MINUTES OF A MEETING OF THE TEACHING AND LEARNING COMMITTEE HELD ON
THURSDAY, 7th MARCH 2013

PRESENT
Deputy Vice-Chancellor (Education) (Winthrop Professor Alec Cameron) - Chair
Chair of the Academic Board (Winthrop Professor John Cordery)
Dean of Coursework Studies (Winthrop Professor Grady Venville)
Director, Centre for the Advancement of Teaching and Learning (Winthrop Professor Denise Chalmers)
Nominee of the University Librarian and Director (Information Management) (Ms Jill Benn)
President, Guild of Undergraduates (Mr Cameron Barnes)
Nominee of the President, Postgraduate Students’ Association (Mr Jarrad Bothe)
Chair of each Faculty Teaching and Learning Committee or Dean of Faculty or nominee:
  - Faculty of Architecture, Landscape and Visual Arts (Winthrop Professor Simon Anderson)
  - Faculty of Arts (Dr Neil O’Sullivan)
  - UWA Business School (Winthrop Professor Philip Hancock) – Deputy Chair
  - Faculty of Education (Professor Simon Clarke)
  - Faculty of Engineering, Computing and Mathematics (Professor Cara MacNish)
  - Faculty of Law (Associate Professor Meredith Blake)
  - Faculty of Medicine, Dentistry and Health Sciences (Professor Sandra Carr)
  - Faculty of Science (Winthrop Professor Brendan Waddell)
Nominee of the Dean of the School of Indigenous Studies (Assistant Professor Mel Thomas)
Executive Officer (Ms Sue Smurthwaite)

BY INVITATION (STANDING INVITEES)
Dr Sato Juniper, Graduate Research and Scholarships Office
Dr Greg Marie, Institutional Research Unit (IRU)
Ms Siri Barrett-Lennard, Student Services
Mr Brian Greene, Information Services
Professor Sally Sandover, Regional Programs

STANDING OBSERVER FOR 2013
Ms Sally Jackson, Administrative Officer, Academic Policy Services

BY INVITATION
Ms Susan Harbers, Vice-Chancellor
Ms Sabbia Tilli, Faculty of Arts

APOLOGIES
Dr Mary Davies, University Librarian and Director (Information Management)
Winthrop Professor Helen Wildy, Faculty of Education
Mr Kelly Smith, Director, International Centre
Mr Mike Shearer, Head of College (Trinity)

AGENDA

WELCOME
The Chair welcomed all members to the first meeting for the year, including a number of members
who were attending for the first time or representing a colleague in their absence.

DECLARATIONS OF POTENTIAL FOR CONFLICT OR PERCEIVED CONFLICTS OF INTEREST
No declarations for potential or perceived conflicts of interest were recorded.
1. **MINUTES – REF: F12154**

**RESOLVED – 1**

(i) that the minutes of the Teaching and Learning Committee meeting held on 8th November 2012 be confirmed;

(ii) that the of noting of decisions of items taken by way of circular by the Teaching and Learning Committee on 3rd December be confirmed.

2. **ITEMS FOR COMMUNICATION TO BE DEALT WITH EN BLOC**

Members noted the following items as outlined in Part 1 of the agenda.

(i) Meeting dates for 2013 – Ref: F12153
(ii) Induction of new committee members to the Teaching and Learning Committee – Ref: F12155
(iii) Teaching and Learning Committee Budget – Ref: F12152

3. **TEACHING AND LEARNING COMMITTEE – CONSTITUTION – REF: F12155**

At its meeting held on 13th February 2013, members noted that the Academic Board had approved consequential amendments to the constitution of the Teaching and Learning Committee to take account of the University’s restructure with the establishment of new positions of Deputy Vice-Chancellor (Education) and Dean of Coursework Studies and the rescission of the position Pro Vice-Chancellor (Education). The Chair had further recommended minor amendments to the Committee’s constitution, including inclusion of the recently established position of Pro Vice-Chancellor (International) as a member.

**RESOLVED – 2**

to recommend to the Academic Council that the constitution of the Teaching and Learning Committee be amended, as attached (Attachment A).

4. **TEACHING AND LEARNING COMMITTEE – PERFORMANCE REVIEW – REF: F12155**

The performance of the Academic Council and its sub-committees is evaluated annually via surveys of members, administered by the Institutional Research Unit. In late November 2012 and early January 2013, 21 members and standing invitees of the Teaching and Learning Committee had been asked to evaluate the performance of the Committee during the past year. By the closing date of 31 January 2013, only 2 responses had been received and members noted the advice from the Institutional Research Unit, in that:

“Summary of results

Having received only two responses from members and invitees, it was not possible to produce a meaningful report on the Committee’s performance in 2012.”

During discussion, a member noted that this low response rate was unusual for the Committee and may have been brought about by the transitional period of the Committee’s leadership during the latter part of 2012.

**RESOLVED – 3**

to inform the Academic Council that having received only two survey responses from members and invitees, it was not possible to produce a meaningful report on the Teaching and Learning Committee’s performance, based on the survey data, in 2012.
In September 2009 the Teaching and Learning Committee had rationalised its numerous sub-committees and working parties and established, with effect from January 2010, the following four standing committees:

- Awards Standing Committee
- Grants and Schemes Standing Committee
- Assessment and Evaluation Standing Committee
- eLearning and Learning Spaces Standing Committee

During 2012 the [then] Pro Vice-Chancellor (Education) had recommended that it was timely for these standing committees to be reviewed and an informal review was undertaken by a small working group comprising the Chairs of the four standing committees and its report had been noted by the Teaching and Learning Committee at its November 2012 meeting. It was further noted by the Committee that the future of these committees would be referred for consideration to the incoming Deputy Vice-Chancellor (Education) as Chair of the Teaching and Learning Committee.

As requested, the Chair had considered the activities of these committees, their reported outcomes at the November 2012 meeting and undertaken further discussion with relevant Standing Committee Chairs. Consequent to these deliberations, the Chair had recommended that the:

- Assessment and Evaluation Standing Committee be suspended during 2013;
- eLearning and Learning Spaces Standing Committee be suspended during 2013;
- Awards Standing Committee be suspended during 2013; and
- Grants and Schemes Standing Committee continue as detailed in its constitution.

In so recommending, it was emphasised that issues associated with assessment, evaluation and eLearning would be integral to the impending Review of Pedagogy and would therefore be considered as part of that process under the auspices of the Teaching and Learning Committee.

The proposed suspension during 2013 of the Awards Standing Committee was briefly considered including resource issues associated with its continuation or disestablishment, the perceived transparency of the awards process brought about by a committee approach and the concept of value-added to the selection process when submissions were considered by a range of colleagues by virtue of committee membership. Given the issues raised, the Chair agreed to review this particular recommendation.

RESOLVED – 4
i) that the Assessment and Evaluation Standing Committee be suspended during 2013;
ii) that the eLearning and Learning Spaces Standing Committee be suspended during 2013;
iii) that continuation of the Awards Standing Committee be reviewed, and its continuation during 2013 resolved, by the Chair;
iv) that the Grants and Schemes Standing Committee continue as detailed in its constitution.

In so resolving it was noted that the ongoing need for standing committees of the Teaching and Learning Committee would be reviewed in due course, following the Review of Pedagogy and its related outcomes.

The Chair also thanked all members and Chairs of the above Standing Committees for their contribution to the work of these committees over the last four years.
Role of the Teaching and Learning Committee

In introducing this item, the Chair clarified his intentions for the Teaching and Learning Committee from 2013, in particular its pivotal role as a peak body in the University in the education portfolio. Key points included:

- A number of new and senior people had been appointed to the Committee which demonstrated the level of commitment from the faculties to its future role and recognition that its members were acknowledged leaders in education within the University;
- That the Committee would play an important and high profile role as the key reference group in the University for the impending Review of Pedagogy.

In summarising his approach to the operational aspects of the Committee, the Chair emphasised that its focus would be high level, visionary and strategic with less focus on communication and procedural matters. His expectations included informed members who have read and researched relevant issues and papers, consulted prior to meetings with their colleagues and were committed to attending all scheduled meetings with ideas and enthusiasm. The Chair noted that the Committee had a budget of $622,000 to support its activities and that funding was available to support the Review of Pedagogy.

An induction package was available on the Committee’s website as a resource document (refer http://www.teachingandlearning.uwa.edu.au/staff/committees/tlc) for both new and ongoing members and the Chair encouraged uptake of this resource. He further encouraged members to consider the UWA Futures paper, in particular the Education related proposals which build on the University’s existing priorities in the Operational Priorities Plan (OPP) and would therefore be integral in formulating the next iteration of the University’s strategic and operational plans for the next triennium. A further reference document would be the Universities Australia recently released international agenda for Australian higher education (2013-2016) – “A Smarter Australia” (refer www.universitiesaustralia.edu.au.) which amongst a number of proposals emphasised increasing globalisation and the possibilities of the Asian century that clearly aligned with UWA’s agenda towards an international curriculum and proactivity regarding study abroad.

Faculty and Student Perspectives

As foreshadowed in the agenda, the Chair then invited each faculty representative to briefly outline:

- recent initiatives within the Faculty, possibly brought about by the introduction of new courses, changes in teaching technologies or learning approaches, that aimed to improve the student learning experience;
- areas of expertise within the Faculty that might inform the Review of Pedagogy;
- examples of good practice, with a particular focus on the five Education proposals detailed in the UWA Futures paper.

In addition, the Chair invited the President of the Guild and the Postgraduate Students’ Association nominee to provide a brief vision for education from their respective student perspective with a focus on issues that they would like to see considered within the context of the Review of Pedagogy.

Attached (Attachment B) are the key points provided by the faculty and student representatives.

Review of Pedagogy

Members had before them the draft terms of reference for the Review of Pedagogy. The Chair clarified the context for the “review” and emphasised that it was not intended to be remedial, but should build on existing good practice, consequent changes brought about by innovation and introduction of new courses, and acknowledge rapidly changing technology and global trends.

The Chair was keen that the review be seen as an opportunity to be proactive leaders and innovators with a vision for education at UWA. Furthermore, the review would include both internal and external input and should focus on aspirations and best practice rather than constraints, such as resources. Constraints might limit uptake of the vision, but it was important to first be clear on what the UWA vision should be in this area. As such, the title “Review of Pedagogy” might need to be reworked.
The Chair encouraged input into the specific terms of reference and the broader issues associated with pedagogy. The following main themes resulted:

- There was a strong consensus that the University should build on its existing strengths, identify and promulgate what we do well, but also not be coy about addressing poor practice and bring about change where necessary, for example, where we fall short of an acceptable standard or where there are gaps in our approach. To do so would be wasting an opportunity. A bold approach was also strongly supported by the student body.
- The breadth of the review with regard to cycles one and two should be explicitly stated and outcomes tailored accordingly. For example, there was a difference between teaching undergraduate and postgraduate students, hence different approaches to pedagogy. It was further noted that although a differentiation in levels was important, it would also be important to ensure appropriate integration from cycle one to cycle two.
- In addition to limited resources, it was noted that workload might be considered a further constraint however members noted that teaching well doesn’t take longer than teaching badly. Uptake of technological changes in the ways students learn and teachers teach might also impact on resources by way of increased staff development. It was agreed that developing teachers’ capabilities in the classroom was an important aspect of the review.
- The review should be guided by the UWA experience, in particular what is our niche in the education market and how can this be embedded in our teaching.
- In considering the details of the terms of reference, the following specific points were noted:
  - The UWA Futures proposal notes “that the University conduct a full review of pedagogic purpose and practice…..”, however the terms of reference focused on practice. Clarity regarding purpose should be included.
  - There should be clear reference under section 2 to the teaching and learning nexus.
  - Assessment of learning outcomes is important.
  - Bringing about change as described in point 4 will be challenging, but also essential.

In closing discussion on this item, the Chair sought input from members on a new title for the Review of Pedagogy that would better reflect the way forward as clarified during the Committee’s debate. ‘Vision’ or ‘strategy’ were preferred over ‘review’ or ‘evaluation’ and there was equal support for the terms ‘education’, ‘learning’, or ‘learning and teaching’.

The Chair thanked members for their feedback.

Next Step
The Chair informed members that he would like a group of 3-4 people to formulate a brief paper on a future vision to be used to engage the University community in further discussion on this issue. He invited members to contact him direct (alec.cameron@uwa.edu.au) if they would like to be involved.

7. NEXT MEETING
Members noted that the next meeting of the Teaching and Learning Committee would be held on Thursday, 4th April 2013 at 2.00pm in the Senate Room. The cut-off date for submission of items for the Committee’s agenda was Thursday, 21st March 2013.

The Chair further encouraged members to consider and refer issues for discussion to the Executive Officer (sue.smurthwaite@uwa.edu.au) to enable a schedule of topics pertinent to the Committee to be scheduled for the year ahead.
Teaching and Learning Committee (constitution)


Position of the Committee within the University of Western Australia

1. The Teaching and Learning Committee is a standing committee of the Academic Council.

Role

2. The role of the Teaching and Learning Committee is to—
   a. advise and make recommendations to the Academic Council and/or other University bodies or officers, as appropriate, on—
      i. matters relating to teaching and learning in the University including all aspects of the student learning experience, and the University’s education strategy; Teaching and Learning Management Plan;
      ii. the quality of teaching and learning in the institution;
      iii. means of assessing and improving the quality of teaching and learning;
      iv. means of encouraging and rewarding high quality teaching and learning;
      v. the use of technology in teaching and learning;
      vi. research studies on teaching and learning; and
      vii. matters arising through liaison with relevant external bodies; and
   b. allocate its annual budget to support and promote high quality teaching and learning.

Membership

3.(1) The committee comprises:
   a. the Deputy Vice-Chancellor (Education) as Chair;
   b. the Chair of the Academic Board who may nominate a member of the Board to act in their stead;
   c. the Dean of Coursework Studies;
   d. the Pro Vice-Chancellor (International)
   ed. the Director, Centre for the Advancement of Teaching and Learning;
   fe. the University Librarian and Director (Information Management), or nominee;
   gf. the President of the Guild of Undergraduates;
   hg. the President of the Postgraduate Students’ Association, or nominee;
   ih. the chair of each faculty teaching and learning/education committee or nominee of the dean of the faculty;
   ji. the Dean of the School of Indigenous Studies, or nominee; and
   kj. up to two co-opted members, if required for balance or specific expertise.
The Chair may appoint a Deputy Chair from among the members to perform essential duties in the Chair's absence.

Co-opted members are appointed for one year and may be reappointed.

Standing Invitees
Standing invitees are invited to attend the meetings of the Teaching and Learning Committee from the following:

(a) the Graduate Research and Scholarships Office;
(b) the Institutional Research Unit;
(c) Student Services;
(d) Information Services;
(e) Regional Programs;
(f) the International Centre; and
(g) the colleges.¹

¹ Includes the University's Hall of Residence, University Hall (formerly Currie Hall).

Skills and/or Qualifications of Members and Standing Invitees
It is desirable that members and standing invitees have a leadership role within the teaching and learning/education portfolio in their respective functional area, or other leadership role related to the student learning experience, and this important role is to be taken into account when nominees are appointed.

Quorum
The quorum for the Teaching and Learning Committee is half the current membership plus one.

Decisions
(1) Each member has a vote.
(2) The Chair has an ordinary vote and a casting vote.
(3) Standing invitees do not have a vote.

Frequency of Meetings
The Committee meets up to eight times per annum.

Delegation
(1) Where Teaching and Learning Committee schemes are formulated for the purposes of 2(b) with clear guidelines, the administering bodies established to oversee the day-to-day operation of the schemes are delegated with the Committee's authority to make and action decisions that are within the parameters of the guidelines.
(2) Any changes to existing guidelines or policies for Teaching and Learning Committee schemes must be forwarded by the administering body to the Teaching and Learning Committee for its approval.
NOTES:

Local Decision-making Map
A decision-making map illustrating where the committee's business comes from and where its recommendations or decisions go is available at http://www.teachingandlearning.uwa.edu.au/page/145254.

Local Communications Map
A communications map illustrating where information comes to the committee from and which committees or groups need to be informed of the committee’s decisions is available at http://www.teachingandlearning.uwa.edu.au/page/145254.
Teaching and Learning Committee - 7th March 2013

UWA Futures a Vision for Education - Key points received from Faculty and Student Representatives

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Architecture, Landscape and Visual Arts

RECENT ALVA INITIATIVES
- Teaching Assistant scheme
- Undergraduate Student Learning HUB
- Student delivered para-curriculum

AREAS OF ALVA EXPERTISE TO INFORM REVIEW
- Project based learning

EXAMPLES OF GOOD PRACTICE, WITH FOCUS ON 5 EDUCATION PROPOSALS
(Some we do, some we are working on)
- Shadowing programmes to leading universities for junior academics
- Informal student learning spaces
- Overseas intensive learning
- Embedded PhDs in professions

Winthrop Professor Simon Anderson, Dean, Faculty of Architecture, Landscape and Visual Arts

Arts

Recent initiatives within the Faculty, possibly brought about by the introduction of new courses, changes in teaching technologies or learning approaches, that aim to improve the student learning experience;

* Overall picture: Faculty of Arts’ precarious financial position until 2012 largely responsible for:
  - new workload model, based on enrolments not hours
  - leading to further changes: introduction of ‘lectorials’
  - increasing size of tutorials (25) - but use of LMS fora as well
  - some lectures online only

Motivation for these changes largely financial, BUT SURF scores indicate no decline in quality for 2012, despite changes and increased enrolments: ‘Generally, at faculty level, the highest SURF scores in 2012 occurred in EDUC and AHSS’ (Analysis of SURF survey results, 2008-12)

Areas of expertise within the Faculty that might inform the Review of Pedagogy

Arts is developing one of 3 MOOCS offered at the moment by UWA - Martin Forsey: ‘Developing the Sociological Imagination’. This is being run in conjunction with a Crawley unit.
Examples of good practice, with a particular focus on the five Education proposals included in the UWA Futures paper (refer UWA Futures documentation).


Dr Neil O’Sullivan, Associate Dean (Teaching and Learning) – Faculty of Arts

Business

There have been a number of innovations in pedagogy in the Business School which include:

1) Team based learning and the use of SPARK. http://spark.uts.edu.au/
2) Peer learning and assessment using the multiple markers mode in SPARK
3) Use of automatic response systems including a trial this semester of Top Hat Monocle http://www.tophatmonocle.com/
4) Expanded use of case studies which has been facilitated by a licence with Harvard Business Publishing
5) Detailed curriculum mapping of all program learning outcomes and assurance of learning processes around the learning outcomes as a result of AACSB accreditation

There are a number of staff who would contribute to the review of pedagogy in the school including the following who have used some of the above innovations and/or are well known as outstanding teachers Wade Jarvis, Ann Tarca, Alex Lukysyte, Andrew Williams, Leo Langa, Joanne Sneddon, Gary Stockport to name a few

Winthrop Professor Phil Hancock, Associate Dean (Teaching and Learning) – Business

Education

Recent initiatives:
- Development and consolidation of Masters of Teaching courses
- Increased use of mobile technologies in teaching and learning
- Introduction of new units in 2014. Namely, a Level 1 broadening unit entitled A world of mobile learning and an M.Ed unit focussed on researching and teaching with mobile technologies
- Experimentation with a ‘flipped classroom’ approach.

Areas of expertise:
- Professional expertise in pedagogy as well as in its connections with curriculum and assessment. In regard to assessment, the faculty has an international centre for measurement and assessment whose work underpins policy and practice nationally as well as further afield
- More specifically, the faculty has developed expertise in ‘classroom’ use of mobile technologies. All staff teaching into the M. Teach early childhood/primary courses are issued with I pads. They have become adept at using them to support their teaching and enabling pre-service teachers to use this technology effectively for enhancing children’s learning as well as their own.
- As a graduate school of education we also have particular expertise in post-graduate teaching according to the principles of adult learning.

Examples of good practice:
- In relation to Proposal 1, the faculty’s increasing use of mobile technologies for enhancing learning, which is presumably relevant to ‘new pedagogies’.
- In relation to Proposal 5, and its connection with Cycle 3 programmes, the faculty’s professional doctorate has been running very successfully both onshore and offshore for two decades.

Professor Simon Clarke, Deputy Dean – Education
Faculty of Engineering, Computing and Mathematics

Recent Initiatives within the Faculty

- Curriculum integration as part of New Courses
  - e.g. Engineering: 26 programmes and majors to 1 major and 7 cycle 2 specialisations; similar for computing, mathematics and postgraduate
  - Generational renewal Integrated foundation - based on themes and principles, rather than disciplines
  - Use of "Threshold Concepts" as a vehicle for curriculum focus
- Pedagogical initiatives as part of New Courses
  - Most notable in integrated foundation
  - Learning through facilitated information and workshop sessions rather than lectures
  - 2013 is the second year run - many changes as a result of teething problems, experience and student feedback
- Faculty Academy for the Scholarship of Education (FASE)
  - Programme of seminars/workshops with internal and external participants/speakers
  - 6 international participants in 2011/2012
  - Membership programme to encourage professional development
- Enhancing Industry Engagement in Engineering Degrees
  - NRSWS/ACED (National Resources Sector Workforce Strategy DIISRTE/Aust Council Engineering Deans)
  - National project with 12 partner universities, plus industry organisations
  - Hosted from UWA Engineering
- CDIO Network
  - Membership application underway, and professional development
- Partnership with Stanford trialling Class2Go

Areas of Expertise within the Faculty that might inform Review of Pedagogy

- Faculty Academy for the Scholarship of Education (FASE)
  - Led by Chair of Engineering Education, W/Prof Caroline Baillie
- Education Committee
  - Includes Programme Chairs for each of the disciplines
- Masters Working Party
  - Cross-faculty representation, development of Cycle 2
- Education Research Theme
  - Led by W/Prof Caroline Baillie and W/Prof James Trevelyan
- Enhancing Industry Engagement, and Graduate Capabilities
  - Dr Sally Male (NRSWS)
- ADLT Networks (ACED, Go8+, ACDICT)
  - Prof Cara MacNish
- CDIO Network
  - Prof Cara MacNish

Examples of Good Practice

Industry/Community Engaged Learning (Proposal 1)

Many examples. e.g.
- Engineering without Borders (Global Challenges in Engineering - Caroline Baillie/Rita Armstrong)
- Environmental Design Projects (Carolyn Oldham)
- Maths in Industry (Neville Fowkes)

Facilities Enhancing Learning Opportunities (Proposal 2)

- Monadelphous Integrated Learning Centre
  - active learning spaces (both dry and wet), flat floors, moveable desks, whiteboards, etc
  - meeting and club spaces
Clough Student Centre
  o informal meeting and workspace

Mentoring and Support, Particularly First Years (Proposal 3)

New ECM Student Office has been a great success. "One-stop shop" providing centralised and organised support for all students, particularly new students.
  • pre-enrolment, enrolment, orientation/welcome events
  • centralised enquiry/email system
  • weekly student email newsletter and new online newsletter (ECM Extra!)
  • social event in Link week (3rd week of semester)
  • other events including: career events, prizes breakfasts, invitations from industry, final-year dinners, etc

Study Abroad (Proposal 4)

Based on units EXCH0300-0360

-2010: 38; 2011: 53; 2012: 57; 2013: 26 to date (2nd semester is typically larger)
-Number of approvals for incoming students has also increased (awaiting firm data)

Cycle 2 Programmes (Proposal 5)

Cycle two offerings have undergone considerable review and revision. A large and somewhat disparate set of offerings have been replaced by more focussed and strategic offerings:
  • New Master of Professional Engineering (2013)
    o new route to engineering accreditation
    o integrated masters with 7 disciplinary specialisations
  • New Master of Executive Engineering (planned for 2014)
    o serving professional development market/needs
    o ties in strategically with industry engagement
  • New Master of Mathematics and Statistics (under development)

Professor Cara MacNish, Deputy Dean (Education)

Law

1. Recent initiatives within the Faculty

  • Commencement of the JD has been preceded by the creation of a mapped matrix to address each compulsory unit’s outcomes, skills and assessment statements in order to ensure that an appropriate scope across these areas is achieved. This work is to be published in the UK Law Teacher this month;
  • The JD has also been marked by the creation of an Orientation Week involving sessions on Mental Health, goal setting, case method and resources education;
  • We are working to incorporate some of the initiatives promoted by CATL through increasing the variety and level of technology utilised within the teaching environment. One of the law school’s academics has developed an initiative which is being presented at the Leadership Day. The same academic has also secured an ISL grant to make a film as a vehicle for learning in her unit;
  • Promotion of participation and incorporation into assessment to promote increased engagement;
  • Flipped classroom initiatives such as self-guided learning modules including extension topics.
2. Areas of expertise which might inform the Review of Pedagogy

- Intensive post-graduate units and courses which engage with practitioners. We enjoy a close relationship with the profession, with many academics involved in practice, for example in private practice and as members of the State Administrative Tribunal. The Law School has a strong record of vertical and horizontal integration, with several offered units focusing on skills and knowledge needed for practice such as Alternative Dispute Resolution, Government Accountability, Comparative Native Title and Seniors’ Law and Policy. As a result there is a cross-fertilisation of knowledge which enhances the learning experience.

- The development of a wide variety of skills. This includes problem solving, critical analysis, mediation and oral skills through assessment processes. We have a strong culture of promotion of advocacy through competitions, and have experienced frequent national success, for example through our Jessup Moot teams;

- Incorporation of social justice issues into the taught curriculum and through connected activities raising awareness of equity issues. This has occurred through the incorporation of this dimension into appropriate units and through associated schemes such as the Women in the Law mentoring scheme and the volunteering scheme, the recipient of the national award for Social Justice initiatives. The Faculty enjoys a very strong and positive relationship with the student Blackstone Society in the promotion of these initiatives and more generally;

- The Law School promotes pathways into and out of the law degree through, for example, the Advanced Diploma in Indigenous Studies, and the development of internships;

- Two Law School academics have received national citations in relation to teaching and learning in the last two years, a reflection of the high standard achieved in the Faculty.

3. Examples of good practice with reference to the Future Frameworks paper.

- The promotion of Study Abroad – a student and staff exchange program with Seoul University has just been finalised and work is underway to develop a similar scheme with Oxford. There is currently a successful staff exchange arrangement with New York Law School;

- Structures for personalised mentoring and academic support. The JD commenced with a very successful orientation program with a strong emphasis on academic support. The Blackstone Society runs a very successful peer mentoring program. The Women and the Law mentoring program also run by the Blackstone Society involves a number of female academic staff members as well as members from the profession mentoring female law students;

- Review of Cycle 2 and 3 programs. There is currently a review of options across the Cycle 2 degrees, as part of a five year plan of the teaching of these degrees. This review is to develop recommendations for the development of JD and Masters units and will look to facilitate teaching across and between these degrees.

Associate Professor Meredith Blake, Associate Dean (Teaching and Learning)

**Medicine, Dentistry and Health Sciences**

1. Recent initiatives within the Faculty, possibly brought about by the introduction of new courses, changes in teaching technologies or learning approaches, that aim to improve the student learning experience;
   (The fact that all of our pre-registration courses are externally accredited provides additional motivation for us to adopt a responsive approach to curriculum development)

   a. All pre-registration courses in the Faculty are now graduate entry level courses
   b. While increasing the use of technology, the Faculty remains committed to active, small group learning to foster problem solving, critical reasoning and collaborative learning
   c. In response to evaluation over several years we have been looking at ways to increase the integration between clinical and biomedical sciences (teaching and assessment) for Medicine, Dentistry and Podiatric Medicine and to increase the amount of meaningful early clinical experience students obtain. Achievement of this has been made difficult by the Universities 6 point unit structure.
   d. For Medicine we are introducing:
i. Portfolio based assessment to increase the ability for students to demonstrate achievement of learning outcomes over time and student-centred learning

ii. Extending the current mentoring system so that all students are known

e. A significant Scholarly Activity is being introduced, where students will choose one of three streams (research, coursework or service learning) and engage with this over 2.5 years of the course. E.g. coursework students can undertake a suite of units specialising in a particular area e.g. population health, Aboriginal health, education of health professionals. e.g., service learning- students can choose from a range of service learning opportunities working in the local community e.g. Disability services, Canteen etc etc. The coordination of these units will challenging, but potentially enrich not just the student learning experience, but their preparedness as future doctors.

f. DentSim- Haptic Technology that being utilised to train and assess dental students before the being clinical practice on patients

f. Interprofessional Learning, the Faculty has developed a Capability Framework for IPL and are working to implement opportunities for all graduates to be interprofessionally capable practitioners

2. Areas of expertise within the Faculty that might inform the Review of Pedagogy and examples of best practice;

   a. Faculty Education Centre has expertise in:
      i. Assessment practices, introduction of policy, standard setting, benchmarking
      ii. Programme Evaluation- Faculty Evaluation Committee considers the quality of teaching and learning across courses, however has limited resources to achieve this
      iii. Technology in Learning- Dedicated staff to support development of elearning
      iv. Policy Development eg Policy on Professional Behaviour of Students, Unit Handbooks,
      v. Curriculum Development
      vi. Scholarship in Education- staff actively contribute towards scholarship in medical and health professional education and engage in local, national and international collaborations
      vii. Faculty Development- postgraduate courses in Health Professions Education. Graduate Certificate, Diploma & Masters

   b. Centre for Aboriginal, Medical and Dental Health—long history of success in increasing the number of successful completions of Indigenous students in the Health Professions. Have also been very successful in developing longitudinal integrated curriculum around Aboriginal Health in Medicine and more recently Dentistry, Podiatric Medicine, Nursing…etc

   c. Rural Clinical School- Federally funded, longitudinal rural placement for Year 5 medical students (12 months). Recognised for the quality of teaching, supervision and feedback offered to students.

   d. School of Women’s and Infants Health- consistently obtain high SURF evaluations over the last several years. Excellence in providing a supportive learning environment in a workplace setting.

   e. Beyond the Teaching Nursing Home - A Community Partnership of Learning and Care project at Bethanie Joondanna

   f. OHCWA and Podiatry Public Clinics- combines community service and clinical learning with good supervision

The way forward for FMDHS

- Increasing simulation based learning (we are not as far ahead with this as we need to be)
- Increasing the use of Technology (relates to above- but how much technology is the right amount)
- Assessing Professionalism
- Providing meaningful mentoring programmes
- Increasing qualitative assessment of performance in the workplace- eg readiness for practice
- Supporting selection processes
- Continuing to increase the diversity of entrants- sociodemographic factors
- Increasing engagement with community through public clinics, student led interactions
Challenges

- Introducing flexible learning opportunities for graduate entry students (think this will become more and more important over the next 5 years)
- Lack of physical resources within the medical school, eg flexible teaching spaces that can be used for small group learning, clinical skills training etc
- Faculty Development, particularly in the areas of Clinical Education, supervision, standardised clinical assessment in the workplace and the use of technology for learning.

Professor Sandra Carr, Associate Dean (Teaching and Learning)

Science

- Adaptations to ensure the laboratory experience in undergraduate Science is maintained at an appropriate level (including recognition of different cohort subsets)
- Curriculum review as part of the transition to a 3+2 ‘standard’ (already successfully implemented in ex-FNAS Schools and in Physics)
- Development of Cycle 2 programs across the new Faculty. Initial emphasis is on programs that provide collaborative gain within and outside the Faculty (e.g. new generic MSc). Opportunities for overlap with current Honours programs and named MSc degrees (with international focus) are being explored. Recognition of the need to develop a clear distinction between coursework and research degrees and develop new offerings accordingly.

Recent initiatives within the Faculty that aim to improve the student learning experience

- New staff position created in the restructured Faculty of Science – ‘Coordinator, Student Experience’. This position will liaise with Schools to bring a Faculty-wide perspective to the student experience. The role is still in development but includes responsibility for the peer-assisted learning (PAL) program and participation in the key projects listed below.
- Laboratory skills project (Faculty supported) in the School of Chemistry & Biochemistry. Designed to provide coordinated use of recorded prelabs, laboratory skill development (within an academic context), and student presentation / reflection over 3-week rotations. The design of the program includes evaluation of assessment / feedback strategies. Although part of a Level 2 course, there is an expectation that this model will be adaptable to other levels including Cycle 2 programs.
- Quantitative skills project (CATL funded for 2013). Program designed to address the shortfall in quantitative skills among some BSc students since admission / graduation requirements changed with NC2012. Linked to PAL system but involves active participation of coordinator who liaises with PAL tutors and a range of unit coordinators.
- Evaluation of Cycle 2 programs presented by ex-FNAS Schools that are currently in their second year of offering (review to include effectiveness of structures, block teaching issues etc).

Areas of expertise within the Faculty that might inform the Review of Pedagogy

- Dealing with large enrolments: Schools within the Faculty present some of the largest units in the university. Among these, first year Psychology and Human Biology units have dealt with large enrolments over many years and have adapted academic and administrative support accordingly. The demands of high enrolments have driven innovative assessment procedures (e.g. delivery of practical examinations in Human Biology).
- Novel approaches to development of laboratory skills (project outlined above).
- Faculty-wide strategy to support quantitative skills competency (project outlined above).
Examples of good practice, with a particular focus on the five Education proposals included in the UWA Futures paper.

- New pedagogies: Laboratory Skills project, Quantitative Skills project, Large First-Year Classes
- Personalised mentoring / academic support: Large level 1 units (e.g. >1200 enrolment in ANHB1101 in 2012) require strategies to ensure students have direct ‘academic’ contact and support.
- **Cycle 2 / Cycle 3 developments:**
  1. Major overhaul of Cycle 1 and Cycle 2 programs has already occurred in the ex-FNAS Schools as part of NC2012 developments. These Schools took a collaborative approach to redesign entire curriculum across the 3+2 model. Importantly, Commonwealth-Supported Places (CSPs) were obtained for Cycle 2 programs in specific areas (Agriculture, Geology etc).
  2. Honours in Physics (currently still available) to be phased out and replaced with a 2-year MSc (CSPs obtained) as pathway to PhD.

Winthrop Professor Brendan Waddell, Deputy Dean – Science

**School of Indigenous Studies**

1. **Recent initiatives in the School in response to New Courses**
   - Indigenous Knowledge Major
   - Aboriginal Orientation Programme and UWA Smart Start
   - Student support – academic and pastoral
   - Student Resources at Shenton House

2. **Areas of expertise within the School**
   - Indigenous Knowledge, Medicine and psychiatry, law, social work, psychology, physics, mathematics, history, English and philosophy
     
     “[W]e have to see what the situation in the world is in terms of knowledge. If we claim a monopoly of true knowledge, it is because it really is the knowledge that we handle better than anyone else in the world, which is why it usually favours our positions. That is the situation. When you understand that all this takes place by means of a process that is political, that is epistemological, then you start to see the “others” not only as living beings, but as thinking beings, and you realise that everyone in the world has knowledge, which leads to a sense of life, an understanding of the world, and so on ...... When you see that, you begin to understand that there is “another” knowledge.”

3. **Examples of Best practice**
   - Bringing about Reconciliation at the tertiary level

Assistant Professor Mel Thomas, School of Indigenous Studies
Student Guild

1. Education quality & feedback mechanisms
   a. Best practice guide
      i. eg anonymous assessment, peer-assisted learning, recorded lectures etc
   b. Teach for students
   c. Surveys & data collection
      i. The way pedagogy is responsive to student feedback through mechanisms such as SURF, SPOT and student representation (ie should teaching style be more "change ready"?)

2. Service learning
   “top down support combined with an organic bubble-up of practice & innovation”
   a. Explicit mention of service learning, both in terms of the way units are developed and the support provided to academics looking to "create" a service learning unit.
   b. Support structures for potential unit coordinators
   c. Role of the Guild Volunteering Hub

3. Dealing with online technology
   a. The flipped classroom
   b. Greater student involvement in CATL

Mr Cameron Barnes, Guild President

Postgraduate Students Association

I’m going to address the issues I’d like to see considered in the review of pedagogy from my perspective as a postgraduate coursework student in the Masters of Pharmacy program. I think that lessons learned from existing Masters programs should be central in guiding the formation of new courses.

Different teaching requirements of postgraduates
Postgraduate coursework students enter courses coming from a variety of academic discipline backgrounds, and diverse personal and professional experiences. As such, the teaching needs of postgraduates will inevitably be different.

- Further promotion and extension of CATL courses beyond curriculum development for lecturers and tutors to include effective teaching styles and content delivery in postgraduate coursework will enhance engagement of postgraduate students.
- Postgraduate students will come across units of very similar content to their undergraduate studies. Students are more likely to be kept engaged if there is a different type of dynamic with the teacher, if there is a greater aspect of self-directed learning, and if the content is often related back to professional realities.

Starting course sizes
In most disciplines the job market is increasingly tight. This is certainly the case with pharmacy. However, most graduates from the UWA program still manage to get into the roles they want. In part this success is due to careful consideration of the size of the course.

- Starting new courses with relatively small numbers allows the opportunity for more interactive teaching, will result in less attrition and greater attendance, will result in a greater percentage of excellence ratings on SURF surveys (as evidenced in 2012 with smaller units), and perhaps most critically, will allow industry to take a more central role in training as there will be few enough students to absorb.
- Starting with fewer students will deliver great advantage over competing courses by, and will ultimately allow the upwards titration of course sizes while maintaining a great reputation. Starting with too many students may compromise the reputation of the course in a way that will be hard to rectify.

Mr Jarrad Bothe, PSA Coursework officer

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