2018-2020 Learning & Teaching Plan

Development Workshop – 29 March 2017

- Where will we be in 2020?
- Trends and Big Ideas
- GAP Analysis
- Bringing it all together

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Assessment

Cross-campus | Online | Flexible | International | Partners | VET

Teaching Spaces

Quality

Excellence

Curriculum

Community

Celebrate success

What does L&T at FedUni look like in 2020?

Scholarship

Library

Student Voice

Innovation

Technology

Professional Development

Student Support

Teaching staff

Student Outcomes

Share best practice

Learn to succeed
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Categories:

Assessment

- Assessment mapping and scaffolding at the program and year level;
- More use of ITC in VET Courses for assessment;
- Review all assessment tasks to make sure they are aligned;
- Credentialing style programs aka Deakin Prime; and
- Do we teach or do we credential opt-in assessment; peer assessment; self-assessment.

Learning Community
- We have communities of practice to support staff in online/flexible/international teaching;
- Refocus to be a Centre of learning;
- Be the very best version of yourself stretching all students; and
- Students as peer teachers; and
- Can we breakdown the T/S divide and reach a community of learning by 2020.

Student Feedback
- Evaluate participation of 50% in every course, as the University can't act without feedback;
- Evaluate response rates to ensure that the University does something with it;
- Student voice on whole programs to go beyond evaluate. Currently only feedback when a program is reviewed;
- How do we gain data re inclusive teaching as Student feedback needs to identify this;
- More immediate review & changes implemented in courses with negative feedback/high fail rates – a process needs to be determined for this; and
- More in-time feedback, check in daily/weekly etc.

Student Outcomes
- Bring our Alumni students back into the classroom;
- Online students are not just an add-on;
- Student reps on all faculty Learning & Teaching Committee;
- International students are supported;
- All students experience learning;
- Teaching is student centered;
- How do we know what a student needs to learn & how they learn;
- Students have the opportunity to choose whether they study on campus, online flexible;
- Focus on first year courses for student retention and seek early support (learning design & learning skills advisers & ADLT);
- Learn how to learn;
- Encourage & empower to learn;
- Favoring creative learning;
- Training to future proof Learning & Teaching and courses of the future;
- Industry mentors;
- Indigoes science;
- Industry collaboration projects;
- Improved staff support;
- Improved sessional support;
- Increased public engagement with faculty projects;
- Focus on learning not just teaching;
- Danger in focusing on teaching – yes I thought it, but did anyone learning it;
- Review grad attributes;
- Faculty's upkeep & improvement;
- Incubator to develop student/skill ideas for real world use; and
- Upgrading digital infrastructure.

Pathways
- VET Pathways;
- To Higher Education for all disciplines;
- Pathways to further learning;
- Pathways to work;
- Foundation year/first-year college (VU Model);
- Better integration pathways, whole of student learning lifecycle managed by FedUni;
- Lifelong learning through:
    - MODCS;
    - eportfolios;
    - mini - ??; and
    - certificates.
- FedUni manages your lifelong learning needs, either directly or as a facilitator.

Industry
- Feedback on both VET & Higher Education programs beyond students, graduates, alumni, industry, peers, employers of graduate;
- WIL components;
- FedUni unique for:
    - Regional focus;
    - Community engagement learning & teaching; and
    - Accessibility.
- Supervision of industry projects across all staff;
- Industry engagement across VET & Higher Education;
- A register of industry bodies & representatives;
- Facilitate industry & staff exchange;
- How do we ensure all students have 2 component of WIL in every program;
- Teachers involvement with industry 'currency' – a requirement;
- Curriculum to be tied more to industry practices – are we teaching what graduates actually need; and
- More industry involvement.

Internationalisation
- The university wide induction/orientation for teaching offshore in non-English speaking countries (lack of support in some areas);
- More consideration of Internationalisation of curriculum – business courses taught in Malaysia with Australia case studies or Australia only textbooks;
- More opportunity for international study experience;
- Opportunities for Internationalisation of curriculum and students to study off-shore; and
- Internationalisation of curriculum linking off-shore with the domestic student experience.

Policy & Processes
- The policy & procedure is inclusive of all modes of teaching;
- Peer enhancement is part of all staff's teaching development;
- We have clear simple process for collection and dealing with quality data;
- Streamlined processes automation reducing admin burden enables concentration on the core; and
- Online VET enrolment and storage o student files.

Staff Development
- Sharing of practices between Higher Education & TAFE;
- Audit;
- Validation;
- Pre-assessment;
- Teaching best practices;
- Cross pollination between VET & Higher Education;
- Consistently acknowledging teacher load associated with online learning;
- Formal teaching mentoring program linked to scholarly activity;
- Expect every teaching staff member to hold (or be working on) GCETT or equivalent;

- Holding staff accountable to engaging with targeted professional development;
- More freedom to vary assessment;
- Learning analytics, training and support in incorporating into Learning & Teaching;
- Targeted professional development focused on key objectives;
- Sharing best practices, innovation via annual conference (s) & awards;
- More student feedback on course and what they liked and disliked;
- Peer reviews at partner providers (if they still exist in 2020);
- Staff PD on block mode teaching in international contexts;
- Peer review every semester for every teacher;
- Peer enhancement;
- Buddy scheme for teaching;
- Not 'best' practice but 'effective practices';
- Establish external benchmarking program(s);
- Encouraging (SOLT);
- Constructive alignment of learning & assessment; and
- Good teachers = the most important factor in student success =Recruit for an inclusive environment. How do we ensure fit.

Research
- Educational research – link research with teaching;
- Marriage of Higher Education led research and VET process/teaching & learning;
- Research on Learning & Teaching;
- A conference – FedUni including Higher Education and TAFE presenters;
- Learning & Teaching linked to areas of research activity, which keeps the academic current in the field;
- Incentives for VET teaching staff to be involved in research; and
- Education research is valued the same as discipline research.

Technology
- Wifi in every classroom;
- Have the right technology & support to enhance digital literacy in staff & students;
- Digital literacy introductions as part of orientation & induction programs(staff & students);
- Ensure students have access to their content not just for the life of their course but for their program and work life beyond, so that it's not lost to them;
- Always available & accessible tech – everywhere:
    - Wifi;
    - Systems;
    - Data; and
    - Access.
- Cost effective models for technology (changing deliver model) to ensure broader & better services eg. Videoconferencing, presentation technology);
- Technology that enables successful teaching & learning, not a as an impediment to the process;
- Use BOLD standards to ensure high quality learning & teaching at Faculty/School level and be transparent;
- Expectations re digital literacy & technologies explained upfront;
- Use of digital literacy model support available;
- IT Tech to record lectures;
- Technology that is sealable & responsive to changing needs;
- Able to complete a course/program of study using portable technology (ie. Smartphone is all that is needed); and
- Learning designers & permanent fulltime fixture in every faculty in every campus.

Student Support
- Consistent across FedUni:
    - Quality;
    - Outcomes; and
    - Resources;

- Scaffolded support & 'whole life' approach to students;
- Access to delivery materials for all students four weeks prior to semester eg. Textbooks, course descriptions, assessment information would assist with enrolment choices, retention, success & student preparation;
- How long are the students spending on campus;
- What does 'full-time' study look like? Does it still exist in 2020;
- Student engagement;
- Perhaps extend FAST to one year program to better prepare students;
- More support for struggling students = Using research;
- Digital literacy;
- Partnerships with international Universities to enable/provide 24/7 student support services;
- 24/7 support from service areas eg. Library;
- Embed student wellbeing information in curriculum;
- Merit scholarships;
- Curriculum that has digital & information skills development embedded (CLIPP and Library);
- How do we support the learner:
  - Support services;
  - What does the student need; and
  - Academic/social/personal.

Curriculum & Pedagogy
- More time for VET teachers to focus on teaching rather than administration;
- Transparency between VET & Higher Education re Learning & Teaching strategies;
- More workshop/seminars less lectures;
- Challenge the 2+1 lecture teaching model;
- Plan to remove all lecture theatres by 2020;
- Evidence of exemplary standards in an increasing of BOLD programs/courses;
- Learning –centred teaching;
- Remove the term 'lecture' from our nomenclature;
- Remove lecturer from academic levels;
- Teach how to learn;
- Academic integrity is taught and embedded in assessment curriculum;
- No text books or institution provides class sets of textbooks/e-access;
- Build authentic learning into every course - bring the real world to us;
- BOLD is central to we do;
- Curriculum redesign with more embedded support and better collaboration within facilities & support centre (CLIPP); and
- Curriculum is inclusive.

Degree Structure
- Critical thinking is paramount in this post-truth, fake news era;
- All first year & up (processes) course (introductory courses) support student transition to University (ie. Transition pedagogy) see Sally Kifis work;
- Meeting promises in graduate attribute by building skills mapping through curriculum;
- Career ready as opposed to 'work' ready professionalism courses in all programs;
- graduate attributes that are meaningful and able to be mapped and included in curriculum;
- nested degrees to ensure more success/completion;
- core professional skills & related courses across University (all) courses;
- Start/finish – why do we have two semesters – student centred (10 weeks UNSW3+;
- Develop 'more' common courses to be used across all facilities;
- Build your own degree;
- Train for skills and attributes that are transferrable between jobs, not for a single career;
- Common 1st experience;
- How do we incorporate flexibility into our course delivery eg. due dates course timing;
- Entrepreneurship workshops&/or degrees;
- Cross discipline degree/courses;
- A breadth course for all students that requires community service and engagement;

Learning Spaces

- Staff to use virtual classrooms as matter of courses;
- Mobile apps friendly resources to assist students eg. improve how Moodle interacts with iPads etc;
- Making online lectures – and easier process required;
- Access to online lectures from anywhere (eg. on your mobile phone);
- Virtual reality for professional practice situations;
- Every student regardless of engagement receives the same level of support, resources, outcomes;
- Remodel teaching spaces suited to collaborative & active learning strategies;
- Supercharged, universal reliable free WiFi access for all;
- More room to accommodate growth at SMB;
- MOOC's – Cross campus infrastructure does not support teaching in the mode;
- Live streaming video capability;
- Better (realistic) online support & presence for students;
- Contemporary 21st century pedagogies and 21st century learning spaces; and
- Learning spaces need to support the pedagogies that are being used in the classroom & are configured for greater active learning.