

2021 Learning and Teaching Summary

Version 2 - Updated 29 November 2021



2021 Learning and Teaching Summary

Version 2.0

Updated 29 November 2021

- This summary bridges the previous **2018 – 2020 Learning and Teaching Plan** and the **2022 - 2024 Learning and Teaching Plan (Pending approval late 2022)**.
- This document details the 2021 goals and deliverables from key areas within the university that relate to learning and teaching activities
- This summary has been primarily compiled by the Executive Officer, Centre of Teaching Innovation and Quality, *Ms Felicity Counsel*
- Final summary will be tabled at the Learning and Teaching Quality Assurance Committee (LTQAC) for noting (December 2021)
- This 2021 summary should be interpreted in collaboration with the school focused learning and teaching activities (See school end of year reports)

Legend:

- Centre of Teaching Innovation and Quality (CTIQ),
- Dean, Learning and Teaching (Dean, L&T)
- Manager (Mgr)
- Semester (Sem)
- Federation Business School (FBS)
- School of Arts (SoA)
- School of Education (SoE)
- School of Engineering, IT and Physical Sciences (SoEITPS)
- School of Health (SoH)
- School of Science and Psychology and Sport (SoSCiPS)

Centre for Teaching Innovation and Quality (CTIQ)		
Broader Initiative	Description	Date range and staff involved
<p>Australian Comparative Peer External Benchmarking</p> <p>Involvement in project provides clear evidence of external benchmarking as outlined in the Higher Education Standards Framework</p>	<p>February 2021, the university joined the 'Australian Sector Comparative Course Review' as part of the Peer Review Portal sector initiative.</p> <ul style="list-style-type: none"> • nominated two programs for external benchmarking and 23 courses across six schools. • Over 30 academic staff involved with preparation phase for submission (April 2021). • Ten Federation University staff self-nominated to participate as reviewers and subsequently joined the Peer Review Portal Community. 	<p>Sem 1 Dean, L&T</p>
<p>Performance Based Funding – Government response</p>	<p>In 2020, Federation University was asked to submit Performance-Based Funding (PBF) aligned to (1) Graduate Employment Outcomes; (2) Student Experience and (3) Student Success.</p> <ul style="list-style-type: none"> • In 2021, the Dean, Learning and Teaching provided response to one of the initiatives described in 2020, using quantitative and qualitative evidence. • The four main initiatives from CTIQ lead work over the past 12 months aligned to BOLD Learning and Teaching Practices (BLTP) and their role in enhancing teaching quality and the student experience. <ul style="list-style-type: none"> ○ 1. Course Enhancement Project (CEP) Pilot – 6-week project (June – July 2020) ○ 2. Incorporate the Bold Learning and Teaching Practice with university Business Intelligence dashboard access (February 2021 – ongoing) ○ 3. Use of Bold Learning and Teaching Practice as part of preparing submissions for the Australian Comparative Benchmarking Review – External Peer Project (March – December 2021) ○ 4. Course Enhancement Projects (CEP) (10-week project) (March – June 2021) 	<p>Sem 1 Dean, L&T</p>
<p>Institutional Quality Assurance Measures</p>	<ul style="list-style-type: none"> • Active role in leading university wide initiatives to ensure quality learning and teaching through the ongoing review and enhancement of quality assurance tools and reporting 	<p>Sem 1 Dean, L&T CTIQ staff</p>
<p>BOLD Learning and Teaching Practices</p> <p>Pivotal part of guiding the quality assurance and minimum practice standards within the online and blended learning and teaching domains of the university</p>	<ul style="list-style-type: none"> • BLTP document currently undergoing its third transformation to meet continually changing educational and technological environs and it is planned to be integrated into the university's Business Intelligence (BI) dashboards. • Once updated and integration has been completed, an array of information can be easily captured to enable a range of reports to be produced for various leadership levels of the university. 	<p>Full year Mgr Learning Design and Teaching Quality Learning Designers</p>

	<ul style="list-style-type: none"> This data will become a significant and crucial part of the ongoing evolution of high-quality learning, teaching and course content. This project commenced March 2021 with plans for the above release in February 2022. 	
Semester 1&2 course outline and course description documents updating	<ul style="list-style-type: none"> As part of planning for Semester 2 2021 teaching, it was recognised that it was essential that all Course Outlines and Course Descriptions are accurate and align with university expectations. Communication for all staff was distributed in May 2021 with the purpose of clarifying the processes to ensure university learning and teaching documents are updated and endorsed through the appropriate process. Recommendations for Semester 2, 2021 made: <ul style="list-style-type: none"> Recommendation 1: Given the current COVID situation, there will not be any large face-to-face examinations in external or internal organised venues. Exams will be redesigned to online tests where feasible unless in exceptional circumstances. Exceptional circumstances include small scale examinations that can abide by university Risk, Health and Safety guidelines and are described within an approved COVID Safe Transition to Campus (TCC) Plan (online form). Recommendation 2: Where a Course Outline lists 'Exams' as the assessment task, there are two pathways to seek changes for Semester 2 (2021). Either a temporary pathway or a permanent pathway. The Course Coordinator is responsible for choosing the most appropriate pathway. 	Full year Dean, L&T
Teaching Quality and Innovation Committee	<ul style="list-style-type: none"> The committee is focused on a number of key learning and teaching bodies of work, primarily the development of the 2021-2024 Learning and Teaching Plan Monthly meetings managed through TEAMS site 	Full year Dean, L&T
Re-release of snapshot guide: Importance of Student Feedback	<ul style="list-style-type: none"> Federation University students participate in the annual Student Experience Survey within national Quality Indicators of Learning and Teaching (QILT) reporting. One sub-criterion within Teaching Quality' is focused on student feedback. Students are asked to consider whether "Teaching staff provided constructive feedback" as part of their Student Experience Survey. Providing students with timely, constructive, meaningful, and accessible feedback is an essential component of student learning and a successful journey. To support Federation University staff with a quick reference guide to the provision of student feedback, the Snapshot guide: The provision of constructive feedback to students: The Why? What? and How? was updated and rereleased in May 2021 	Sem 1 Dean, L&T
Development of guidelines for learning and teaching technology	<ul style="list-style-type: none"> The guidelines document specifies which systems are supported and for what purpose each is intended. This document is backed up by a procedure that mandates the use of appropriate technology and provides clarity on IT requirements, support, and storage of teaching and learning materials. Link 	Sem 1 Mgr, Learning and Teaching Technology Support led university cross functional workgroup

TESQA reporting around academic integrity and contract cheating	<ul style="list-style-type: none"> • In May 2021, TEQSA provided 78 higher education institutions with individual identified data aligned to contract cheating. • Most cases at Federation University (25 out of 26 cases) occurred over 12 months ago. • This learning and reflection exercise highlighted the importance of assessment integrity, assessment design and innovation assessment that demonstrates learning outcome attainment. 	Sem 1 Dean, L&T
Semester 1 – End of semester assessment practices	<ul style="list-style-type: none"> • Worked tirelessly to explore alternative end of semester assessment practices, that meet both changing learning environments and considered enhancements from previous online exam offerings. • Work reimagined online test situations that could be completed within shorter test window thus improving academic integrity. Unfortunately, due to lockdown 4.0, the arrangement did revert to previous delivery plans. Although not the desired outcome, it demonstrated agility and effective cross-collaboration between several stakeholders in a short, condensed period of time. 	Sem 1 Members of CTIQ team, central stakeholders, and school Associate Deans (Teaching Quality)
Academic Integrity – Remote Exam invigilation using ‘Respondus’ software	<ul style="list-style-type: none"> • Academic integrity is a major concern when delivering assessment online. • The Remote Exam Invigilation project looks to overcome these concerns using remote invigilation software. Respondus Monitor, is due for release to the University in 2022. 	Full year Mgr, Learning and Teaching Technology
Academic Induction Program (AIP)	<p>Summary of 2021 Semester 1 AIP:</p> <ul style="list-style-type: none"> • Up until June 2021, a total of 31 participants completed all requirements across the two programs offered. 	Sem 1 & 2 Lecturer, Learning and Teaching
Learning and Teaching Webinars	<p>Summary of 2021 Semester 1 webinars delivered:</p> <ul style="list-style-type: none"> • Quarter 1: 11 webinars - February (n = 6), March (n=5), • Quarter 2: 11 webinars - April (n=4), May (n=6), June (n= 1) 	Sem 1 Learning Designers and Support Officers, Learning and Teaching
Learning and Teaching Workshops - Central based	<p>Summary of 2021 Semester 1 school-based workshops delivered:</p> <ul style="list-style-type: none"> • FBS 3 workshops with 55 attendees • SoA 1 workshops with 3 attendees • SoE 2 workshops with 53 attendees • SoEITPS 13 workshops with 263 attendees • SoH -10 workshops with 108 attendees • SoSciPS -1 workshops with 16 attendees 	Sem 1 Learning Designers Associate Deans (Teaching Quality)
Learning and Teaching Workshops - School based	<p>Summary of 2021 Semester 1 school-based workshops delivered:</p> <ul style="list-style-type: none"> • 30 workshops delivered across the 6 schools • 522 attendees at the sessions 	Sem 1 Learning Designers Associate Deans (Teaching Quality)

Professional Learning Modules	Professional Learning Modules are a 'one-stop-shop' of online, self-paced, professional learning modules for academic staff <ul style="list-style-type: none"> 21 modules available to be completed 	Sem 1 Mgr, Learning Design and Teaching Quality																																																																																																																									
Graduate Certificate of Education (Tertiary Education)	<p>In Semester 1, the GCETE program currently has 71 participants actively studying (see Table).</p> <table border="1" data-bbox="622 320 1532 810"> <thead> <tr> <th>School</th> <th>FBS</th> <th>SoA</th> <th>SoE</th> <th>SoEITPS</th> <th>SoH</th> <th>SoSciPS</th> <th>TAFE</th> <th>Other Fed/Uni</th> <th>External</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td colspan="11" style="text-align: center;">EDGCT5007 Tertiary Teaching and Learning</td> </tr> <tr> <td>Summer 2020 (completed Feb 2021)</td> <td>5</td> <td>2</td> <td>0</td> <td>6</td> <td>3</td> <td>7</td> <td>0</td> <td>1</td> <td>1</td> <td>25</td> </tr> <tr> <td>Winter 2021</td> <td>0</td> <td>1</td> <td>2</td> <td>2</td> <td>4</td> <td>1</td> <td>0</td> <td>0</td> <td>9</td> <td>19</td> </tr> <tr> <td colspan="11" style="text-align: center;">EDGCT5008 Professional Practice in Tertiary Teaching</td> </tr> <tr> <td>Summer 2020 (completed Feb, 2021)</td> <td>0</td> <td>7</td> <td>0</td> <td>9</td> <td>9</td> <td>7</td> <td>1</td> <td>1</td> <td>1</td> <td>35</td> </tr> <tr> <td colspan="11" style="text-align: center;">EDGCT5009 Contemporary Issues in Tertiary Teaching</td> </tr> <tr> <td>Winter 2021</td> <td>5</td> <td>2</td> <td>0</td> <td>10</td> <td>7</td> <td>9</td> <td>1</td> <td>2</td> <td>3</td> <td>39</td> </tr> <tr> <td colspan="11" style="text-align: center;">EDGCT5010 Tertiary Teacher as Researcher and Practitioner</td> </tr> <tr> <td>Summer 2020 (completed Feb 2021)</td> <td>0</td> <td>2</td> <td>1</td> <td>5</td> <td>3</td> <td>8</td> <td>3</td> <td>0</td> <td>6</td> <td>28</td> </tr> <tr> <td>Winter 2021</td> <td>1</td> <td>3</td> <td>1</td> <td>4</td> <td>0</td> <td>2</td> <td>0</td> <td>1</td> <td>1</td> <td>13</td> </tr> </tbody> </table>	School	FBS	SoA	SoE	SoEITPS	SoH	SoSciPS	TAFE	Other Fed/Uni	External	Total	EDGCT5007 Tertiary Teaching and Learning											Summer 2020 (completed Feb 2021)	5	2	0	6	3	7	0	1	1	25	Winter 2021	0	1	2	2	4	1	0	0	9	19	EDGCT5008 Professional Practice in Tertiary Teaching											Summer 2020 (completed Feb, 2021)	0	7	0	9	9	7	1	1	1	35	EDGCT5009 Contemporary Issues in Tertiary Teaching											Winter 2021	5	2	0	10	7	9	1	2	3	39	EDGCT5010 Tertiary Teacher as Researcher and Practitioner											Summer 2020 (completed Feb 2021)	0	2	1	5	3	8	3	0	6	28	Winter 2021	1	3	1	4	0	2	0	1	1	13	Sem 1 Mgr, Learning Design and Teaching Quality Lecturer, Learning and Teaching
School	FBS	SoA	SoE	SoEITPS	SoH	SoSciPS	TAFE	Other Fed/Uni	External	Total																																																																																																																	
EDGCT5007 Tertiary Teaching and Learning																																																																																																																											
Summer 2020 (completed Feb 2021)	5	2	0	6	3	7	0	1	1	25																																																																																																																	
Winter 2021	0	1	2	2	4	1	0	0	9	19																																																																																																																	
EDGCT5008 Professional Practice in Tertiary Teaching																																																																																																																											
Summer 2020 (completed Feb, 2021)	0	7	0	9	9	7	1	1	1	35																																																																																																																	
EDGCT5009 Contemporary Issues in Tertiary Teaching																																																																																																																											
Winter 2021	5	2	0	10	7	9	1	2	3	39																																																																																																																	
EDGCT5010 Tertiary Teacher as Researcher and Practitioner																																																																																																																											
Summer 2020 (completed Feb 2021)	0	2	1	5	3	8	3	0	6	28																																																																																																																	
Winter 2021	1	3	1	4	0	2	0	1	1	13																																																																																																																	
Curriculum Enhancement Projects – Program level	Programs currently utilising learning designer expertise across whole program design or re-design Semester 1 2021: FBS – 1 SoA – 2 SoE - 3 SoEITPS - 7 SoH – 1 SoSciPS -3	Sem 1 Mgr, Learning Design and Teaching Quality Learning Designers Associate Deans (Teaching Quality)																																																																																																																									
Curriculum Enhancement Projects – Course level (Intensive Round #1/2021)	Co-lead between the School ADTQs, CTIQ staff, and School Learning Designers in collaboration with key stakeholders from the teaching staff and expertise across the University. Work was conducted over an intense 10-week period between March – May to address one or two short term enhancements based on student feedback or challenges noted from previous delivery FBS – 6 SoA – 2 SoE - 3 SoEITPS – 6 SoH – 6 SoSciPS - 6	Sem 1 Mgr, Learning Design and Teaching Quality Learning Designers Associate Deans (Teaching Quality)																																																																																																																									

Curriculum Enhancement Projects – Course level	Work can include blended, online, and digital enhancements for existing courses, or development of new courses. Project can be short, medium or long-term depending upon the timeframes available or the enhancements require						Sem 1 Co-lead by CTIQ Learning Designers in collaboration with key stakeholders from the School and/or expertise across the University	
	FBS	Short term	0	Medium term	4	Long term		6
	SoA	Short term	5	Medium term	2	Long term		1
	SoE	Short term	0	Medium term	3	Long term		2
	SoEITPS	Short term	0	Medium term	6	Long term		6
	SoH	Short term	0	Medium term	6	Long term		0
	SoSCiPS	Short term	0	Medium term	3	Long term		3
Staff Capability Support	In addition to curriculum enhancement projects and school based professional development, CTIQ/ Learning Designers are involved in a range of committees and working parties to provide pedagogical advice around blended and online learning and teaching initiatives, development of resources and liaise with other key stakeholders within the University to enhance student learning outcomes. For details, Centre for Teaching Innovation and Quality 2021 Midyear report						Sem 1 Learning Designers	

End of Document