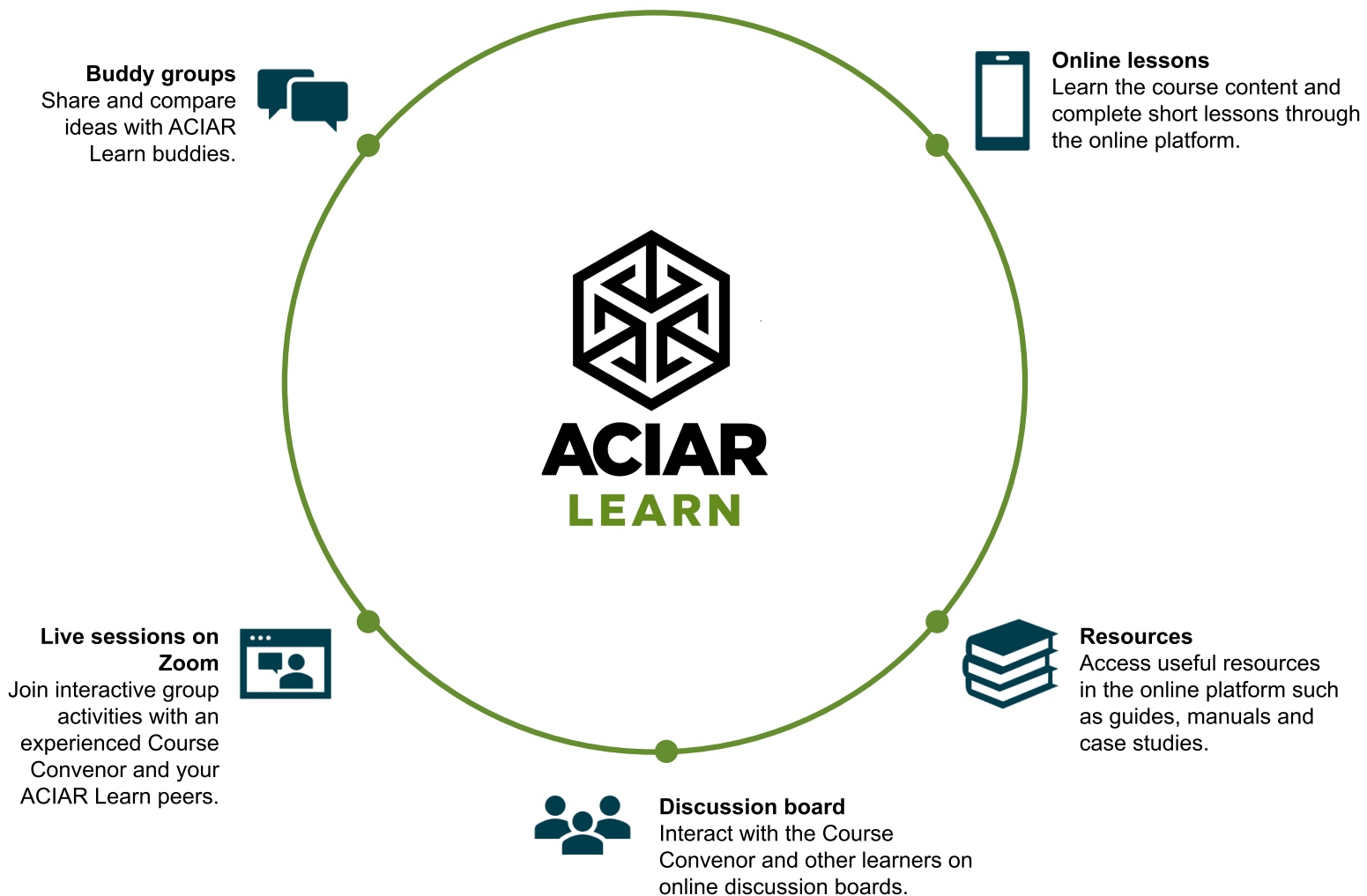
Your journey during a course



## WHAT'S IN A COURSE



## How courses are delivered



## Benefits to completing an ACIAR Learn course

By actively participating in and completing an ACIAR Learn course, you will:

### Learn and discover

- Gain valuable research skills
- Learn from previous ACIAR projects, your ACIAR Learn peers and experts in the field
- Upon completion of your first ACIAR Learn course, receive six months access to [UQ library](#) which gives you access to a range of key resources including journal articles, databases, referencing software and style guides, self-paced online modules and more

### Build new networks

- Connect with peers from around the world
- Expand your breadth of knowledge and perspective
- Give and receive career advice and support
- Exchange resources, best practice knowledge and lessons learnt
- Build long lasting professional relationships

### Be recognised

- Receive a course completion certificate
- Be publicly recognised on ACIAR's communication channels
- Have the chance to be highlighted in public profiles showcasing your work and engagement with the program

## What's the time requirement for participants?

ACIAR Learn participants will need set aside time to continuously progress through a course. The good news is that it only takes 20 minutes to complete a lesson. Lessons can be completed at your own pace, so a few minutes spread across the week will be enough to make progress.

The time commitment for each unit of a course is:

- **Approximately 1 hour of learning via the ACIAR Learn platform** (at your own pace).
- **Attending a live zoom session of up to 2 hours** in which you will be able to discuss ideas, share experiences and apply your learnings from each course unit. You will also be able to ask questions and seek expert advice from your Course Convenor(s), and meet and network with your fellow ACIAR Learn peers from around the world.

Live sessions on zoom are scheduled on a weekly basis for the duration of the course, and aligned with the weekly release of each unit of the course.

# Available Courses (2023)

\* Please note that commencement dates for these courses are currently tentative and may change.

If you would like to enroll in any course, please fill out [this EOI form](#).

Course name	Timing
<a href="#">Academic Writing - Introduction to Academic Writing (2 units)</a>	30 January – 17 February
<a href="#">Academic Writing - Writing an Academic Report (2 units)</a>	20 February – 3 March
<a href="#">Critical Thinking Skills (2 units)</a>	6 March – 14 April
<a href="#">Interdisciplinary Approaches to Research (2 units)</a>	24 April – 26 May
<a href="#">Research Proposal Skills (2 units)</a>	8 May – 26 May
<a href="#">Gender Equity – Principles &amp; Approaches for Agricultural Scientists (2 units)</a>	June - July *
<a href="#">Mentoring Skills (2 units)</a>	August - December*
<a href="#">Monitoring, Evaluation and Learning in Research (4 units)</a>	July - August*
<a href="#">Scientific Data Analysis &amp; Interpretation (2 units)</a>	August – September*
<a href="#">Ethics in Research (2 units)</a>	September*
<a href="#">Science Communication (4 units)</a>	October – November*
<a href="#">Values-based Leadership (2 units)</a>	October – November*
<a href="#">Budget Management for Program Managers (2 units)</a>	November – December*
<a href="#">Gender Equity – Principles &amp; Approaches for Agricultural Scientists (2 units)</a>	November*
<a href="#">Project Management for Agricultural Scientists (4 units)</a>	November - December*

## Course: Academic Writing - Introduction to Academic Writing

This course will provide participants with a comprehensive overview of how to clearly and effectively communicate with an academic audience. Participants will learn about how to recognise and use the conventions of academic writing, and how to use and cite literature to support arguments.

Introduction to Academic Writing is **one of two academic writing related courses**. You can choose to do one or both courses.

### Learning outcomes

Unit	Unit Learning Outcomes
Unit 1: Conventions of Academic Writing	<ul style="list-style-type: none"><li>● Use tone, language, and paragraphing appropriate for an academic audience, and use strategies to link different ideas together and improve the clarity and conciseness of your writing.</li></ul>
Unit 2: Using and citing literature	<ul style="list-style-type: none"><li>● Identify and correctly reference appropriate sources, and summarise and paraphrase literature to support your own research and identify future research needs.</li></ul>

### Course Convenor - Dr Kathryn Page



Dr Kathryn Page is a soil scientist with over 20 years' experience. She has worked extensively on natural resource management issues relating to soil, including carbon and nitrogen cycling, the management of greenhouse gas emissions from soil, soil constraint management, and conservation agriculture.

Kathryn is passionate about science communication and helping other researchers communicate their findings to the broader scientific community. She has a strong publication record and extensive experience in developing written material for an academic audience. Kathryn regularly supports other researchers to write funding proposals, reports, and papers for scientific journals. As Course Convenor for the 'Academic Writing Skills' courses, she provides students with helpful tips and advice to increase the clarity of their writing and improve their chances of publication.

### Timing

January 30 – February 17, 2023



## Course: Academic Writing - Writing an Academic Report

This course will provide participants with a comprehensive overview of how to clearly and effectively communicate with an academic audience. Participants will learn how to write clear and impactful scientific reports, and how to negotiate the publication process.

Writing an Academic Report is **one of two academic writing related courses**. You can choose to do one or both courses, however it is highly recommended that you complete the Introduction to Academic Writing course prior to enrolling in the Writing an Academic Report course.

### Learning outcomes

Unit	Unit Learning Outcomes
Unit 1: Writing a scientific report	<ul style="list-style-type: none"><li>Identify and apply the characteristics of the Introduction, Methodology, Results, Discussion and Conclusion components of a scientific report.</li></ul>
Unit 2: Preparing for publication	<ul style="list-style-type: none"><li>Construct a title and abstract, and use strategies to improve the accuracy, readability and integrity of your work.</li></ul>

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### Timing

February 20 – March 3, 2023

## Course: Budget Management for Program Managers

Beyond the science, the successful implementation of a research project requires a range of core skills including budget management. This course will enable participants to describe the key principles of responsible and effective budget management for research projects, understand key terminology and processes, and identify tools to assist in the effective management of budgets on ACIAR and other projects.

### Learning outcomes\*

By the end of the course you will be able to:

- Describe the key principles of responsible and effective budget management for research projects
- Understand the key terminology and processes for research projects
- Identify tools to assist in the effective management of budgets on research projects

### Course Convenor - Dr Karen Harper



Karen works as a Senior Research Fellow and Senior Lecturer at the School of Agriculture and Food Sciences, The University of Queensland (UQ) where she coordinates Biochemistry, Tropical Agriculture and Equine Nutrition. She completed her Bachelor of Agricultural Science (Honours), Master of Agricultural Science and PhD at UQ. Karen has worked on a number of ACIAR funded research projects in Indonesia, Myanmar and across Africa, in either an administrative/management role, or project leader. She is strongly motivated in building successful teams and building capacity.

Karen has also worked in a variety of research areas across a broad range of research groups. This research has focussed on ruminant nutrition and tropical pastures and includes: supplementing feeds to increase productivity and reduce methane emissions (Meat and Livestock Australia funded); the role of iNDF in dairy cattle nutrition in subtropical Australia (Dairy Australia funded); Kikuyu ecotype Studies (Queensland Government's Department of Agricultural and Fisheries and Norco funded); and a range of probiotic studies (Australian Research Council, Ridley and Christian-Hansen funded).

### Timing

November – December, 2023 (TBC)

*\*As this course is still under development, only high-level outcomes are available.*

## Course: Critical Thinking Skills

Critical thinking is the process of the human brain to critically analyse facts, observations and arguments to form a well-informed judgement. As researchers, project implementers and policymakers, it is essential to have well-developed critical thinking skills. This course will provide participants with an understanding of the principles of critical thinking, how they can strengthen their skills, and how they can apply critical thinking in their professions.

### Learning outcomes

Unit	Unit Learning Outcomes
Unit 1: Developing Critical Thinking Skills	<ul style="list-style-type: none"><li>● Describe why critical thinking is important to effectively solve complex problems.</li><li>● Describe what critical thinking skills are and how they apply to your work and life.</li><li>● Identify your existing critical thinking skills and suitable ways to further develop them.</li></ul>
Unit 2: Applying Critical Thinking Skills	<ul style="list-style-type: none"><li>● Describe how critical thinking can lead to enhanced research outcomes in your local context.</li><li>● Describe your role in identifying and enhancing the critical thinking skills of other actors in agricultural research and value chain development.</li><li>● Apply critical thinking skills to analyse a research scenario.</li></ul>

### Course Convenor - Associate Professor Elske van de Fliert



Associate Professor Elske van de Fliert is the Director of the Centre for Communication and Social Change at The University of Queensland (UQ). She obtained a PhD in Communication & Innovation in 1993 from Wageningen University, The Netherlands. Elske has worked for two decades in research, development and teaching positions in Indonesia, Vietnam and Sri Lanka, with work also across China, Kenya, Uganda, Philippines and Kyrgyzstan.

Elske's research interests include participatory development communication, facilitation of transdisciplinary research for sustainable development, and impact assessment of social change processes. She has published widely on a range of topics related to participatory research and communication in sustainable rural development.

### Timing

March 6 – April 14, 2023

## Course: Ethics in Research

As an Australian organisation commissioning research, ACIAR has a responsibility to ensure that all research - conducted within Australia or internationally - is undertaken ethically, applying the best practices and approaches. This course will enhance participants' understanding of the importance of ethics in agricultural research, ethical considerations in agricultural science, and key standards and frameworks applicable to ACIAR projects.

### Learning outcomes\*

By the end of the course you will be able to:

- Articulate that importance of ethical considerations when undertaking research
- Understand the key standards and frameworks for ethical research applying to all ACIAR partners and projects
- List relevant key ethical considerations for your proposed research
- Describe the steps required to establish an ethics committee within ACIAR and other projects

### Course Convenor – Professor Richard Baker



Emeritus Professor Richard Baker has been a passionate advocate for equity and fairness at the Australian National University (ANU). He has spent a professional lifetime at the University, and as Pro Vice-Chancellor (University Experience), he championed outcomes to support student and staff equity, Indigenous Reconciliation and the student experience.

Richard is a geographer with a passion for teaching and learning. He graduated from ANU in 1981 with a Bachelor (Hons) and a University Medal and was the first person at ANU to complete a joint Honours degree in Geography and Archaeology. He then worked as an archaeologist and oral historian, and completed his PhD at the University of Adelaide in cultural geography on the topic of Indigenous understandings of Australian history and geography. He returned to ANU in 1993 in a teaching position and in 1996 was awarded the Vice-Chancellor's Award for Teaching Excellence. In 2002, he became the first person to win this award twice.

### Timing

September – October, 2023 (TBC)

*\*As this course is still under development, only high-level outcomes are available.*

# Course: Gender Equity - Principles and Approaches for Agricultural Scientists

Participants in this course will develop skills to explain how gender dynamics apply in agriculture settings and identify how to apply gender equity principles to increase gender equity in research work. They will also have the opportunity to identify gender equity gaps and opportunities and evaluate strategies to address common challenges that will enable them to apply gender equity principles in key agriculture research activities, such as monitoring and evaluation, and when communicating research findings to stakeholders.

## Learning outcomes

Unit	Unit Learning Outcomes
Unit 1: Gender Equity Principles	<ul style="list-style-type: none"><li>• Explain gender equity principles and concepts that lead to more equitable norms and values, and incorporate a gender inclusive strategy into your existing research design and practice.</li></ul>
Unit 2: Gender Equity in Practice	<ul style="list-style-type: none"><li>• Apply gender equity principles and the women's empowerment framework to improve gender equity and empower women and girls in your research context.</li></ul>

## Course Convenor - Dr Gomathy Palaniappan



Gomathy is a senior research fellow and lecturer at the School of Agriculture and Food Sciences (SAFS) at UQ, whose work focuses on value chains, soils and crop production. She has over a decade of experience working with rural communities in agriculture at the grassroots level in India. Her extensive work in women's development at the grassroots has improved the respect and dignity for women and integrated women in the development process and seeks to address gender equity and women's empowerment, and to improve the engagement of women and youth.

Throughout her extensive agricultural research career, she has delivered training to communities to strengthen their capacities and overcome barriers to development. She has expertise in Participatory techniques that she has employed to promote capacity building in rural communities. Gomathy has worked on multiple ACIAR Projects in Laos, Cambodia, Papua New Guinea, The Philippines, Pakistan, as a social scientist and gender expert / consultant.

## Timing

June - July, 2023 (TBC)

## Course: Interdisciplinary Approaches to Research

Agricultural systems are facing increasingly complex challenges to provide the world with safe and sufficient food and fibre, while ensuring the sustainable use of natural resources and dealing with global issues such as climate change and economic crises. Tackling complex issues requires a systems thinking approach, which, in turn, requires an interdisciplinary approach to research and development to align the various solutions across diverse disciplines and thematic areas in a holistic way. This course will enable participants to understand the principles and articulate the value of an interdisciplinary approach to research, reflect on individual and institutional practices, identify ways in which interdisciplinary approaches can be applied into projects, programs and institutions, and develop a personal action plan for applying the principles of interdisciplinarity in their professions.

### Learning outcomes

Unit	Unit Learning Outcomes
Unit 1: Principles and benefits of interdisciplinarity	<ul style="list-style-type: none"><li>● Describe why complex problems require systems thinking and interdisciplinary approaches.</li><li>● Describe the difference between disciplinary, multidisciplinary and interdisciplinary approaches to research for development.</li><li>● Analyse how interdisciplinarity contributes towards achievement of the Sustainable Development Goals.</li><li>● Identify the modalities, benefits and shortcomings of interdisciplinary approaches in research for development scenarios.</li></ul>
Unit 2: Making interdisciplinarity work	<ul style="list-style-type: none"><li>● Identify the aspects that favour or hinder interdisciplinary collaborations, at individual, project and institutional levels.</li><li>● Describe the importance of teamwork and identify ways to establish a functional team.</li><li>● Critically analyse their research or professional practice and identify ways to enhance interdisciplinarity.</li><li>● Develop a personal action plan for applying the principles of interdisciplinarity in their professions.</li></ul>

### Course Convenor - Associate Professor Elske van de Fliert



Associate Professor Elske van de Fliert is the Director of the Centre for Communication and Social Change at The University of Queensland (UQ). She obtained a PhD in Communication & Innovation in 1993 from Wageningen University, The Netherlands. Elske has worked for two decades in research, development and teaching positions in Indonesia, Vietnam and Sri Lanka, with work also across China, Kenya, Uganda, Philippines and Kyrgyzstan.

Elske's research interests include participatory development communication, facilitation of transdisciplinary research for sustainable development, and impact assessment of social change processes. She has published widely on a range of topics related to participatory research and communication in sustainable rural development.

### Timing

April 24 – May 26, 2023

## Course: Mentoring Skills

This course will match participant mentors with participant mentees and guide them through the process of developing and maintaining an effective mentoring partnership together. If you wish to be a mentor, this is an opportunity for you to develop your skills and experience in mentoring others - you will typically have more than 10 years' professional experience. If you wish to be a mentee, this is an opportunity for you to receive mentorship from a more experienced professional - you will typically have less than 10 years' professional experience. Topics will include setting boundaries, developing personal understanding, setting and tracking career goals, and reflecting upon and reviewing the mentoring partnership.

### Learning outcomes

By the end of this course, you will work closely with your mentor/mentee partner to:

- Arrange your first mentorship meeting to discuss your partnership
- Set the boundaries of your partnership with your mentor/mentee partner
- Understand personal strengths, weaknesses and opportunities
- Discuss career goals
- Create a career plan
- Apply the tools and ideas in this course to track goals.
- Develop good habits to achieve goals
- Perform a basic audit of the mentoring partnership

### Course Convenor - Dr Rebecca Spence



Dr Rebecca Spence has over 20 years' experience working with civil society and government leaders in a range of Asia Pacific countries. Her professional experience includes: delivering leadership skills training in developing countries; delivering conflict and fragility advisory services; gender and social inclusion advisory services; specialised training design in leadership for peace, and women, peace and security; and capacity building. Rebecca is currently team leader for the design and delivery of three ACIAR-funded leadership training programs which cater to agricultural researchers and scientists in 23 countries.

### Course Convenor - Dr Phil Harrell



Dr Phil Harrell is a sought-after public speaker, educator and consultant. Phil is a qualified Master Coach in Leading, Managing and Coaching by Values through the International Coach Federation. He has been presenting his unique and engaging style of leadership and management development training throughout Australia, New Zealand, the South Pacific and South East Asia for over 25 years. These have included the design and delivery of major organisational change initiatives, executive leadership development, strategic planning, organisational team building and project management consulting and training. Phil is currently supporting the University of New England's involvement with ACIAR funded projects.

### Timing

August – December, 2023 (TBC)

## Course: Monitoring, Evaluation and Learning in Research

A fundamental element of research is learning along the way and adapting based on findings and data. Developing a monitoring, evaluation and learning (MEL) practice within research is therefore a core skill of an effective researcher. This course will enable participants to articulate the added value of MEL practice within their research, and identify the core components of, and steps towards, developing a MEL framework.

### Learning outcomes\*

By the end of the course you will be able to:

- Articulate the added value of MEL practice within your research
- Identify the core components of a MEL framework
- Identify the steps required to develop a MEL framework
- Apply learning with an assessment of an evaluation, and
- Have an increased understanding of how organisations can become learning organisations through the development and implementation of a MEL framework.

### Course Convenor – Alison Moore



Alison Moore is an agricultural extension professional with 30 years' experience in community development with research experience in rural sociology. She has interdisciplinary science qualifications with a first degree in agricultural economics and a Masters in social planning and development. She has coordinated the community support program for Landcare in Queensland, Australia and has worked in Canada, Sweden, Finland, Cambodia, Timor-Leste and the Solomon Islands.

Alison is currently the manager of The University of Queensland's (UQ) Pinjarra Hills Research Precinct and most recently she has been a member of a UQ team delivering an ACIAR project with the Myanmar agricultural and veterinary universities. She lectures in postgraduate courses of evaluation, social planning/community development, extension and stakeholder engagement. As a consultant she has conducted evaluations including with the Queensland Farmers Federation, Queensland University of Technology, the non-government sector in Timor-Leste, European Union and both Australian and Queensland Governments.

### Timing

July – August, 2023 (TBC)

*\*As this course is still under development, only high-level outcomes are available.*



## Course: Project Management for Agricultural Scientists

This course will develop essential project management skills critical for successful management of research. Topics include scope and proposal design, resource management, stakeholder communication, risk management and project monitoring strategies.

### Learning outcomes

Unit	Unit Learning Outcomes
Unit 1: Project Management Essentials	<ul style="list-style-type: none"><li>● Explain the essential factors you will need to plan for when project managing funded research like ACIAR projects, to enable effective team management, and ensure research activities meet funder's objectives and project review &amp; reporting requirements.</li></ul>
Unit 2: Research Project Design and Scope Management	<ul style="list-style-type: none"><li>● Describe how funded projects are developed, including how the funder's scope and proposal design influences the management of the project team's research tasks and activities.</li></ul>
Unit 3: Managing Resources and Communication	<ul style="list-style-type: none"><li>● Identify and manage project resources, and describe the communication skills and formats to effectively manage people, physical resources and communication needs on funded research projects.</li></ul>
Unit 4: Project risk management and monitoring	<ul style="list-style-type: none"><li>● Identify project risks and describe risk mitigation strategies and methods used to monitor project progress and keep to schedule on funded projects.</li></ul>

### Course Convenor - Dr Karen Harper



Karen works as a Senior Research Fellow and Senior Lecturer at the School of Agriculture and Food Sciences, at The University of Queensland (UQ) where she coordinates Biochemistry, Tropical Agriculture and Equine Nutrition. She completed her Bachelor of Agricultural Science (Honours), Master of Agricultural Science and PhD at UQ. Karen has worked on a number of ACIAR funded research projects in Indonesia, Myanmar and across Africa, in either an administrative/management role, or project leader. She is strongly motivated in building successful teams and building capacity.

Karen has also worked in a variety of research areas across a broad range of research groups. This research has focussed on ruminant nutrition and tropical pastures and includes: supplementing feeds to increase productivity and reduce methane emissions (Meat and Livestock Australia funded); the role of iNDF in dairy cattle nutrition in subtropical Australia (Dairy Australia funded); Kikuyu ecotype Studies (Queensland Government's Department of Agricultural and Fisheries and Norco funded); and a range of probiotic studies (Australian Research Council, Ridley and Christian-Hansen funded).

### Timing

TBC

## Course: Research Proposal Skills

ACIAR and other international agricultural research organisations commission research from collaborators. Being able to develop a research proposal is therefore highly relevant to achieving collaboration on research projects. In this course, participants will understand and apply strategies to: formulate project ideas and locate funding opportunities; identify specific grant requirements, assemble a project team, and define broad project aims and activities; and structure and write a proposal document for maximum clarity and impact.

### Learning outcomes

Unit	Unit Learning Outcomes
Unit 1: Preparation and project identification	<ul style="list-style-type: none"><li>● Use strategies to plan project objectives and activities and identify appropriate team members</li><li>● Understand how to identify grant objectives, assess selection criteria, and can source information to construct your proposal</li><li>● Use strategies to plan project objectives and activities and identify appropriate team members</li><li>● Understand how to identify and follow funder requirements and use strategies to write for maximum impact</li></ul>
Unit 2: Writing the research proposal for maximum clarity and impact	<ul style="list-style-type: none"><li>● Understand how to use strategies to create a compelling case for your research by clearly articulating project aims, background, and outcomes</li><li>● Understand and use strategies to develop a detailed project plan that outlines your methodology, milestones, outputs, risk management, and monitoring and evaluation</li><li>● Understand and use strategies to prepare a competitive budget and promote the expertise of your team and organisation</li><li>● Understand how to prepare effective project titles, summaries and polish your proposal before submission, and leverage any rejection to maximise your chance of success in future funding proposals.</li></ul>

### Course Convenor - Dr Kathryn Page



Dr Kathryn Page is a soil scientist with over 20 years' experience. She has worked extensively on natural resource management issues relating to soil, including carbon and nitrogen cycling, the management of greenhouse gas emissions from soil, soil constraint management, and conservation agriculture.

Kathryn is passionate about science communication and helping other researchers communicate their findings to the broader scientific community. She has a strong publication record and extensive experience in developing written material for an academic audience. Kathryn regularly supports other researchers to write funding proposals, reports, and papers for scientific journals.

### Timing

May 8 - May 26, 2023

## Course: Science Communication

In this course, we will explore why, to whom and how we can and should be communicating our science. We will unravel the various functions that science communication serves within the agricultural knowledge and information system, and for society at large. We will also review and practice how to design effective communication for specific audiences, using a variety of platforms and modes of communication, including written, verbal, visual and mixed formats.

### Learning outcomes

Unit	Unit Learning Outcomes
Unit 1: SciComm in the agricultural system	<ul style="list-style-type: none"><li>Describe the functions science communication (SciComm) serves within your own Agricultural Knowledge and Information System (AKIS), map your communication landscape, and identify your science communication needs to effectively engage with peers, agricultural stakeholders, and policymakers.</li></ul>
Unit 2: How to communicate in the agricultural system	<ul style="list-style-type: none"><li>Apply communication principles to communicate your science in written, verbal, visual and mixed formats, to suit a range of audiences in your Agricultural Knowledge and Information System (AKIS).</li></ul>
Unit 3: SciComm for the general public	<ul style="list-style-type: none"><li>Describe and apply key communication concepts to enhance public awareness of and engagement in the application of science, use advocacy to influence policy and decision makers, identify how science is communicated in news and media outlets, and correct misinformation effectively when you see science that is not communicated accurately.</li></ul>
Unit 4: How to communicate with the public	<ul style="list-style-type: none"><li>Identify goals and apply principles to design effective science communication strategies and messages using media, storytelling, and participatory communication to engage the general public.</li></ul>

### Course Convenor - Associate Professor Elske van de Fliert



Associate Professor Elske van de Fliert is the Director of the Centre for Communication and Social Change at The University of Queensland (UQ). She obtained a PhD in Communication & Innovation in 1993 from Wageningen University, The Netherlands. Elske has worked for two decades in research, development and teaching positions in Indonesia, Vietnam and Sri Lanka, with work also across China, Kenya, Uganda, Philippines and Kyrgyzstan.

Elske's research interests include participatory development communication, facilitation of transdisciplinary research for sustainable development, and impact assessment of social change processes. She has published widely on a range of topics related to participatory research and communication in sustainable rural development.

### Timing

October 9 – November 24, 2023 (TBC)

## Course: Scientific Data Analysis & Interpretation

Being able to analyse and interpret data is a crucial skill in an effective researcher. This course will enable participants to identify tools and processes to strengthen their data analysis and interpretation, have increased confidence to apply data analysis and interpretation, and identify areas for ongoing improvement to develop into a personal action plan.

### Learning outcomes\*

By the end of the course you will be able to:

- Identify tools and processes to strengthen your data analysis and interpretation
- Have increased confidence to apply data analysis and interpretation methods to your research.
- Be able to identify areas for ongoing improvement to develop into a personal action plan

### Course Convenor – Dr Christina Birnbaum



Christina is an ecologist interested in plant ecology and plant-microbe-soil interactions. She uses field observations, combined with experimental manipulations and molecular tools to explore questions pertaining plant-microbe interactions in diverse ecosystems, including shrublands, saltmarshes, mangroves and peatlands, to inform invasive species management, restoration ecology and plant-microbial dynamics. Christina has gained 15+ years of research experience working in Europe, Australia and the USA.

In 2016, Christina co-founded the inaugural Ecological Society of Australia Plant-Soil Ecology research chapter (RC), where she now serves as a lead-convenor, an initiative to facilitate communication, networking and collaboration between academics, early career researchers, students and anyone else who is interested in plant-soil interactions in Australia.

Christina is a strong supporter of women and minorities in STEM through various mentoring schemes in the USA and Australia.

### Timing

August – September, 2023 (TBC)

*\*As this course is still under development, only high-level outcomes are available.*

## Course: Values-based Leadership

Leadership skills are key to effectively managing research projects and teams to drive outcomes. This course will enable participants to identify their personal leadership style, apply value-based approaches, and support effective communication practices.

### Learning outcomes\*

By the end of the course you will be able to:

- Articulate what is meant by values-based leadership
- Identify your personal leadership style
- Have an increased understanding of program management and strategic thinking
- Identify effective communication practices within the contexts of your teams
- Have increased confidence to lead research teams

### Course Convenor - Dr Rebecca Spence



Dr Rebecca Spence has over 20 years' experience working with civil society and government leaders in a range of Asia Pacific countries. Her professional experience includes: delivering leadership skills training in developing countries; delivering conflict and fragility advisory services; gender and social inclusion advisory services; specialised training design in leadership for peace, and women, peace and security; capacity building; dialogue design; monitoring and evaluation; partnership brokering; and facilitation of high-level meetings and dialogues. Rebecca is currently team leader for the design and delivery of three ACIAR-funded leadership training programs which cater to agricultural researchers and scientists in 23 countries.

### Course Convenor - Dr Phil Harrell



Dr Phil Harrell is a sought-after public speaker, educator and consultant. Phil is a qualified Master Coach in Leading, Managing and Coaching by Values through the International Coach Federation. He has been presenting his unique and engaging style of leadership and management development training throughout Australia, New Zealand, the South Pacific and South East Asia for over 25 years. These have included the design and delivery of major organisational change initiatives, executive leadership development, strategic planning, organisational team building and project management consulting and training. Phil is currently supporting the University of New

England's involvement with ACIAR funded projects.

### Timing

October – November, 2023 (TBC)

*\*As this course is still under development, only high-level outcomes are available.*