

Faculty of Education & Arts

School of Humanities & Social Science
Teaching & Learning Strategic Implementation Plan 2008-09

Goal	Strategy	Outcome/Measure	Timeline	People responsible
1. Provide opportunities for students to engage in experiential learning (cf. Uni Implementation Plan T&L Goal 1)	<input type="checkbox"/> Disciplines to investigate the provision of experiential assignments and learning activities, such as case-based, problem-based and project-based activities and tasks.	<input type="checkbox"/> School TLC list by program and discipline of experiential assignments and learning activities	February 2009	T&L Convenor Discipline Convenors
	<input type="checkbox"/> Disciplines to identify non-profit and community organisations that could be partners in providing community-based learning activities from guest lectures to field trips and placements	<input type="checkbox"/> School TLC list of potential partner organisations for learning activities <input type="checkbox"/> Guest lectures and other community-based learning activities in appropriate courses	July 2008 December 2009	T&L Convenor Discipline Convenors Course Coordinators
	<input type="checkbox"/> Investigate management, workload and assessment of experiential activities and develop a School- based solution	<input type="checkbox"/> Report on solutions	July 2009	HOS T&L Convenor
2. Foster the integration of Indigenous issues into the curriculum (cf. Uni Implementation Plan T&L Goal 2)	<input type="checkbox"/> Run a workshop with experts in curriculum development & Indigenous concerns to facilitate ideas & specific strategies	<input type="checkbox"/> Workshop	November 2008	T&L Convenor

3. Embed graduate attributes into major strands of study <small>(cf. Uni Implementation Plan T&L Goal 3)</small>	<input type="checkbox"/> Review course objectives to embed graduate attributes into appropriate courses.	<input type="checkbox"/> CTS course entries	On-going	T&L Convenor
	<input type="checkbox"/> Review major strands of study to ensure the systematic development of graduate attributes.	<input type="checkbox"/> List for each major demonstrating development of graduate attributes	School Retreat October 2008	Discipline Convenors
	<input type="checkbox"/> Provide a diagnostic assessment item or pre-test early in first year & encourage self-assessment of graduate attributes.	<input type="checkbox"/> Trial pre-test	February 2009	T&L Convenor
4. Facilitate the teaching–research nexus <small>(cf. Uni Implementation Plan T&L Goal 2)</small>	<input type="checkbox"/> Review major strands of study to ensure they provide opportunities for research-based teaching particularly at 3000 level.	<input type="checkbox"/> List of courses in each major demonstrated to link to current/planned research by academic staff	School Retreat, October 2008	Discipline Convenors
	<input type="checkbox"/> Review course content descriptions on the CTS to ensure that they provide for sufficient flexibility to accommodate current research interests of staff.	<input type="checkbox"/> CTS course entries	On-going	Discipline Convenors
	<input type="checkbox"/> Identify high-performing undergraduate students and inform them of research opportunities.	<input type="checkbox"/> Information provided to the top 5% of 3000 level students	On-going (by July each year)	HOS

5. Increase interdisciplinarity in teaching and learning <small>(cf. Uni Implementation Plan T&L Goal 2)</small>	<input type="checkbox"/> Investigate the possibility of interdisciplinary research-based courses emanating from the Research Centres.	<input type="checkbox"/> Report on investigation and discussions	March 2009	Research Convenor T&L Convenor
	<input type="checkbox"/> Review major strands of study through an interdisciplinary working party.	<input type="checkbox"/> Interdisciplinary review report on majors	December 2009	T&L Convenor
	<input type="checkbox"/> Investigate solutions to the structural impediments to interdisciplinary courses & majors	<input type="checkbox"/> Report outlining problems and possible solutions	December 2009	DHOS
	<input type="checkbox"/> Facilitate communication between disciplines & program convenors (teaching innovation, course rationalisation...)	<input type="checkbox"/> Report outlining problems and possible solutions	December 2009	DHOS
6. Provide cohesive strands of study that accommodate student preferences <small>(cf. Uni Implementation Plan T&L Goal 4)</small>	<input type="checkbox"/> Review major strands of study to ensure cohesive study plans that allow for both structure and choice	<input type="checkbox"/> List of courses in each major demonstrating structure of major and choice where possible	School Retreat October 2008	Discipline Convenors
7. Foster an ongoing learning environment for staff <small>(cf. Uni Implementation Plan T&L Goal 4)</small>	<input type="checkbox"/> Survey School staff to identify current training needs and encourage staff to take relevant sessions in current University Training Calendar	<input type="checkbox"/> Dissemination of University Training Calendar <input type="checkbox"/> Report from survey on needs not met within Training Calendar <input type="checkbox"/> Staff taking training courses	On-going	Executive Officer M4P Supervisors

	<input type="checkbox"/> Present 'show and tell' sessions demonstrating innovative teaching strategies	<input type="checkbox"/> 'Show and tell' session each semester linked to formal School meeting	October 2008	T&L Convenor
	<input type="checkbox"/> Present 'just-in-time' School-based workshops and seminars	<input type="checkbox"/> Workshop/seminar each semester	November 2008	T&L Convenor
	<input type="checkbox"/> Promote and support applications for teaching awards, fellowships, citations and grants	<input type="checkbox"/> Three staff applications for teaching awards, fellowships, citations and grants each year	October 2008	T&L Convenor
8. Provide support to improve the transition to University and the first year experience <small>(cf. Uni Implementation Plan T&L Goal 4)</small>	<input type="checkbox"/> Document first-year literacy through a pre-test or diagnostic assignment.	<input type="checkbox"/> Liaison with Centre for Teaching and Learning to develop diagnostic tool <input type="checkbox"/> Trial pre-test	December 2008 February 2009	School T&L Convenor
	<input type="checkbox"/> Identify and publicise pathways to support and assistance.	<input type="checkbox"/> Updated website links	June 2008	T&L Convenor Executive Officer