MEMBERS OF THE TEACHING AND LEARNING COMMITTEE
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)
University Librarian and Director (Information Management) (Dr Mary Davies)
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 Cara MacNish)
   Faculty of Law (Associate Professor Meredith Blake)
   Faculty of Medicine, Dentistry and Health Sciences (Associate Professor Diana Jonas-Dwyer for 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
Mr Kelly Smith, Director, International Centre
Mr Mike Shearer, Head of College (Trinity)

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

TEACHING AND LEARNING COMMITTEE MEETING – THURSDAY 4th APRIL 2013

This is to confirm that the next meeting of the Teaching and Learning Committee will be held on Thursday, 4th April 2013 at 2.00 – 4.00pm in the Senate Room.

Parts 1 and 2 of the agenda are to be dealt with en bloc by motion of the Chair. Part 3 is for discussion. A member may request the transfer of an item from Part 1 and/or Part 2 to Part 3.

Members are advised that this agenda has been formatted to be ‘electronic device friendly’ by including bookmarks to provide easier navigation throughout the document. Click here for details.

Ms Sue Smurthwaite
Executive Officer
AGENDA

WELCOME
The Chair will welcome all members and invitees to the meeting.

APOLOGIES
The Chair will record any apologies. Members are reminded that apologies should be forwarded to the Executive Officer prior to the meeting. Members representing the faculties are reminded that if unable to attend a meeting, an alternative attendee from the Faculty Teaching and Learning Committee or by nomination of the Dean should be organised prior to the meeting.

Members are also reminded that the meetings are usually scheduled for two hours (2.00 - 4.00pm), if members are unable to attend for the whole meeting would they please advise the Executive Officer prior as this may have an impact on the Committee proceeding inquorate.

DECLARATIONS OF POTENTIAL FOR CONFLICT OR PERCEIVED CONFLICTS OF INTEREST
The Chair will invite members to declare potential for conflict or perceived conflicts of interest, if applicable, with regard to items on the agenda.

1. MINUTES – Ref: F12154
The Chair recommends confirmation of the minutes of the Teaching and Learning Committee meeting held on 7th March 2013.

Minutes are available from the committee’s web page: http://www.teachingandlearning.uwa.edu.au/staff/committees/tlc/

PART 1 – ITEMS FOR COMMUNICATION TO BE DEALT WITH EN BLOC

2. BUSINESS IN PROGRESS

<table>
<thead>
<tr>
<th>ITEM/BUSINESS IN PROGRESS</th>
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<tr>
<td>2.1 Teaching and Learning Committee Standing Committees – REF F28144</td>
<td>Review continuation of the Awards Standing Committee during 2013 (R4/13).</td>
<td>Chair</td>
<td>In progress</td>
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For noting.

PART 2 – ITEMS FOR DECISION TO BE DEALT WITH EN BLOC

No items in Part 2.
PART 3 – ITEMS FOR DISCUSSION AND DECISION

3. UWA EDUCATION FUTURES PROJECT – REF: F45719

At its last meeting the Committee considered and provided feedback to the Chair on proposed terms of reference for the ‘Review of Pedagogy’. Subsequent to this debate, the Chair referred amended terms of reference for the ‘UWA Education Futures Project’ to the Academic Board for its consideration and feedback. For ease of reference, the amended terms of reference are attached (Attachment A) and the minuted Academic Board discussion is available on the web at http://committees.intranet.uwa.edu.au/acaboard/academic_board_from_2012.

Furthermore, as foreshadowed at the last meeting, the Chair invited nominees to formulate a small working group to develop a brief narrative describing the delivery of higher education in 2020 in a way that is visionary but believable which will provide an opening point for engagement with stakeholders – both internal and external to UWA. The Chair appreciates all nominations received and confirms that a small working group has been selected, as follows:

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

To maintain momentum on the Project, the Chair has requested completion of this component by early May 2013.

The Chair is keen to provide further context for the development of this paper, in particular clarity on some principles to underpin the future vision. In essence, the Committee is asked to consider:

What makes UWA distinctive?

A starting point for these deliberations includes the following background information and proposed discussions:

3.1 The UWA Context

The education mission is described in a number of the University’s key statements, including its:

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

Attached for reference are the above statements that currently guide the University in its core activities (Attachment B).

3.2 Presentation from the Dean of the Faculty of Education

The Dean of the Faculty of Education has been invited by the Chair to provide a brief presentation to members on pedagogical knowledge, similar to a recent presentation that the Dean made on behalf of the Faculty to the Academic Board. It is intended that this presentation provoke further discussion during items 3.3 and 3.4.

3.3 UWA Educational Values

To develop a vision for education at UWA, the Chair suggests that it is appropriate to consider and seek to articulate the values that should underpin education at this University. If a consensus on these values can be obtained, then they will provide a constant reference point on which to test proposals as the vision is developed.
In particular the Chair refers members to the Educational Principles (Attachment B) which were reviewed and updated in 2009. He confirms that these are all worthy attributes but argues that they address what a UWA education should produce in terms of graduate attributes, rather than how a UWA education will produce these attributes, or most elusively, what is “distinctive” about a UWA education.

To assist in providing some guidance for the UWA Education Futures Project, the Chair would like the Teaching and Learning Committee to address what we believe should be the common attributes or characteristics of our approach to providing education at UWA.

It is acknowledged that there are likely to be substantial differences in how education is best delivered in diverse disciplinary areas and the Chair asks members to come to the meeting, following appropriate consultation with colleagues, with suggestions for common elements of what might make a UWA education distinctive. For example:

- Research-teaching nexus;
- High use of technology, blended with face-to-face components;

3.4 Break-out Group Discussions
Following discussion of educational values, the four members of the Working Group will facilitate discussion in smaller groups stimulated by the above presentation and discussions. It is anticipated that themes for these break-out groups will be developed during item 3.3

3.5 Committee Discussion
Principles to Underpin the Project
The Chair will invite each facilitator to report back to the Teaching and Learning Committee, with a view to establishing some broad principles to underpin the Project, and to assist in the development of the Working Group’s narrative.

UWA Education Futures Project – Terms of Reference
A final opportunity will be provided to members to offer feedback on the proposed terms of reference for the Project (Attachment A).

4. NEXT MEETING
The next meeting of the Teaching and Learning Committee will be held on Thursday, 2nd May 2013 at 2.00pm in the Senate Room. The cut-off date for submission of items for the Committee’s agenda is Thursday, 19th April 2013. As mentioned at the last meeting, members are also encouraged 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.
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 reaching 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

Prior to planning this project, it is necessary for the Terms of Reference for the project to be clearly articulated. To progress the specification of these Terms, I suggest the following draft Terms for discussion.

1. That the University develop a vision for student learning and teaching at a future time, say 2018, which is ambitious, yet able to 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; and
   - models of collaboration in program design and delivery.

3. That the vision identify examples of “best practice” both currently at UWA and externally (including internationally).

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 form 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.

**Next Steps**

For discussion and feedback.

Alec Cameron
10 March, 2013
Education at UWA – Key Statements
(extracted from the UWA Strategic Plan, Strategic Directions 2009-2013, Operational Priorities Plan and Educational Principles)

Vision
Achieving International Excellence
The University of Western Australian will be recognised internationally for its excellence in teaching and research and as a leading intellectual and creative resource to the communities it serves.

Mission
To advance, transmit and sustain knowledge and understanding through the conduct of teaching, research and scholarship at the highest international standards, for the benefit of the Western Australian, Australian and international communities.

Values
The core values underpinning our activities are a commitment to:

- a high performance culture designed to achieve international excellence
- academic freedom to encourage staff and students to engage in the open exchange of ideas and thought
- continuous improvement through self-examination and external review
- fostering the values of openness, honesty, tolerance, fairness, trust and responsibility in social, moral and academic matters
- transparency in decision making and accountability
- equity and merit as the fundamental principles for the achievement of the full potential of all staff and students.

Defining characteristics
The University of Western Australia will be recognised by the following defining characteristics:

- high quality, as the pervading criterion for all our activities
- comprehensive, with a broad teaching and research profile in the arts, sciences, and professions
- selective, within a comprehensive base, to develop particular areas of research strength and emphasis
- research-intensive, with a strong teaching and research nexus across all our disciplines
- internationally-focused, for both the content and standards of our activities
- technologically innovative, to maximise our flexibility
- responsive, to meet the needs of the community, our students and our graduates.

Achieving international excellence as a comprehensive teaching and research university calls for fully funded growth to achieve economies of scale. The University has set a growth target to exceed 25,000 students by 2020 and to move towards a 65:35 ratio of undergraduate to postgraduate students.
Strategic priorities
The University has identified four priority strategic objectives of particular significance to achieving international excellence over the period 2009-2013:

- Teaching and Learning – improve the quality of the student learning experience
- Research and Research training – improve the quality and impact and productivity of research and research training
- External Relations – improve the University’s positioning and reputation and develop strategic relationships and community engagement
- People and resources – develop our people and resources.

Education Operational Objectives
- To recruit and graduate a diverse student cohort of the highest quality
- To improve the University’s courses
- To extend high-quality teaching approaches and improve learning outcomes
- To further develop the links between teaching, learning and research
- To improve student engagement in a high-quality campus community

Research priority areas
The University will engage in a number of strategic research areas and emerging and seed priority areas while continually improving the quality of research discoveries, publications and research productivity.

Strategic research areas include:
- plant sciences and sustainable food production
- ecology, evolution and the environment
- energy and minerals
- indigenous knowledge
- medicine and health
- mind and the nervous system.

Emerging and seed research priorities include:
- Australian literature and post-colonial cultures
- bio-engineering and bio-sensing
- economic and regional development
- future cities
- measurement science
- medieval and early modern studies
- nano and bio-technologies
- organisational behaviour
- public and business policy
- radio astronomy
- science, engineering and mathematics education
- theory and practice of education
- world economic growth and the role of the Asian region.

Education Primary Goal
The University aims to provide courses of study and a learning environment at the highest possible quality to meet individual, local (state), and national needs and internationally recognised standards; and to foster the relationship between teaching and the conduct of research across the range of its disciplines in a way that sustains the quality of the institution’s teaching and learning activities and distinguishes it from other institutions in the State, and many others in the sector.
The University of Western Australia (UWA) is committed to those educational values which imbue student learning at all levels, summarised within its Educational Principles.

The University seeks to nurture excellence, enable creativity and intellectual exploration, and promote effective citizenship among its students and graduates in the Australian community and beyond. In pursuit of these values, and to support a distinctive UWA education, the University will promote among its students the ability and desire:

1. to develop disciplinary and interdisciplinary knowledge and skills through study and research-based enquiry, at internationally recognised levels of excellence
   - to think, reason and analyse logically and creatively
   - to question accepted wisdom and be open to innovation
   - to acquire the skills needed to embrace rapidly changing technologies.

2. to further develop the skills required to learn, and to continue through life to learn, from a variety of sources and experiences
   - to develop attitudes which value learning
   - to acquire skills in information literacy.

3. to develop personal, social, and ethical awareness in an international context
   - to acquire cultural literacy
   - to respect Indigenous knowledge, values and culture
   - to develop ethical approaches and mature judgement in practical and academic matters
   - to develop the capacity for effective citizenship, leadership and teamwork.

4. to communicate clearly, effectively and appropriately in a range of contexts
   - to develop spoken and written English communication skills at high levels
   - to acquire skills in critical literacy and interpersonal communication.

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1 The terms 'cultural competence' and 'cultural literacy' are often used interchangeably in the literature. Cultural competence has been defined as 'a set of skills that allow individuals to increase their understanding of cultural differences within, among and between' diverse cultural groups, marked by respect for such diversity. [Ana E. Nunez, 'Transforming cultural competence into cross-cultural efficacy in women's health education', *Academic Medicine*, 2000, 75, 11, 1071-1080.] The term is most often used with reference to diversity based on nationality, race and ethnicity, although it has also been used with reference to difference based on gender and sexuality.

The term 'cultural literacy' used within this document builds on such definitions of generalised 'competence'. It denotes the further development of skills to enable students to engage effectively with cultural diversity in more specific scholarly and/or professional contexts, as appropriate to their major area of study.