PRESENT
Deputy Vice-Chancellor (Education) (Winthrop Professor Alec Cameron) - Chair
Dean of Coursework Studies (Winthrop Professor Grady Venville)
Centre for the Advancement of Teaching and Learning (Assistant Professor Lee Partridge)
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 (Winthrop Professor Helen Wildy)
  Faculty of Engineering, Computing and Mathematics (Professor Giacinta Parish)
  Faculty of Law (Associate Professor Meredith Blake)
  Faculty of Medicine, Dentistry and Health Sciences (Associate Professor Diana Jonas-Dwyer)
  Faculty of Science (Associate Professor Peter Hammond)
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
Mr Kelly Smith, Director, International Centre
Mr Mike Shearer, Head of College (Trinity)

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

APOLOGIES
Winthrop Professor John Cordery, Chair of the Academic Board
Winthrop Professor Denise Chalmers Director, Centre for the Advancement of Teaching and Learning
Dr Mary Davies, University Librarian and Director (Information Management)
Assistant Professor Mel Thomas, Nominee of the Dean of the School of Indigenous Studies
Professor Cara MacNish, Faculty of Engineering, Computing and Mathematics
Professor Sandra Carr, Faculty of Medicine, Dentistry and Health Sciences
Winthrop Professor Brendan Waddell, Faculty of Science

WELCOME
The Chair welcomed all members including a number of members who were representing a colleague in their absence.

APPRECIATION
The Chair advised members that this would be the last meeting for Ms Siri Barrett-Lennard and that Dr Judy Skene would be representing Student Services with effect from the next meeting. The Chair extended the Committee’s thanks and appreciation to Ms Barrett-Lennard for her valued contribution to the work of the Committee over the last seven years. Members noted that Ms Barrett-Lennard would continue to contribute to the teaching and learning portfolio as a nominee to the Committee’s Awards Standing Committee. Ms Barrett-Lennard was well-placed to serve on this Committee as a UWA Excellence in Teaching Award winner and having received an ALTC Citation for Outstanding Contributions to Student Learning in 2011.

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 – 5
that the minutes of the Teaching and Learning Committee meeting held on 7th March 2013 be confirmed.

2. TEACHING AND LEARNING COMMITTEE STANDING COMMITTEES – REF:F28144

At its last meeting the Teaching and Learning Committee had resolved (R4/13):

“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.”

With regard to the Awards Standing Committee, the Chair advised members that it would continue for 2013 with minor amendments to its membership, as attached to the Agenda.

RESOLVED – 6
that the constitution of the Awards Standing Committee be amended as attached to the Agenda and that consequent amendments be made to the current award guidelines on Recognition and Reward of Excellence in Teaching (refer http://www.teachingandlearning.uwa.edu.au/teaching/awards/awards).

3. UWA EDUCATION FUTURES PROJECT – REF: F45719

Members noted that the meeting was aimed at progressing the UWA Education Futures Project. The Chair confirmed that, as foreshadowed at the last meeting, a small working group had been formulated to develop a brief narrative which would provide an opening point for engagement with stakeholders – both internal and external to UWA. To maintain momentum on the Project, the Chair had requested completion of this component by early May 2013 and confirmed that membership comprised:

Winthrop Professor Grady Venville, convener
Winthrop Professor Denise Chalmers
Winthrop Professor Phil Hancock
Winthrop Professor Brendan Waddell

3.1 The UWA Context
The Chair informed members that he was keen to provide further context for the development of the Working Group’s paper, in particular clarity on some principles to underpin the future vision. He further noted that, as detailed in the agenda papers, the starting point for these deliberations was the current context, including the University’s stance on its:

- Vision
- Mission
- Values
- Defining Characteristics
- Strategic Priorities
- Education Operational Objectives
- Research Priority Areas
- Education Primary Goal
- Educational Principles

The Chair confirmed that it was not intended to challenge these key statements, but to draw on them and define some common elements that are characteristic of a UWA education.
3.2 Presentation from the Dean of the Faculty of Education
At the Chair’s invitation the Dean of the Faculty of Education provided a brief presentation (Attachment A) to members on principles for teaching and learning, including pedagogical knowledge, building on a recent presentation that the Dean had made on behalf of the Faculty to the Academic Board.

As intended, the presentation provoked discussion at the broad level, including such issues as effective teaching strategies, such as the one presented, for large classes, the impact or limitations of physical teaching spaces on methods of teaching, and evidence-based improved learning when students are cognitively engaged.

There was particular discussion on how to prepare students, and in particular manage their expectations, in what might be a change in the teaching culture. It was generally agreed that UWA had a responsibility to teach in a way that provides students with the ultimate learning experience, and that this may be a challenge for both staff and students in the initial stages but should be pursued on the basis that any change to the teaching culture was informed by evidence of good practice.

The Chair thanked Professor Wildy for the interactive presentation.

3.3 UWA Educational Values
To develop a vision for education at UWA, the Chair suggested that it was appropriate to consider and seek to articulate the values that should underpin education at this University. If a consensus on these values could be obtained, then they would provide a constant reference point on which to test proposals as the vision was developed.

In particular, the Chair referred members to the Educational Principles, as attached to the Agenda, which had been reviewed and updated in 2009. He confirmed that these were all worthy attributes but argued that they addressed what a UWA education should produce in terms of graduate attributes, rather than how a UWA education would produce these attributes, or most elusively, what was “distinctive” about a UWA education.

To assist in providing some guidance for the UWA Education Futures Project, the Chair encouraged members to consider what we believe should be the common attributes or characteristics of our approach to providing education at UWA. The Chair further acknowledged that there was likely to be substantial differences in how education was best delivered in diverse disciplinary areas and, following brief discussion in small groups, the following common elements that might characterise a UWA education were offered:

- Research-teaching nexus;
- Technology and Learning - high use of technology, blended with face-to-face components;
- Rich campus environment;
- Access to high profile scholars and visitors;
- Networks for life;
- Changing self and the world;
- Learning Culture:
  - Actively engaging students – encourage cognitive learning;
  - A culture where students are accountable for their learning;
  - Learning through doing
- Relationships with students;
- Relevant and engaging curriculum;
- Academic citizenship;
- Learning in a social context:
  - Teach/link to the real world;
  - Link to social/ethical challenges;
- Experiential elements:
  - service/work integrated learning;
  - internships,
The Chair thanked members for their input and four breakout sessions were organised, drawing issues from the above list.

3.4 Break-out Group Discussions

Four breakout sessions, with specific topics for discussion, were established as follows:

<table>
<thead>
<tr>
<th>Group 1 – Grady Venville</th>
<th>Group 2 – Phil Hancock</th>
</tr>
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<tbody>
<tr>
<td>Experiential Learning</td>
<td>Technology and Learning</td>
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<tr>
<th>Group 3 – Helen Wildy</th>
<th>Group 4 – Alec Cameron</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Culture</td>
<td>Research-Teaching Nexus</td>
</tr>
<tr>
<td>Directed Self Learning</td>
<td>Campus Environment</td>
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</tbody>
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Members self-selected the group they wished to attend.

3.5 Committee Discussion

Principles to Underpin the Project

At the Chair’s invitation, the facilitator from each group reported back to the Committee on the major points discussed. It was noted that the main points transcribed from each session (Attachment B) would be referred to the Working Group to assist in the formulation of their paper.

UWA Education Futures Project – Terms of Reference

At its last meeting the Committee had considered and provided feedback to the Chair on proposed terms of reference for the ‘Review of Pedagogy’. Subsequent to this debate, the Chair had referred amended terms of reference for the ‘UWA Education Futures Project’ to the Academic Board for its consideration and feedback.

The Chair provided a final opportunity to members to offer feedback on the amended terms of reference for the Project, as attached to the Agenda. No further comments were received and it was

RESOLVED - 7
to endorse the Terms of Reference for the UWA Education Futures Project, as attached to the Agenda, and to refer the document to the Deputy Vice-Chancellor (Education) for approval.

[Executive Officer’s Note: Following the meeting, the Deputy Vice-Chancellor (Education) made a few minor amendments and then approved the Terms of Reference, which are attached for members’ information – Attachment C]

4. NEXT MEETING

The Chair advised members that the next meeting of the Teaching and Learning Committee would be rescheduled (from Thursday, 2nd May) and held on Thursday, 9th May 2013 at 2.00pm. It was intended that the May meeting would consider the draft paper from the UWA Education Futures Project Working Group, and a week’s delay was required to accommodate the timelines for drafting of the paper. Members noted that a call for acceptances to this rescheduled time would be circulated by the Executive Officer to ensure that a quorum was achievable.
[Executive Officer's Note: The next meeting of the Teaching and Learning Committee will be held at 2.00pm on Thursday, 9th May 2013. The venue will be advised in due course. The cut-off date for submission of items for the Committee's agenda is Thursday, 25th April 2013.]

Confirmed

Chair

__/__/__

_______________________
Teaching and Learning Committee
April 2013

Outline
• Principles
• Example
• Reflection

Teaching is our professional expertise

How to teach so that students learn
How to teach teachers so that they help students learn
How to support leaders to work with teachers to improve students’ learning

Principles for teaching and learning

1. Pedagogical knowledge
   – How to teach
   – Teaching is not talking or telling or entertaining
   – Theories of learning (constructivism, transmission)
   – Learning preferences (visual, auditory, concrete …)

2. Content knowledge
   – Structure of the discipline
   – Expanding discipline base
   – Interdisciplinary links

3. Pedagogical content knowledge
   – How to teach the particular discipline
   – Unique to discipline
4. Knowledge of students
   - What they know already
   - Age, stage of development
   - Motivation
   - Career stage
   - Capacity
   - What they will learn next

Example
Unit EDUC5642 Leading Teaching and Learning
- 40 students, Master of School Leadership
- Aspiring and novice school principals
- A century of changing thinking about leadership: the 1990s
- Key learning: dealing with the challenges of accountability, autonomy and efficiency in increasingly devolved authority structures
- Context: New Public Management, school based Management, WA’s Independent Public Schools, UK Academies

Strategy
- 4 groups of 10, each allocated a school in a ‘cluster’
- One from each group forms a new group, as ‘principals’ of each school, meeting to decide the future of the cluster (10 mins)
- Each writes outcome and reason (whiteboard)
- Debrief (10 mins)
- Guest speaker (30 mins): principal of secondary Independent Public School on dilemmas of accountability and autonomy

Reflection
- What was being learnt in this session?

Checking
- My approach is to ‘make the important interesting’
- What is to be learnt? (dealing with challenges principals face in devolved school structures)
  - Theoretical constructs
  - Key writers
  - Research
- What teaching strategy? Materials?
- What do students already know? What is the next learning
- What are the students doing during the session?

Content: policy and practice of school restructuring reform
- Changing structures; changing cultures
- Importance of being well prepared
- Each participant makes an essential unique contribution
- Assignment preparation (analysis of virtual school data)
- Group processes
  - No social loafing, taking turns, no domination
  - Large group/small group
  - Accountability
  - Efficiency
- Microcosm of school decision-making processes
Bloom’s Taxonomy

• Bloom’s Taxonomy of Cognitive Objectives (1950s)
• Qualitatively different kinds of thinking
• Emphasis on higher-order thinking
• Revised taxonomy by Anderson (1990s)

Summary

• Teaching is a complex business
• There are many different styles: ‘No one style is ‘best’
• Expert teachers use a range of strategies during a session
• They are always mindful of what their students are doing
• Flexibility and responsiveness are used to capitalise on the teaching moment
COMMON ELEMENTS THAT ARE CHARACTERISTIC OF A UWA EDUCATION

GROUP 1 Grady Venville

Experiential Learning:

Internships:
- placement with company with learning outcomes, structured, clearly defined roles/responsibilities of students and mentors
- develop model of best practice
- Internships Australia as intermediary
- access for those with disabilities, how can they contribute?

Labs:
- autonomy
- consistency across University
- away from recipe style labs

Technology:
- via Skype with industry mentors

In the classroom
- real world problems – cross-cultural perceptions
- guest speakers, discussion

Internationalisation of curriculum
- offer two units with different styles

GROUP 2 Phil Hancock

Technology and learning

Issue 1 Pedagogy
- Is it important to integrate the use of technology into the learning? If yes then how much is appropriate?
- Will this vary by discipline?
- Is technology better used for certain aspects of learning such as the transmission of knowledge which allows the class time to be used for the application of knowledge?
- Are there certain higher order skills like judgement, and education principles like oral communication which are more suited to the face to face classroom?
- Can technology be used to supplement and augment face to face teaching by allowing for example students to continue to collaborate in a virtual world?

Issue 2 Support and resources
- If there is to be more blended learning and flipping the classroom what level of support/training is required for professional and academic staff and students?
- It is essential that there is adequate IS support at all times to deal with technology problems.

Issue 3 Technical
- Are there aspects of teaching which for intellectual property reasons need to be safeguarded?
- Is the use of technology inhibited by technical issues such as internet access in certain parts of the university? What can be done to deal with this issue?
- Are there any members of the student body that may have access problems due to factors like rural location or restrictions in the work place?
**GROUP 3 – Helen Wildy**

**-Learning Culture**

**-Directed Self Learning**

Key idea is that any change in learning culture for students needs to be concurrent with change in culture for teachers

**What**

- Students arriving at university need to learn how to learn in a different way, part of the learning journey
- Uncomfortable learning spaces, should students be given uncomfortable learning experiences, can this teach new skills and bring out the best in some students?
- Teachers need to move on from debate which simply states that students like and prefer older styles of teaching, this should be irrelevant compared to delivering the best learning outcomes
- Students need to develop critical thinking skills, teaching should enable this
- Project based learning rather than group teaching/ lecturing
- Need some good local exemplars to demonstrate how changed learning culture leads to better learning outcomes
- Distinction between undergraduate and postgraduate students, will the same teaching be offered for 2nd cycle students
- Identify principles and allow the fact that they can be achieved in different ways in different faculties
- Higher level values need to be identified; e.g.
  - Taking responsibility
  - Learning how to learn
  - Highly engaged
- How do we facilitate the cultural shift in order to reach values?
- Ensure that students realise that they have responsibility for their own learning
- Learning culture could be a ‘selling point’ i.e. could be used as a tool to make UWA more attractive to prospective students

**How**

- Change management need to be addressed for both teachers and staff
- Cultural change – requires maintenance
- Cycles of change need to considered, start-up phase, maintenance phase etc.
- Awareness that things will get worse before they get better, needs to be addressed in change management guidelines
- Observations across campus – to demonstrate different styles of teaching

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**GROUP 4 Alec Cameron**

**Research-Teaching Nexus**

- What is intended by the nexus and how important is it?
- The nexus could be defined in different ways, for example:
  - How research might influence teaching - the currency of the knowledge students receive – ie latest and at the forefront of knowledge;
  - Students are taught research skills;
  - Students who attend research-intensive universities are made aware of research in knowledge development and that the body of knowledge is always changing;
Do we want students to have all three? Can this be across all disciplines?

How is the nexus evidenced?

Is a nexus necessary in all disciplines – for example, some disciplines (engineering) focus on graduate competencies in preparation for the work force, rather than progression into research/PhD;

Some areas are well positioned to include research as a component of the unit/course, for example in science;

A nexus between teaching and research is part of the UWA culture and vision, especially in new courses – it is embedded at the course level.

Campus Environment

Tied to active learning – being on campus and interacting with peers;

Difficult to encourage all students on campus, especially mature-age or students with responsibilities (carer, jobs, etc);

Some students see workplace experience as more important than a campus experience;

Colleges do well in providing an on-campus life, but some issues with residential students:
  - UWA doesn’t have a strong on-campus life outside normal hours;
  - Lack of accommodation, albeit there has been recent increases in this area;
  - Students tend to live at home and commute to UWA;
  - Transport is a problem to and from UWA, especially out of hours (including queues and connections);
  - Colleges are full – but not necessarily over-booked, is there a call for more residential opportunities?
  - Do we promote the residential experience adequately?
  - Do residential students perform better academically?

The Guild is developing facilities on campus;

There is a need for specific student cohorts to have a common area – eg couches, pool tables, vending machines, etc. However, with new courses, it is becoming more difficult to define appropriate student cohorts. This is a challenge that needs to be met.

Albany campus needs to be considered within this context, in addition to the different on campus experiences at Nedlands, Crawley and QE2, etc.

Outside classroom experiences important within the campus environment – clubs, societies, sporting, drama, debating, etc.
UWA Education Futures Project

Background

In the UWA Futures paper, the first proposal is:

“That the University conduct a full review of pedagogic purpose and practice in 2013, with the aim of introducing new pedagogies from the beginning of 2015. The review will consider among other factors:

- the effectiveness of different teaching styles;
- the preferences of students for different combinations of online and face-to-face learning;
- the technological and infrastructure requirements of different approaches to teaching and learning;
- the skills and capabilities required of teaching and support staff;
- the opportunities for national and international collaboration in the design and delivery of educational programs.”

It is proposed to address this proposal by establishing a UWA Education Futures Project which will aim to develop a vision for student learning and teaching at UWA, which will in turn guide developments in our educational offerings, and in other areas which impact on the delivery of our education.

In addressing this proposal, it is important to emphasize the context of the proposed Project.

UWA has a proud history of providing excellent education, which continues today. We believe that there are many examples of “best practice” in teaching and learning at UWA, which will be identified and acknowledged by the Project. (Evidence of UWA’s excellence in education is provided by our success in OLT, formerly ALTC, awards and citations.)

At the same time, as is typical in universities, we believe there is a great diversity in approaches to student learning and teaching (not all of which are justified by “discipline specificity”), with resulting variation in the resulting quality of our education, and the student experience.

Further, we are in a rapidly changing environment in the higher education sector internationally, driven by technology, competition, internationalisation, and changing student preferences, with many innovations impacting on the delivery of higher education. Consequently, “best practice” is evolving rapidly, and, as a leading university internationally, UWA needs to be abreast of and active in developments in learning and teaching.

So, while UWA is acknowledged as a leader in higher education, the UWA Education Futures Project will enable us to identify and extend current best practices, and, more importantly, to develop a vision for future “best practice”, and to develop plans to build the capabilities and resources to realise this vision.
Terms of Reference

Following extensive consultation, the following Terms of Reference have been agreed:

1. That the University develop a vision for student learning and teaching at a future time, say 2018, which is ambitious, yet able to be conceived at this time, and also flexible to admit future developments that are not currently envisioned. To be inclusive of the range of disciplines taught at UWA, it is anticipated that the vision should address principles, for interpretation and implementation at a disciplinary level, rather than a detailed prescription.

While any plans will be bounded by resource constraints, and some will argue that these should be addressed in the first instance, I believe strongly that we should seek to identify our preferred future state, and then seek to approach it most effectively with the resources that we can attract, rather than limiting our vision based on current models of resourcing and practice.

2. That the vision address the dimensions described above, including:
   - the size and structure of classes and cohorts;
   - the mix of online and face-to-face learning;
   - the mix of classroom and external activities (including, but not limited to, internships and exchanges) to develop identified graduate attributes;
   - the best fit between discipline, level of study (undergraduate, postgraduate coursework, and research training), learning goals and pedagogy;
   - the technological and infrastructure requirements;
   - the skills of teaching and support staff;
   - best practice in assessment aligned to student learning outcomes; and
   - models of collaboration in program design and delivery.

3. In developing the vision, evidence-based examples of good approaches to teaching and learning, both currently at UWA and externally (including internationally), will be identified.

4. That the areas be identified which will require substantial and identifiable intervention to transform the current offerings to the identified future state in the identified timeframe.

5. That a plan be developed, with clearly identified projects, priorities and funding requirements, to realize the five-year vision.

Membership

It is proposed that committees will be established to contribute to the Project, and the development of the resulting vision and plans, with the University’s Teaching and Learning Committee providing oversight as the reference group for the Project. Membership may vary for different stages of the Project (such as visioning versus planning).

It is proposed that the membership will be inclusive of broad representation from faculties and relevant departments at UWA. It is also anticipated that external perspectives will be sought and incorporated, particularly with regard to setting our
future vision for education at UWA. These external perspectives are likely to be drawn from the inclusion of representatives of the school sector, and employer, government, and community groups.

Timeframe

It is proposed in the *UWA Futures* document, that the aim be “introducing new pedagogies from the beginning of 2015”.

With regards to the Project, I believe we should aim to deliver an outcome comprising a vision and implementation plan by the end of the 2013. This would enable some new initiatives to be developed with a view to delivery in 2015. It is important, however, to distinguish this review and implementation plan from that which supported the introduction of *New Courses 2012*. In the latter case, a date needed to be defined at which UWA would switch over completely to a new set of courses.

In the case of the UWA Education Futures Project, the expectation is that we will identify some examples of leading practice that are already in place, plus a range of initiatives in support of our future vision for education at UWA, which will be phased in over the next few years. Hence, there will not be a definitive date at which we will switch from “old” to “new” approaches, but an ongoing journey of improvement and progress towards our vision of educational best practice.

I believe that the introduction of new initiatives arising from the project from the beginning of 2015 will be achievable, but these will only be steps of a plan, not a complete and sudden revamp of our current offerings.

Professor Alec Cameron  
Deputy Vice-Chancellor (Education)  
4th April 2013