



UPCOMING EVENTS

Survival Skills for New Academic Staff

The Teaching & Learning Centre is offering four workshops early in 2010 to support new staff at the University of Canberra:

1. Preparing for Teaching
2. Using Technology in Lectures and Tutorials
3. Enriching Lecture Performance
4. Moodle Survival Skills

STOP PRESS: *These sessions will be held between the 25-29 January. Be sure to check out the latest details online and put the dates in your diary!*

Further details can be found at:
<http://www.canberra.edu.au/tlc/current-events>

Sessional Staff Development Program

Sessional staff are invited to register for the session

Introduction, orientation and preparation for teaching.

Further details can be found at:
<http://www.canberra.edu.au/tlc/current-events>



February 2010

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2010: Consolidation and Opportunities

Professor Carole Kayrooz, Deputy Vice-Chancellor Education

Welcome to the 2010 academic year. There is a lot happening. You may have noticed construction around campus. Our new Library Learning Commons on the ground floor of the library is underway. Library staff are working hard to minimise disruption at the beginning of the semester. The new Teaching Commons above the Refectory, designed to assist academics to develop their online and blended learning capability, is in the planning stages. Also under construction are the Faculty of Art and Design's new Student Agency near the entrance to Building 1 and the new Student Resource Centre in Building 6.

The other major change for this year is the introduction of the new Academic Calendar. This will begin this year with a 13-7-13 pattern <http://www.canberra.edu.au/academic-calendar/principal-dates>. As you know, Orientation occurs between 1-5 February and Week 1 begins 8th February.

This year we intend to consolidate developments in teaching and learning and student satisfaction. Specific goals are to further our signature themes for our courses and disciplines, namely research-led teaching, work-integrated learning and online and blended learning. More on these in this issue. We also hope to upload all unit outlines onto our data base and to improve our assessment practice (UC assessment policy is found at https://guard.canberra.edu.au/policy/policy.php?pol_id=2900). Student satisfaction with the way we assist students to attain generic skills will be another focus, as will increasing the number of teaching and learning prize winners. This latter goal is needed to build a solid community of teaching and learning leaders, an important part of our leadership program. There has been much work already on these goals and still a way to go this year. I look forward to working with you on these goals and hope that you will have a very satisfying and successful academic year.



UC Tertiary Teaching & Learning Program 2010

The program is currently tailored to new full-time teaching staff with less than two years tertiary teaching experience. They are required to complete the program as part of their probation.

The program is nested within the core unit of the Graduate Certificate in Tertiary Education (GCTE). From 2010 the program will also apply, where possible, to new part-time continuing academic staff with less than two years teaching experience.

For more information, please see <http://www.canberra.edu.au/tlc/programs>

FROM THE EDITOR BLT Publication Dates for 2010

The Bulletin of Learning & Teaching will be published bi-monthly, at the beginning of February, April, June, August, October and December.

Contributions for each edition should be sent to leonard.low@canberra.edu.au by the **third week of the month preceding each publication**, to ensure inclusion in the next BLT.

Feedback is also welcome at this email address, or at blt@canberra.edu.au

Photographs

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Research-Led Teaching

Professor Carole Kayrooz

Research-led teaching is one of the signature themes for our courses and disciplines, and will be a main focus in 2010. Research led teaching has many aspects. It can mean, amongst other things...

- Incorporating research skills and projects as content into undergraduate education
- Integrating the latest research developments into curriculum
- Conducting research on pedagogy, that is, on how students learn, learning outcomes, teaching methods, assessment practice
- Student participation in staff research
- Students undertaking applied research within work based and integrated learning, clinical experiences, field placements, and practicum

Mick Healey and Alan Jenkins, two proponents of research-led teaching, urge us to move beyond the

teaching versus research debate to engage undergraduate students more in research and inquiry. They adopt a more nuanced understanding of research as that which occurs frequently in everyday practice in organisations and communities. Healey argues that developing "the student as an inquirer" is needed to address the wealth of information in a technological society, and will require a shift in the way we imag-

"...developing the student as an inquirer will require a shift in the way we imagine the undergraduate experience."

ine the undergraduate experience. This shift might involve engaging students in research discussions, encouraging learning about current research in their chosen discipline, developing research and inquiry

skills and techniques, and undertaking research and inquiry in student capstone projects. (You will find many strategies and suggestion in the attachments from Healey and Jenkins)

To take these ideas, and others, forward at the University, we are forming a steering group comprising Maree Sainsbury, Anne Daley, Patricia Easteal, Frances Shannon, Robert Fitzgerald and Carole Kayrooz. We intend to audit current research-led teaching practice across campus using a taxonomy that Patricia Easteal has developed. This will occur prior to the development of an overall strategy for research-led teaching at the University. If you have any thoughts on research-led teaching, strategies that you would like to share, or would like to be part of this development in any way, please contact the Teaching and Learning Centre. We'd very much like to hear from you.



Developments at UC in Online and Blended Learning

Helen Carter, Director, Teaching & Learning Centre

Echo360 Venue and Personal Capture and Delivery System

Echo 360 Venue and Personal Capture hardware and software are being installed this month with a view to being ready for the first day of semester. Installation will take place from 12 – 15 January, followed by testing the following week. Further refinements will take place throughout the year, including better integration with Moodle and the ability to ingest content from different sources. Although funding is due to be expended by February 2010, it is not anticipated that the system will be fully functionally operational until the end of the year. Nevertheless it will allow us to capture new material in preparation for the winter term. Although many staff were trained with the Echo System at the end of 2009 using the pilot system, it is anticipated with so many new staff commencing in 2010 that there will need to be many more sessions scheduled.

Winter Term Hothouse

The Winter Term Hothouse, (15th Feb to 10th May, 2010) is focused on supporting faculty who are teaching units in the winter term. It is intended that the ITaLLs (Innovative Teaching and Learning Leaders) will identify pragmatic and achievable solutions for improving teaching and learning in an intensive mode and disseminate their findings to the university, through workshops, presentations and publication on a teaching model website. Opportunities will exist for all faculty to drop in and exchange ideas and best practices, search through resources like teaching models, exemplars and case studies or use computing resources in a quiet, focused and supported environment. The hothouse space includes collaborative online workstations, access to wireless, projectors, scholarly resources and a formal training space.

Blended Learning website

TLC has developed a website with a range of resources on blended learning and teaching in the winter term in particular: <http://www.canberra.edu.au/tlc/blended-learning>. There are podcasts from UC staff and links to

examples of good practice. The site also contains a list of faculty contacts for seeking support on anything concerned with blended learning and the winter term.

National Graduate Certificate in Tertiary Education (GCTE) – online electives

As part of the Graduate Certificate, two elective courses provided by our partner institutions focus on flexible curriculum design and the use of educational technology. These are credit earning semester 2 subjects. Staff enrolled in the GCTE are funded to do these electives by the DVCE. For more information about the GCTE go to: <http://www.canberra.edu.au/tlc/programs>

Curriculum Design for Tertiary Contexts (offered by the University of New England - online)

The aim of this unit is to expand participant's skills in the development of curriculum, including outcomes, selection of teaching strategies, media and assessment customized for particular contexts and purposes. The focus is on developing flexible approaches to learning and teaching with particular emphasis on personal practice. Participants are encouraged to develop, revise or evaluate a component of their teaching.

Education Technology (offered by Central Queensland University - online)

This course introduces you to the incredible learning possibilities afforded by technologically mediated tools and media. You will explore contemporary learning approaches and analyse the usage of a wide range of educational technologies.

Teaching Online program (offered by TLC - face to face)

This program is offered by TLC in semester 1 2010. It is relevant to staff currently teaching online and to staff who will be teaching online in the near future with a focus on reviewing systematic approaches to course design in online environments; designing online collaborative activities that facilitate critical thinking and interaction; using online tools for formative assessment and student feedback; applying learning and teaching strategies derived from a study of online literature; and exploring case studies that are relevant to your discipline(s).

"Opportunities will exist for all to exchange ideas and best practices, search through resources... or use computing resources in a quiet, focused and supported environment."

The University of Canberra has been working toward centralizing the location of approved unit outlines for 2010.

Out of the many people and areas of the university that will benefit from a central repository, enrolled students in 2010 and beyond will reap the benefit of having a standard location to find their outlines. Each outline in the repository will have a link created automatically in the respective LearnOnline (Moodle) site so students can access the outline.

If you have any questions, please contact your faculty representative of the project, or Shane Nuessler (ext.5655), Teaching and Learning Centre.



Assessing Learning: 2010 Unit Outline Template

Professor Carole Kayrooz

It is important that staff are aware of changes to the 2010 Unit Outline template, as well as the associated guidelines, which are designed to enhance learning. These can be accessed at: www.canberra.edu.au/tlc/resources/unit-outlines

There are three key inclusions to Unit Outlines for 2010:

1. a new section that references Generic Skills
2. a section with information about Withdrawal and Academic Integrity
3. a new section on Work Integrated Learning

This communiqué serves as an introduction to outline some of the key changes.

1. Learning Outcomes and Generic Skills

To promote greater alignment of assessment tasks with learning outcomes and generic skills, two new columns have been added to the Assessment overview table in Section 5a.

The Learning Outcomes are already stated in Section 2 but they require numbering.

Specific generic skills www.canberra.edu.au/learning-teaching/uc-graduate-attributes should also be linked to the table column if they are addressed in the assessment item, and staff should also insert these in Section 2 so that students are aware of which skills are being covered.

An example appears in Figure 1 (below).

2. Work Integrated Learning

A new reference to Work Integrated Learning appears in section 6g of the template. Well established in disciplines such as Education and Nursing, this national agenda will become increasingly important, and the guidelines provide information if this is relevant in the unit(s) that you teach.

3. Feedback

The provision of timely and constructive feedback on assessment items is a critical factor in enhancing learning. There is an opportunity for staff in Section 7 of the template to inform students how they have responded to anonymous feedback they have received from students via questionnaires such as the Unit Satisfaction Survey (USS).

4. Compliance with UC Assessment Policy

In 2008 and 2009, the Students' Association have been reviewing Unit Outlines across faculties in terms of their compliance with the UC Assessment Policy. The following areas of concern have been identified and presented in reports to faculties:

- Assessment based on final exam only and over-use of exams
- Assessment which is formative yet can cause a student to fail (summative, disguised as formative)
- Over-assessment
- Inadequate details and criteria for assessment tasks

- Use of non-compliant grading schemas, eg bell curve
- Inappropriate use of in-class tests
- Combined teaching not signalled in unit outline
- Over-assessment and inappropriate weighting
- Volume of workload
- Lack of appropriate application of special consideration
- Students' right to review of unit results.

As staff finalise their Unit Outlines for 2010, it is worthwhile thinking about good practice guidelines around learning, teaching and assessment that address commonly voiced student concerns. The following points address assessment policy guidelines:

- Obtain appropriate agreement if important sections of the Unit Outline are changed after it has been made available to students
- Provide clear information about faculty practices on resubmissions, late penalties and absences
- Provide training and support for students undertaking group assessment and check out the resource, Doing group assessment, at: <http://creative.canberra.edu.au/groupwork>
- Design clear criteria for assessment items that enhance reliable judgment and assist students in conceptualising effective performance

Assessment item (including exams held in the exam period)	Due date of assignments	Weighting (total to equal 100%)	Addresses learning outcome(s)	Addresses generic skill(s)
Assessment 1			1, 3 and 5	N/A
Assessment 2			1, 2 and 4	4a and 4b
Assessment 3			6	N/A

Figure 1: New format of Assessment Overview Table in Section 5a, with example data.

A New Direction for the WIL Project

Jenny Coggins, WIL Project Officer

Beyond WIL Week

Funded by a Commonwealth Government Grant, the WIL Project is developing strategies to meet student and employer demand for work based education and experience. This will enhance the capacity of the University to deliver and embed work integrated learning programs in all professionally oriented courses. To date several key performance indicators have been achieved including the hosting of two international WIL experts, Dr Marilyn Wedgwood (previously Pro-Vice-Chancellor, External Relations at Manchester University) and Professor Stephen Billett from Griffith University. During her month-long visit to the University, Dr Wedgwood met with many staff and the outcomes of those meetings along with her own observations have helped to inform decisions about the future direction of the WIL project.

New Governance Structure

In September 2009 the Vice-Chancellor's Advisory Group approved a new governance structure for the project. Professor Carole Kayrooz is the overall coordinator. Associate Professor Laurie Grealish has been appointed as project leader. Associate Professor Monica Kennedy, Ms Karyn Ward and Ms Jenny Coggins will remain on the project team and will be joined by Professor Carole Kayrooz and Dr Craig McDonald. Three other groups will support the delivery of project outcomes: a WIL Working Group, an Industry Reference Group and an Interdisciplinary Research Network.

The WIL Working Group will work with the project team to develop strategies for expanding sustainable WIL programs across the University and for developing systems for quality assurance and improve-

"The establishment of the research network will help to build the University's research profile in WIL and will provide support and encouragement to new researchers."

ment. The Faculty members of the Working group were nominated by their Deans and will chair working parties to implement WIL programs in their faculties, reporting regularly to Faculty Board. Other members are Professor George Cho, Associate Professor Helen Carter, Associate Professor Michele Fleming, Associate Professor Monica Kennedy, Ms Karyn Ward, Associate Professor Craig McDonald, Mr Greg Boland, Dr Jordan Williams, Dr Brett Lidbury, Dr Don Fleming, Dr Jackie Walkington, Mrs Barbara Cram, Dr Jules Wills and Dr Jason Young. A student representative will join the group in February.

The Industry Reference Group will contribute to the direction of WIL and will work towards improving engagement between the University and Industry. This high level group of industry advisers will

advise on matters related to stakeholder engagement.

The Interdisciplinary Research Network, led by Associate Professor Monica Kennedy, is developing a research agenda and strategy for WIL and will submit inter-disciplinary research applications for funding. Many staff are already engaged in research in practice-based learning. The establishment of the research network will help to build the University's research profile in WIL and will provide support and encouragement to new researchers. A preliminary meeting in December 2009 approved an action plan for 2010.

Faculty-based WIL Incubator Projects

Funds are available to support up to ten faculty-based incubator projects to help develop capacity and systemic change in the area of WIL. Each project is funded up to \$30,000 and must be implemented and evaluated in 2010. The names of successful applicants will be posted on the WIL Project website.

Australian Collaborative Education Network (ACEN)

The University has recently joined ACEN which is an international network of WIL practitioners and researchers. Membership provides opportunities for sharing good practice and finding out about national and international WIL activities. All staff are eligible for membership and can join online at <http://www.acen.edu.au/>. For further information visit the project website at: <http://www.canberra.edu.au/tlc/wil-project>



IN BRIEF... The WIL Project

- The Work Integrated Learning project began in early 2009.
- Activities to date include the recruitment of a project manager, the appointment of a WIL committee, the development of a project plan and of performance measures, and awareness-raising through WIL Week in July.
- The framework for the Work Integrated Learning Project has been revised and terms of reference developed for proposals for projects to advance Work Integrated Learning in the faculties.



Are you teaching in Winter Term 2010?
Would you like to join a team of innovative educators, fostering excellence in the delivery of Winter Term courses?

The **Winter Term Hothouse**, (15th Feb to 10th May, 2010) is dedicated to supporting faculty who are teaching units in the 2010 Winter Term. Hothouse participants will identify practical solutions for improving teaching and learning in an intensive mode and disseminate their findings to the university - through workshops, presentations and publication on a teaching model website. Accepted participants will:

- have access to a provisional teaching commons "hothouse" location where they will be able to interact with each other, focus on their project, and access resources and immediate educational design/technology support
- receive project funding of \$5000 subject to submission of an agreed plan.
- be designated as "Innovative Teaching and Learning Leaders" (ITaLLs) in the UC community.



The hottest courses this Winter Term.

The University's Teaching & Learning Centre is looking for innovative teachers to develop practical strategies for delivering courses in intensive mode.

You'll get to develop your own ideas for teaching in the Winter Term, with access to resources and dedicated support from Teaching and Learning staff. Through these projects, we'll identify solutions for improving courses across all UC faculties, to ensure great outcomes and high student satisfaction this Winter Term.

If you would like to develop your own course for Winter Term, and be part of an enthusiastic team of like-minded teachers from all UC faculties, we want to hear from you!

For more information, download the information and application pack from <http://www.canberra.edu.au/tlc/projects-and-partnerships/hothouse> or contact the Hothouse Coordinator, Danny Munnerley, at danny.munnerley@canberra.edu.au or on 6201 5386.

