TEACHING AND
LEARNING AT CURTIN
2014
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This book is intended as a starting point and a guide to anyone helping students to learn at Curtin. It provides essential information for teaching staff in any role including: course coordinators, unit coordinators, face to face and online lecturers, tutors, laboratory demonstrators, and supervisors. It is also a helpful reference for staff in non-teaching roles.

At Curtin we aim to provide students with engaging, relevant and high quality learning experiences. As teaching and learning is a vast topic, this book focuses on providing the key information and includes links to further material and resources to ensure the reader has access to the most relevant and up to date information.
CHAPTER 1 : TEACHING AND LEARNING AT CURTIN

“Curtin Teaching and Learning is fostering excellence in teaching and learning practices, research and innovation at Curtin University”

Curtin University aims to become an international centre for excellence in teaching and learning practice, research and innovation. Curtin Teaching and Learning (CTL) and the Curtin Learning Institute (CLI) play a central role in facilitating this transformation.

The cross-disciplinary teams at CTL and CLI, in partnership with the Faculties, lead the innovative design and development of a wide range of courses and high quality teaching and learning experiences. Building upon current strengths with new and innovative teaching and learning approaches, the leadership, support and professional learning opportunities offered by CTL and CLI contribute to the development of a world-class research base and the increased engagement of learners on a global scale.

Curtin University is building upon the existing University-wide excellence and innovation in teaching and learning through a strategic project called Assessment, Curriculum Review and Learning Transformation (ART 2015). The focus of ART 2015 is on engaging learners through student-centred and active learning activities. At Curtin, students can now engage in mobile and distributed learning, collaborate in flexible learning spaces, participate in massive open online courses (MOOCs) and develop active learning communities.

This handbook provides key information about Teaching and Learning at Curtin and is a resource for new and existing staff engaged in teaching and in developing excellence in teaching and learning at Curtin.

CHAPTER 2 : THE CURTIN LEARNING ENVIRONMENT

Curtin University is Western Australia’s largest university, with more than 61,700 students. Of these, 16,560 are international students.

The Teaching Faculties
Courses at Curtin are offered by four faculties (Curtin Business School, Science and Engineering, Health Sciences, and Humanities) as well as from other centres and campuses such as the Centre for Aboriginal Studies, Curtin Sydney, Curtin Sarawak and Curtin Singapore. Each Faculty comprises a number of schools and departments.¹

To view Curtin’s organisational structure see http://www.hr.curtin.edu.au/local/docs/uni_org_struct.pdf

Students, Courses and Modes of Study
Curtin enrols students in face-to-face, online, partially online or external modes at its Australian and international campuses and partner institutions. Most Curtin students are undergraduates. Students enrol in a particular course (offered by a school within a Faculty) and, depending on the course, they may also take units from outside their school. Units are owned by a particular school, but many are taught in several courses (this is known as service teaching).

At present, the majority of Curtin’s students are internal: this means that they attend at least some, if not all, classes on campus. Students typically participate in face-to-face and online learning experiences supplemented by audio-visual and print resources. These include: the Blackboard learning management system, iLectures, audio-visual resources, Blackboard Collaborate virtual classroom, library resources, e-books and print resources such as textbooks and readers, ordered through the Curtin Bookshop. With the introduction of distributed learning in some classes, students may be learning and collaborating with groups of students in other locations through video conferencing facilities in collaborative learning spaces.

Study Periods
Curtin has many study periods, which vary according to the location of the campuses. On the Bentley campus the usual study periods are Semester 1 and 2, Summer School and UniReady Summer School.

The Academic Calendars for Semester 1 and 2, Trimesters 1–3, Summer School and UniReady Summer School are available online at http://students.curtin.edu.au/administration/dates/index.cfm

¹ The generic term “school” is used throughout this book.
Campus class times:
Classes on many Curtin campuses (e.g. Bentley, Kalgoorlie and Curtin Graduate School of Business) generally start either on the hour or half hour. Classes scheduled for one hour must conclude after 50 minutes to allow students and staff to prepare for their next class. In the interest of good learning, classes scheduled for longer than an hour must include at least a 10-minute break (the timing of the break can be decided by negotiation with the majority of enrolled students). On the Bentley campus, classes are not scheduled between 12 noon and 2 pm on Wednesdays, which is University’s common free time – the aim being to keep this time free from all classes and other compulsory student activities to the maximum extent possible. University policy requires that during the tuition-free weeks there are no scheduled compulsory student activities (with limited exceptions for practical, clinical or field experience).

Administration Dates
For important administration dates such as enrolments and withdrawals, census, and results dates see Study Periods and Dates [http://www.atu.curtin.edu.au/availabilities/dates.cfm](http://www.atu.curtin.edu.au/availabilities/dates.cfm).
CHAPTER 3 : TRANSFORMING LEARNING AT CURTIN

The Transforming Learning at Curtin strategy

Vision: Sought After By Students, Sought After by Employers

In 2013, Curtin embarked on a strategic three-year initiative, Transforming Learning at Curtin (http://www.curtin.edu.au/learningfortomorrow/) to position Curtin competitively in the global higher education market.

University-wide transformation through the Transforming Learning program aims to achieve:

- **excellence in the quality of teaching and learning** by substantially improving learners’ on and off-campus learning experiences with engaging and authentic learning tasks, innovative assessment activities and through involving the learner at the heart of learning design. New learning designs will allow tutors to: focus upon higher cognitive processes in face-to-face situations; more readily personalise learning; support more collaborative and learner-led experiences; facilitate team teaching; and initiate innovative classroom approaches. This will ensure learning experiences are more engaging and motivating.

- **excellence by innovating learning and teaching practices through technology-enhanced learning and blended learning modes.** The use of technology-enhanced learning allows access to wider numbers of students both in Australia and overseas. Whether students are studying online, on campus or via distributed learning, we will ensure that a consistent quality and an engaging experience are provided for all. The need to blend different modes of learning and to personalise and enhance quality in the learner’s experience is central to our learning and teaching ethos.

- **excellence in developing intercultural capabilities, recognising diversity and fostering leadership** by considering and ensuring that our unique set of values rests at the heart of our entire course offerings. These values include foci on developing Indigenous cultural capabilities, a recognition of cultural diversity, and development of research and leadership capabilities.

- **excellence and become international leaders in research in teaching and learning.** Our goal is to become an international hub of excellence in teaching and learning research and to provide learners with high quality learning experiences on a global scale. Continually monitoring, researching and evaluating our learning interventions will underpin this aim. Learning designs will be reviewed and enhanced based on data from student surveys and studies, learning analytics and learning experience design evaluation. Through peer-reviewed scientific papers and a dialogue with the teaching community we will inform the evidence-based research in teaching and learning and close the loop between practice and research.
CTL works with colleagues to evaluate, research and improve the learner’s experience through the following practices:

- Gather learning analytics and learner-related data that track the learner’s experience to create a better understanding of higher education best practices.
- Collect and evaluate the research base around the effectiveness of new peer-based and social learning methods and techniques.
- Develop new student placements in industry- and work-integrated learning opportunities to prepare students for the workplace.
- Support the use of Blackboard, the learning management system, and other established technology-enhanced learning tools across the campus.
- Ensure that highly engaging and authentic assessment practices provide high quality feedback in support of learning.
- Continue to innovate our learning spaces by upgrading our teaching spaces and providing flexible learning spaces with state-of-the-art video-conferencing facilities and capabilities to learn with mobile devices.
- Support new cohorts of under-served and independent learners through Curtin Online and MOOCs.
- Open new pathways to learning through UniReady and Open Universities Australia to serve a wider base of students at Curtin and further afield.
- Provide high quality professional development opportunities through the Curtin Learning Institute.

Together, CTL and CLI in partnership with the Faculties aim to transform the learning experience of all Curtin learners into a Curtin Converged model; this includes multimodal, immersive and truly engaging experiences that span on- and off-campus. We will adopt more learner-led approaches to teaching and learning, and champion new advances in educational design. We will share with our learners our values and skills, preparing them for the workplace and enabling them to compete in the global knowledge society.

**Curtin Converged**

Curtin Converged is a new model of flexible teaching and learning focusing on making the richness of the campus experience available to students wherever they are (any campus, any location and on any device), and moves beyond the past dichotomy of online or on-campus modes of study. Regardless of a student’s geographic location, when they enrol at Curtin they will participate in converged learning. The Curtin Converged model employs innovation to improve students’ learning experiences and their learning outcomes through combinations of enriched face-to-face campus-based experiences, online engagement, distributed learning, synchronous and asynchronous collaboration, and MOOCs.

Through the transformation of learning, Curtin courses will be remodelled to ensure they are responsive to the needs of industry globally and positioned to ensure Curtin students are equipped to succeed in the workplace. Prospective and current students will feel valued through their personalised interactions with Curtin. It is envisaged that new markets will be identified, including the establishment of new courses or existing offerings to markets in the GMT + 8 time zone.

With our new model of teaching and learning – Curtin Converged – we aim to:

- become the most sought after tertiary education provider in our time zone
- engage one million learners in higher education by 2017
• provide an innovative, richly interactive, personalised, learning experience to our students wherever they are located and whatever they are studying
• grow the university, and sustain that growth beyond 2017
• exceed student and employer expectations
• become national leaders in higher education teaching and learning.

Assessment, Curriculum Review and Learning Transformation (ART 2015)

ART 2015 is a unifying project that operates in partnership with other associated Curtin projects (including Student Retention and Digital Support, Work Integrated Learning, Student Leadership Development, eLearning Technology, Administrative Flexibility and Transforming Learning Spaces); it aims to transform learning within and outside of the formal curriculum. ART 2015 will be enacted through a whole of curriculum approach. All courses at Curtin will be transformed in accordance with need and priority.

ART 2015 will aim to quality assure and enhance authentic assessment, ensuring that our assessment practices are innovative, sustainable, effective and efficient. The Curtin Graduate Attributes will be refined as Graduate Capability statements and agile revised processes of curriculum review will evaluate new markets and draw in work-integrated learning, developing Indigenous cultural capabilities, recognising cultural diversity, and developing research and leadership skills to ensure maximum relevance for learners. There will be a significant focus on supporting the provision of high quality feedback to learners in the context of their study as it is recognised that effective feedback is instrumental in facilitating learning and also an important predictor of student satisfaction. ART 2015 will ensure that quality processes for assessment, including moderation, are able to provide assurance to the Tertiary Education Quality and Standards Agency (TEQSA) and the wider community that appropriate academic standards are being upheld. The process for transforming courses through ART 2015 is described in Chapter 5, Course and Unit Design and Quality.

Curtin’s Teaching and Learning Priorities

The University’s Teaching, Learning and Student Experience Plan (2013–2017) (https://planning.curtin.edu.au/local/docs/restricted/2013-2017_TLSE_Plan.pdf) sets the direction for teaching and learning at Curtin. The plan identifies the objectives to be achieved and specifies the performance targets against which success and progress are measured. The Vice-Chancellor and Deputy Vice-Chancellor (Education), through the University Teaching and Learning Committee and Academic Board, have overall accountability for the execution of the Plan. The following are key priorities within the Plan:

• Implement Transforming Learning @ Curtin.
• Implement the Framework for Quality and Excellence in teaching and learning.
• Rollout the Transforming Learning Spaces refurbishment program.
• Strengthen Indigenous outcomes.
• Forge strategic partnerships with pathway organisations and educational partners to increase student options.
• Embed English language assessment and development policy and procedures.
• Develop and implement professional learning programs to assist in the transformation of learning at Curtin and adoption of the Curtin Converged teaching model.
Curtin’s Graduate Capabilities

Graduate employability

Graduate employability is about more than graduates finding jobs – it is about assisting students to develop a broad range of employment-related capabilities, and to be confident about their achievement of those capabilities. There are two main ways to support graduate achievement: first, ensure the overall course curriculum is designed to maximise achievement of the attributes and capabilities most appropriate to related professions, and include opportunities for work-integrated learning (WIL) and authentic assessment; and second, encourage or require students to take responsibility for gathering, creating and sharing evidence of their learning achievements.

Graduate capabilities

The learning outcomes for all Curtin courses are derived from and reflect the graduate capabilities (a subset of our graduate attributes). At Curtin, the graduate capabilities are contextualised, embedded and assessed as learning outcomes in every unit and course and at the level specified by the Australian Qualifications Framework (AQF) (see http://www.aqf.edu.au/aqf/in-detail/aqf-levels/). Relevant Standards (Discipline and Accreditation Standards) such as Discipline Standards and Accreditation Bodies also shape course curricula and the development of Course Learning Outcomes. Curtin graduate outcomes are being revised in 2014 and will be available at http://ctl.curtin.edu.au/learning_teaching/graduate_capabilities.cfm.

The distinguishing Curtin capabilities and features of Curtin courses are:

- work-integrated learning, including fieldwork
- leadership
- research
- Australian Indigenous knowledges and perspectives.

Work-integrated learning (WIL)

At Curtin, work-integrated learning is an “umbrella” term used for a range of approaches and strategies that integrate theory with the practice of work within a purposefully designed curriculum” (Patrick et al., 2008, p.v). Until recently, at Curtin many WIL strategies have been “extra curricula” (offered through supplementary and voluntary student experiences). Highly structured and assessed WIL activities are well established in some courses – for instance clinical placements in Health Science courses – and far less so in others. Integrating more formal assessable WIL activities, and transforming assessment tasks to more closely resemble professional tasks (commonly called authentic assessment) are strategic priorities at Curtin. Development in this area is reported through the Work-Integrated Learning subcommittee of the University Teaching and Learning Committee, which includes representation from all Faculties. See http://life.curtin.edu.au/careers/WIL.htm. For more information on WIL see Chapter 8, Work Integrated Learning, and http://curtin.edu.au/wil.
Fieldwork

At Curtin, fieldwork is an aspect of WIL and is described in the Fieldwork Education Policy. Fieldwork education activities are normally conducted in unfamiliar surroundings off-campus and outside of the classroom requiring an appropriate level of preparation and application. This ensures any fieldwork is conducted safely and with minimal risk to students, staff and fieldwork education partners. See http://www.fieldworkeducation.curtin.edu.au.

Leadership

Leadership development is a core component of students’ Curtin University experience. It will be enacted through co-curricular student leadership programs based on the Social Change Model of leadership. Within curriculum it will be present as a student leadership unit and/or modules within a unit. Student leadership development at Curtin is established by a centrally coordinated and integrated approach providing leadership opportunities to students through a range of programs available regardless of mode or location. Students will collect evidence of co-curricular student leadership activities for employers through Curtin Extra. Further information about student leadership development is available at the Curtin Leadership Centre website http://unilife.curtin.edu.au/community_leadership/curtin_leadership_centre.htm.

Research

All undergraduate courses will ensure that graduates develop the capabilities required to conduct research under supervision. Learning experiences and assessment will assist students to locate and critically analyse sources of information, design and conduct research, and communicate the findings of their research in written and other formats. Information for students on conducting research at Curtin is available at http://www.curtin.edu.au/research/conduct-research/, and an introduction for supervisors of research students at http://odu.curtin.edu.au/supervising_hdr_students.cfm.

Diversity and inclusivity

The University recognises, respects and values the diversity of its students and staff and the Curtin community. Curtin has an ongoing commitment to foster and promote transnational education and globalisation of the curriculum whereby learners can access and engage with activities regardless of their cultural background and place of origin. The Diversity Policy outlines the expectations and responsibilities for both staff and students http://policies.curtin.edu.au/. Note especially sections 5.1 and 6.1.

Further information, including all of Curtin’s relevant policies and procedures, can be sourced on the Transnational Education Developing Leadership Capability website http://tne.curtin.edu.au/.

Another resource customised for the Curtin environment is the Cultural Diversity and Inclusivity Practice Toolkit which provides practical tips and tools for working with people from a diverse range of cultures and can be found at http://odu.curtin.edu.au/cdip.cfm. It contains professional development strategies and information to help staff and students to include, develop and monitor inclusive practice strategies.
Australian Indigenous intercultural capabilities for students and staff

Indigenous cultural competence – or the preferred term, ‘capabilities’ and associated ‘Indigenous knowledge’ – is defined as:

... student and staff knowledge and understanding of Indigenous Australian cultures, histories and contemporary realities and awareness of Indigenous protocols, combined with the proficiency to engage and work effectively in Indigenous contexts congruent to the expectations of Indigenous Australian peoples. (Universities Australia & IHEAC, 2011b, p. 6)

At Curtin, developing the skills of non-Indigenous students to engage effectively with Indigenous people and issues is a major focus. The University is also increasingly recognising the importance of developing these skills in non-Indigenous staff, in order to not only be more effective teachers and researchers, but also to improve the cultural competency of Curtin more broadly – a competency that universities across Australia have been increasingly called on to demonstrate (Bradley Report, 2008; Universities Australia and Indigenous Higher Education Advisory Council, 2011).

Though Curtin has a number of successful initiatives occurring in this space – for example, the Centre for Aboriginal Studies’ Ways of Working with Aboriginal People for staff; Indigenous Cultures and Health (ICH) 130 for all undergraduate Health Sciences students (Flavell, Thackrah, & Hoffman, 2013); Intercultural Indigenous Leadership Program for staff; Noongar Dandjoo, an Indigenous current affairs production through Department of Media, Culture and Creative Arts; as well as many other school based initiatives – it is working on creating a framework that links learning outcomes from these discrete initiatives to an overall university Indigenous learning strategy. Further, there is a need to articulate skills and attributes along the developmental journey towards fostering cultural competence, so that student teaching and learning and staff professional development initiatives can be more effectively planned and implemented.

In response to the need for an articulated framework, the Indigenous Cultural Capabilities Framework (ICCF) project began during 2013 and is developing a conceptual and practical blueprint to identify the Indigenous cultural skills, attributes and capabilities Curtin seeks to develop in non-Indigenous staff and students. Drawing on current movements within Indigenous learning literature arguing for the development of capabilities rather than competencies, the ICCF will be a guiding framework where Indigenous cultural capabilities are identified and mapped over a continuous learning and progressive journey. The ICCF is being developed in partnership with the Centre for Aboriginal Studies and is guided by an Indigenous and non-Indigenous Project Reference Group, as well as being heavily informed by consultations with key Indigenous and non-Indigenous Curtin staff.

The outcome of the ICCF is that it will eventually form an “umbrella” for specific University-wide and school-based Indigenous initiatives to be mapped against, allowing the learning and actions of staff and students in Indigenous cultural capabilities to be identified. The ICCF will assist staff to develop and improve University-wide policies and initiatives, including curriculum development. The Faculty of Health Sciences have already done significant work in their curriculum with the common core unit named earlier (ICH), which all students enrolled in a health science course are required to study. As part of the strategic plans for curriculum over the next few years, all faculties will develop an equivalent unit for their undergraduate courses.
Chapter 3 References:


For further information about:

• the ICCF project, contact:
  Kate Taylor k.taylor@curtin.edu.au
• professional development for staff, contact the Elder in Residence:
  Simon Forrest: s.forrest@curtin.edu.au
• curriculum development, contact the Intercultural Capabilities Coordinator:
  Veronica Goerke: v.goerke@curtin.edu.au.
CHAPTER 4 : TEN TIPS FOR UNIVERSITY TEACHING

1. Know and love your subject

Keep up to date in your field, actively engage in research, and ensure your teaching shows your passion for your subject. Students can learn much from textbooks and other resources, but you can share with them your enthusiasm for the discipline and your industry experience.

2. Focus on student learning – always

Make sure you explain the learning outcomes to your students, why they need to achieve the learning outcomes, and how they will be assessed. Students usually respond positively when they understand what is required of them, and why. Remind students that what really matters is their learning, and that your role is to help them achieve the learning outcomes. For more information on creating good learning outcomes, see Chapter 5, Course and Unit Design.

3. Do less telling and engage students in student-centred active learning

Engaged students are more likely to participate and take an active role in their learning. Resist the temptation to tell students everything – instead, involve students in collaborative, authentic tasks such as working on scenarios and case studies. As new graduates they will need to “know their stuff”, but they will also need social intelligence – for instance, how to work in teams, negotiate and solve problems; such things are rarely learnt from textbooks. For more information on how to engage students, see Chapter 6, Engaging Learners at Curtin.

4. Assess the learning outcomes – nothing more and nothing less!

Assessment tasks are opportunities for students to demonstrate their achievement of the learning outcomes (which should focus on higher-order thinking skills, not memorisation). Assessments are not punishments or traps to catch students out, or ways to “keep them working”. If you use group assessment, make sure it is justified (lightening your marking load is not an acceptable justification), and ensure that students have a chance to perform as individuals. For more information on creating appropriate assessment tasks, see Chapter 9, Assessment at Curtin.

5. Give effective feedback that stimulates deeper learning

We all learn better when we feel encouraged. When you mark students’ work, return it as soon as you can and give students rich directions for improvement in a variety of formats. For more information on techniques for giving constructive feedback, see Providing Feedback on Assessment to Promote Learning in Chapter 9.
6 **Interact positively**

Ensure your interaction with students is constructive, positive and in keeping with Curtin’s Guiding Ethical Principles. Ensure you make time to be available to your students – advertise those times, and make sure you are available and contactable. Curtin has a number of helpful policies to guide staff – see Chapter 13, Staff Obligations: Where to Find Policies.

7 **Be organised**

Students must have clear, well-organised unit outlines indicating what will occur, when and why. Expect students to be punctual, and be punctual yourself, giving plenty of notice if classes need to be cancelled. For more information on how to prepare a unit outline, see Chapter 5, Course and Unit Design.

8 **Communicate your passion for your subject and be an inspiration!**

You probably teach in a university because you have expert knowledge in a subject you love. Not all students will share your level of enthusiasm; some will love this subject, others will not. Even so, engage unwilling students by being enthusiastic and explaining how their learning might apply to some aspect of their lives. Reflect on what it was, and is, that inspires you to pursue your learning in your subject, and try to model that for your students.

9 **Evaluate your teaching and act on student feedback**

During the semester, regularly ask students what is helping their learning, and what is not. Respond to all feedback by telling your students about the changes you intend to implement, and why. Formal student feedback (through eVALUate) is valuable in helping you improve your teaching skills. For more information on eVALUate, see Chapter 11, Student Feedback on Teaching and Learning at Curtin.

10 **Get a peer mentor and keep a professional portfolio**

Consider inviting a colleague to act as a critical friend to comment on or review your teaching and provide supportive feedback. See the section on Peer Review of Teaching in Chapter 12. Keep a teaching portfolio – a collection of peer and student feedback, as well as your own reflections on what worked and what didn’t.

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**Two books – quick and easy to read with practical tips:**


CHAPTER 5 : COURSE AND UNIT DESIGN AND QUALITY

All Curtin Courses are designed to ensure graduates are skilled in; leadership, research, Australian Indigenous knowledges and perspectives; and work-integrated learning.

Course Quality

The Tertiary Education Quality and Standards Agency (TEQSA) is Australia’s regulatory and quality agency for higher education. TEQSA regulates quality assurance arrangements in Australian higher education and its primary aim is to ensure all students studying at an Australian higher education institution receive a high quality education. It is responsible for accrediting providers, evaluating the performance of institutions and programs, ensuring best practice, and providing greater national consistency. Institutions are required to demonstrate that their graduates have the capabilities required for successful engagement in today’s complex world. Under the Tertiary Education Quality and Standards Agency Act 2011, a higher education provider must be registered by TEQSA in order to operate as a higher education provider in Australia. For more information see http://www.teqsa.gov.au/about/legislation.

TEQSA has developed a Higher Education Standards Framework (Threshold Standards). Higher education standards have been developed, including Provider Registration Standards, Provider Category Standards, Provider Course Accreditation Standards, and Qualification Standards. The Higher Education Standards (http://www.teqsa.gov.au/higher-education-standards-framework) and for some courses, Discipline Standards (http://www.olt.gov.au/system/files/altc_standards_finalreport.pdf) and Professional Competencies (e.g. Accreditation Standards) influence course learning outcomes, design and curriculum.

In order to provide current and future students with information to inform them of the quality of higher education, performance measures of the student experience are made publically available on a government website called MyUniversity (http://myuniversity.gov.au/).

The following seven performance indicators are reported on this website:

Student satisfaction (Course Experience Questionnaire)
  - satisfaction with generic skills
  - satisfaction with good teaching
  - overall satisfaction

Outcome indicators (Graduate Destination Survey)
  - full-time employment
  - further full-time and part-time study

Success indicators
  - all Bachelor students’ progress rates
  - commencing Bachelor students’ retention rate.
At Curtin, a new **Framework for Quality and Excellence in Teaching and Learning** has been developed (see [https://blogs.curtin.edu.au/odvce/2013/06/new-quality-framework-for-curtin/](https://blogs.curtin.edu.au/odvce/2013/06/new-quality-framework-for-curtin/)). This framework (Figure 1) provides a structure for the governance and quality assurance approaches to teaching and learning that facilitate an excellent student experience. The relevant Higher Education Standards are identified within the framework. Focused teaching and learning dimensions are highlighted, along with quality indicators and targets aligned with the ART 2015 outcomes and the Curtin Teaching, Learning and Student Experience Plan 2013–2017.

![Figure 1: Framework for Quality and Excellence in Teaching and Learning](image)

Course quality is evaluated and monitored:

- by external parties (e.g. through school reviews, accreditation bodies) and may include benchmarking activities
- through the annual and comprehensive course review processes.

**Annual Course Review**

Annual Course Review monitors and analyses key indicators related to student profile, demand and the quality of teaching and learning. The major focus is to analyse course performance and identify initiatives for improvement.
Comprehensive Course Review Through ART 2015

A Comprehensive Course Review is usually conducted every five years and analyses the entire academic program for an award: its regulations, structure (units, major and minor sequences), currency of the curriculum, quality of teaching and learning, relevance of assessment tasks, fieldwork, projects and work experience, and any other aspects that comprise the award course.

The Course Review process through ART 2015 will provide the vehicle for transforming the curriculum. This process will review all Curtin courses by the end of 2015. A key approach to ART 2015 is that of a partnership model, with CTL teams working collaboratively with course teams to support their contexts within the transformation strategy. It is recognised that different areas will have different needs, interests and aspirations, and the approach of ART 2015 is designed to be sensitive to local contexts.

In 2013, a Rapid Review of all courses was conducted to establish:

- the quality of the program with emphasis on assessment
- the need or possibilities for incorporating work-integrated learning, leadership, research, and Australian Indigenous knowledge and perspectives into the course
- the development of English language proficiency within the course
- AQF compliance to ensure TEQSA-provider standards are met
- the scope for developing highly engaging, personal and relevant experiences for students in the Curtin Converged model, and
- the scope for new markets and delivery partnerships.

ART indicators to transform Teaching and Learning @ Curtin

Courses will be remodelled and transformed to ensure Curtin delivers education to students that is informed, responsive to the needs of industry globally, and equips Curtin students to succeed. The strategy will provide prospective and current students with personalised interactions with Curtin so that they feel valued. The ART indicators (Figure 2) will be applied to transform teaching and learning at Curtin.

![Figure 2: The ART indicators](image-url)
Tools for Course Review Through ART 2015

Course transformation profile

The Course Profile captures current course information on:

- (A)sessment – course assessment profile, moderation, academic integrity, balance/volume, authenticity, summative feedback, sustainability and affordability.
- (R)eview and design – course structure, course text (information published in various publications and reports), evidence of Australian Qualifications Framework level, support of student retention, student experience related to work-integrated learning, development of English language proficiency, research, leadership, Indigenous perspectives, and information and technology literacy.
- (T)ransformed learning – the degree of learning engagement in relation to support and personalisation, activity, resources, collaboration, and feedback
- course demographics
- student performance
- graduate outcomes (including benchmarking of data)
- the student experience (feedback on units via eVALUate)
- graduate employability indicators (where requested).

The Course Profile will focus the transformation priorities for ART 2015. The course priorities will inform the professional learning and training required by the course teaching teams.

Unit Quality

Quality course experiences are created by a combination of excellent curriculum and learning experiences, and services and facilities that meet reasonable student expectations. Strategies for creating excellent curricula in units of study and making expectations very clear through unit outlines are outlined below.

Unit Outlines

The unit outline is a binding document between the University and the student. It must contain the official unit information that is recorded in the Student One database, and additional learning information. What is to be learnt and assessed in units must be communicated very clearly in language easily understood by students who are not experts in the discipline. The Unit Outline Builder (UOB) is a system designed for the creation, revision, review, and publication of unit outlines. The UOB system extracts authoritative unit information from existing corporate applications, such as Student One, and enables authorised Curtin staff to produce and publish approved unit outlines. The UOB is currently being phased in across the University.
The online Unit Outline Builder (UOB), a system designed to assist teaching staff to produce and publish unit outlines, is available at https://uob.curtin.edu.au. A word template, which replicates the fields in the UOB system, is available for download at http://otl.curtin.edu.au/local/downloads/course_quality/unit_outline_builder/Unit%20Outline%20Template_2Sept2013_EM.docm.

Unit coordinators are responsible for preparing accurate unit outlines, which must be available to students online no later than two weeks prior to the commencement of the study period. The information in this section is from the University’s policy on Unit Outlines – for the full text, see the relevant chapter of the Assessment and Student Progression Manual http://policies.curtin.edu.au/findapolicy.

Unit outlines must contain the following information:

1. **Administrative information**
   - unit title
   - syllabus (or unit description)
   - study package code
   - area responsible for teaching the unit (school, dept., centre)
   - credit value of the unit
   - modes of study (on campus, blended, fully online)
   - all co-requisite, pre-requisite, and anti-requisite units
   - any additional requirements to be completed prior to commencing the unit (such as completion of a first aid certificate)
   - result type (Pass/Fail or Grade/Mark)
   - a link to information outlining any approved ancillary charge(s) required to be paid by the student to undertake the unit
   - contact details for the Unit Coordinator.

2. **Learning information**
   - unit learning outcomes
   - learning activities (e.g. lectures, tutorials, workshops, seminars, labs and individual and collaborative online learning activities)
   - essential and recommended textbooks and other reading, including online resources
   - learning resources available for the unit and details of how to access them
   - details of assessment tasks including – criteria for successful completion of the unit; number, type and purpose of assessment tasks and the distribution of marks between them; how unit learning outcomes are assessed in each assessment task; due dates for all scheduled assessment tasks; dates students can expect their assignments to be marked and/or returned
   - details of any penalties for late submission of assessment tasks (where late submission is accepted
• dates of field work, clinical or practical placements and, where applicable, guest lectures and other special activities (where known)
• referencing style to be used and access to guidance on how to use it
• contact details for teaching staff, including the Unit Coordinator
• recent unit changes as a result of student and stakeholder feedback
• program calendar

3. A reference to student rights and responsibilities

It is important to refer to students’ rights and responsibilities (http://www.students.curtin.edu.au/rights) by incorporating the following text in the unit outline:

> It is the responsibility of every student to be aware of all relevant legislation and policies and procedures relating to their rights and responsibilities as a student. These include: the Student Charter; the University’s Guiding Ethical Principles; the University’s policy and statements on plagiarism and academic integrity; copyright principles and responsibilities; the University’s policies on appropriate use of software and computer facilities; students’ responsibility to check enrolment; deadlines, appeals and grievance resolution; and electronic communication with students.

Additional information: The unit outline may also include references to Faculty or school guidelines and other relevant information, and University policy on academic integrity, including plagiarism and copyright.

Updating and Reviewing Units of Study

Official records for every course, major, stream and unit are held on the Student One database. To make any changes to this official information consult the University’s Course Approval and Quality Manual at http://www.policies.curtin.edu.au/policies/viewpolicy.cfm

Course learning outcomes

Course learning outcomes are what graduates of a course are expected to have achieved on completion of the course. Derived from Curtin’s graduate capabilities, course learning outcomes are discipline-specific and provide an overarching course framework. Every undergraduate course at Curtin has course learning outcomes, which are embedded and assessed in units throughout the course. Postgraduate courses may be designed to place emphasis on selected graduate capabilities.

How to create good unit learning outcomes

Unit learning outcomes are what students are expected to know and do in order to be successful in a unit. Unit learning outcomes begin with a strong action verb and describe an intellectually challenging, observable and measurable achievement, see Table 1. They must be easily understood by students and clearly related to the course learning outcomes.
Table 1: Characteristics of good unit learning outcomes

<table>
<thead>
<tr>
<th>Clearly stated tasks</th>
<th>Descriptions of learning outcomes are free from jargon and complex vocabulary, and they describe specific and achievable tasks (using verbs such as describe, analyse or evaluate, rather than vague task verbs such as appreciate, understand or explore).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential learning</td>
<td>They describe the essential learning in the unit, which a student must achieve.</td>
</tr>
<tr>
<td>Achievable</td>
<td>They can be achieved within the study period and there are sufficient resources available</td>
</tr>
<tr>
<td>Demonstrable</td>
<td>They can be demonstrated in a tangible way</td>
</tr>
<tr>
<td>Measurable</td>
<td>They are assessable (and the quality of achievement can be observed)</td>
</tr>
<tr>
<td>Fair and equitable</td>
<td>All students, including those with disabilities or constraints, have a fair chance of achieving them</td>
</tr>
</tbody>
</table>

Unit learning outcomes can be pitched at various levels of thinking: assessments that require lower-order thinking skills only ask students to demonstrate their knowledge and comprehension (often through tests of memory, for example). More demanding tasks – and those more appropriate in university study – require students to demonstrate application, analysis, evaluation and creation. Table 2, gives examples of tasks at different levels of thinking, and includes a guide to unit learning outcome and assessment verbs, which correlate with each level of thinking.
Table 2: Potential levels of thinking (or cognitive demand) present in unit learning outcomes

<table>
<thead>
<tr>
<th>Level of thinking</th>
<th>Skills Demonstrated and Assessment Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remembering *</td>
<td>Observation and recall of information; knowledge of dates, events, places, materials, objects; knowledge of major processes; mastery of subject matter</td>
</tr>
<tr>
<td></td>
<td><strong>Unit learning outcome and assessment verbs</strong>: arrange, cite, collect, define, describe, duplicate, enumerate, examine, find, identify, indicate, label, list, locate, match, memorise, name, order, outline, quote, recall, recite, recognise, record, relate, repeat, reproduce, retrieve, select, show, state, tabulate</td>
</tr>
<tr>
<td>Comprehending **</td>
<td>Understand information, grasp meaning; translate knowledge into new contexts; compare and contrast; order, group, infer causes, predict consequences</td>
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<tr>
<td></td>
<td><strong>Unit learning outcome and assessment verbs</strong>: arrange, articulate, associate, classify, compare, contrast, describe, differentiate, discuss, distinguish, exemplify, expand, explain, express, extend, identify, illustrate, indicate, interpret, locate, match, outline, paraphrase, recognise, relate, report, restate, review, select, summarise</td>
</tr>
<tr>
<td>Applying ***</td>
<td>Use information; use methods, concepts, theories in new situations; solve problems using required skills or knowledge; use equipment, tools</td>
</tr>
<tr>
<td></td>
<td><strong>Unit learning outcome and assessment verbs</strong>: administer, apply, calculate, chart, classify, collect, compute, control, convert, demonstrate, determine, develop, dramatise, draw, employ, estimate, execute, exhibit, illustrate, implement, manipulate, model, modify, operate, practice, prepare, relate, report, select, show, sketch, transfer, use, utilise</td>
</tr>
<tr>
<td>Analysing ****</td>
<td>Discern patterns; organise parts; recognise hidden meanings; identify components, simplify complex information; metacognition</td>
</tr>
<tr>
<td></td>
<td><strong>Unit learning outcome and assessment verbs</strong>: analyse, calculate, categorise, classify, compare, contrast, correlate, deconstruct, detect, differentiate, discriminate, distinguish, examine, explain, interpret, organise, quantify, research, scrutinise, separate, sequence, subdivide, survey, test, translate</td>
</tr>
<tr>
<td>Evaluating *****</td>
<td>Compare and discriminate between ideas; think critically, make judgments about worth (based on stated premises); assess the value of theories, make choices based on reasoned argument; verify or question the value of evidence</td>
</tr>
<tr>
<td></td>
<td><strong>Unit learning outcome and assessment verbs</strong>: appraise, argue, assess, categorise, choose, compare, conclude, contrast, critique, debate, decide, deduce, defend, discriminate, dispute, establish, estimate, evaluate, gauge, generalise, hypothesise, infer, interpret, judge, justify, measure, monitor, negotiate, predict, prioritise, propose, prove, rank, rate, recommend, relate, select, support, validate, verify</td>
</tr>
<tr>
<td>Creating ******</td>
<td>Combining ideas to develop an original idea or product, engage in creative thinking.</td>
</tr>
<tr>
<td></td>
<td><strong>Unit learning outcome and assessment verbs</strong>: adapt, anticipate, assemble, change, communicate, compare, compile, compose, construct, create, derive, design, develop, devise, formulate, generate, hypothesise, improve, incorporate, infer, initiate, integrate, interpret, invent, make, modify, originate, plan, produce, reconstruct, revise, synthesise, transform, visualise</td>
</tr>
</tbody>
</table>

Adapted from Bloom’s Revised Teaching Taxonomy (Krathwohl, 2002) with unit learning outcome and assessment verbs.
A simple process for creating unit learning outcomes

The process described here is one method for unit coordinators to create clear unit learning outcomes, ensuring they are statements that students can understand. Students must be absolutely clear about what they are expected to be able to do.

**Step 1:** Imagine that a prospective student comes to see you about enrolling in a unit you coordinate. The student wants to know exactly what they will be able to know or do if they are successful in the unit. Use everyday language to tell the student clearly what he or she will be able to do if they are successful in the unit. Make sure the student understands; they do not have your discipline expertise yet.

**Step 2:** Drawing on your dialogue, write down three or four statements that explain exactly what students will be able to do when they have successfully completed the unit. Rework the statements until they are clear and concise, and readily understandable by a person who has not yet studied the unit. Avoid all educational jargon and complex discipline-specific terms.

**Step 3:** Craft the statements into written learning outcomes, still avoiding educational jargon. Make sure each one begins with a verb that clearly describes what students will be able to do. Be specific (say – students will be able to describe or analyse or evaluate) rather than vague (avoid appreciate, understand, explore or be familiar with). How will you test whether students appreciate something? Change such verbs to actions that can be observed and measured. Check your verbs against the “Levels of thinking” (or cognitive demand) table (Table 2 above), which is based on Bloom’s Revised Teaching Taxonomy (Krathwohl, 2002), to see what level of thinking you are expecting. Ensure outcomes require higher order thinking skills (“star ratings” of four and above).

**Step 4:** Ensure the outcomes are intellectually challenging and measure achievement of essential learning outcomes. Consider whether students can realistically achieve all the outcomes within the study period. If not, cull them until you are satisfied that they are achievable.

**Step 5:** Consider how you will assess the outcomes. It is difficult to assess “attitudes” but relatively easy to assess behaviours that are consistent with a desired attitude. Will you be able to assess and provide suggestions for improvement within a reasonable time frame? Will the task show you when a learning outcome has not been achieved? Will it be clear when a student has achieved an outcome at a very high level? Are the assessment tasks fair and equitable? For more information on assessments, see Chapter 9.

**Step 6:** When you are satisfied with the unit learning outcomes, check that they are easily understood and that the assessments measure them directly. In your unit outline, make sure students can see the learning outcomes and the assessment tasks, and how they are linked.

Embedding and assessing the course learning outcomes (derived from the capabilities) as unit learning outcomes

Curtin has graduate capabilities for every course. In the comprehensive course review process, unit coordinators identify which graduate capabilities are embedded and assessed in relation to each unit learning outcome. Because the graduate capabilities have a high degree of overlap, unit learning outcomes frequently map to more than one graduate capability.
Recommended further reading on creating learning outcomes:


Chapter 5 References:


CHAPTER 6 : ENGAGING LEARNERS AT CURTIN

The Curtin Converged model of teaching and learning aims to provide innovative, richly interactive, personalised learning experiences for students regardless of where they are located and what they are studying. A key outcome of implementing the Curtin Converged model is the transformation of traditional lecture-driven and transmissive instruction towards educational approaches that reclaim class time for student-centred learning and high levels of interaction between students and teachers.

Traditional teaching models are often transmissive because they focus on communicating content to students. However, students do not learn as effectively by passively listening and taking notes to record information. They learn more effectively if they are actively engaged in interactive learning experiences. This means less sitting and listening and more doing, talking, application of tools and processes, and participation in conversational interactions. Multi-way interactions between students, their peers and the teacher, and reflecting on one’s interactions, promote learning through an evolving dialogue. High quality active interactions lead to more effective learning.

The transformed learning environment includes active and collaborative learning experiences in both face-to-face classrooms and distributed learning settings with video conferencing, but also in virtual learning environments supported by a range of real-time communication technologies. In this new model, the online learning environment is designed to engage students in self-paced and reflective learning using rich media resources and it harnesses the potential of communication technologies to sustain interactivity. Such an approach enables classroom and face-to-face time to be used creatively for active, authentic and collaborative learning and assessment tasks that support students in assimilating and synthesising new knowledge.

More effective learning occurs when the learning experiences are engaging; that is, when the students are doing rather than just listening. Increasing student engagement is likely to improve the quality of learning and reduce the challenges teachers may encounter in the learning environment.

To support learning transformation at Curtin, a number of traditional learning spaces have been refurbished for collaborative and distributed learning. Collaborative learning spaces include state-of-the-art audio visual equipment, interactive technologies for screen sharing, mobile furniture that can be rearranged for group interactions, a range of options for displaying content from multiple sources and the facilities also cater for mobile learning devices with wireless access points. Collaborative learning spaces adapted for distributed learning support student learning and collaboration with groups of students in other locations in Australia or overseas through video conferencing and web-based communication facilities.

At Curtin, regardless of their mode of study, students today engage in a range of blended learning opportunities, which may include face-to-face sessions in a classroom, distributed collaborative learning spaces or virtual classroom environments. In a transformed learning environment, learning starts before students arrive in the classroom through online interactions and activities, is highly interactive in the classroom environment, and continues beyond the classroom with ongoing activities and interactions.
The Learning Engagement Framework

University students undertake a substantial amount of self-directed activity and the effort and energy that they devote to their studies significantly influences their academic outcomes (Norton, Sonnemann, & Cherastidtham, 2013). We therefore need to help students engage with learning by designing student-centred learning designs that include a range of authentic and challenging learning experiences to encourage self-directed and life-long learning.

The rubric shown in Table 3 includes five elements that characterise learning engagement. Each element extends across a dimension of three context levels, each building on the previous level. The elements in the Learning Engagement Framework are:

- **Personalisation and support** – build on prior experiences and require students to make decisions about their learning
- **Activities** – require higher order thinking, problem solving, and creativity
- **Resources** – are multimodal and directly relate to learning outcomes and activities
- **Collaboration** – anytime, anyplace, and culturally and globally diverse
- **Feedback** – timely, specific, and oriented toward performance improvement

Table 3: Learning Engagement Framework

<table>
<thead>
<tr>
<th>Context</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personalisation and Support</td>
<td>The student’s life and work experiences are recognised and used to develop learning activities that build on their previous learning. Students make some decisions about what and how they learn. Learning activities are appropriately scaffolded for introduction to material, practising skills, performance improvement. Staff and peer support is available and being utilised by students.</td>
<td>The student’s life and work experiences are recognised and used to develop responsibility for their own learning. Students make key decisions about what and how they learn. Learning activities support progressively increasing levels of performance. Staff members act as mentors and critical peers.</td>
<td>The student’s strengths, interests and aspirations are elicited and used to personalise learning. Students are developing and demonstrating self-direction and lifelong learning skills. Students can draw on staff and industry experts for guidance.</td>
</tr>
<tr>
<td>Resources</td>
<td>Learning resources support and promote skill acquisition and practice needed for specified learning activities and assessments. Learning resources include a variety of audio, visual and texts and comply with universal design guidelines for learning.</td>
<td>Learning resources facilitate interaction (e.g. case studies, case examples, simulations). Learning resources support the development and practice of professional skills such as critical thinking, communication, teamwork, leadership and ethical reasoning appropriate to the discipline. Audio, visual and text-based learning resources are utilised in the unit’s learning engagement design to build on the needs and interests of the student.</td>
<td>Students are actively involved in developing artefacts and resources that support their own learning and that of others. Students engage in a wide range of multimodal learning environments.</td>
</tr>
<tr>
<td>Context</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>---------</td>
<td>------------------------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>Activity</td>
<td>Learning activities elicit performance - demonstrating learning outcomes and graduate attributes and have clear instructions and expectations for satisfactory as well as exemplary completion. Engaging activities are augmented (not dominated) by short presentations delivered by learning facilitators or students to scaffold and consolidate learning.</td>
<td>Activities use innovative patterns for student participation and engagement, including activities that are actually in, or simulating, the real world activity of a professional. Activities require sustained effort over time, supported by incremental tasks. Learning activities are appropriately scaffolded for introduction to material, practising skills, and performance improvement.</td>
<td>Tasks are based on active learning strategies, including problem-based learning and tasks with depth, complexity, and duration. Activities address one or more graduate attributes, offer multiple opportunities to practice the skill or knowledge-in-action Activities provide means for creating knowledge as well as consolidating and revising ideas; for example, students contribute cases or create activities relevant to their real-life and workplace experiences.</td>
</tr>
<tr>
<td></td>
<td>Networking opportunities with both synchronous and asynchronous interactions are well designed to form a learning community. Collaboration activities reinforce learning outcomes and build workplace skills such as networking, negotiation and cooperation. Students develop an awareness of other perspectives (global, multicultural and societal).</td>
<td>Students work extensively on collaborative problem-solving tasks (e.g. co-construction of artefacts, reviewing and critiquing work, finding resources, prioritising and making decisions) in both face-to-face and online settings. Students have opportunities to participate in real-world professional communities related to their potential future employment. Students develop a global, multicultural and societal perspective via multiple opportunities for global communication and collaboration.</td>
<td>Students work in teams in a workplace setting or on authentic workplace tasks. Students proactively interact and collaborate with professionals in their field. Students successfully interact and collaborate in different cultural and societal contexts.</td>
</tr>
<tr>
<td></td>
<td>Students are encouraged and assisted to complete self-reflection tasks and are provided with constructive feedback. Feedback is focused on helping the student improve performance and develop new knowledge. Feedback involves the individual as well as peers.</td>
<td>Feedback is specific to the performance required and elicited by an assessment that demonstrates knowledge-in-action as well as “knowing”. Feedback measures are situated in real-world scenarios and activities. Feedback includes individual and group reflection and public sharing.</td>
<td>Feedback opportunities are structured similar to or actually within real-world settings (e.g. performance reviews, peer reviews, public presentations with question and answer sessions, blind reviews, publishing opportunities. Feedback measures real-life capabilities in authentic settings. Students draw on staff and industry experts for guidance. Feedback is sought from the learning community and professionals in the field.</td>
</tr>
</tbody>
</table>
Engaging Students in Face-to-Face Classes

Interaction is easiest to initiate in small groups, but in the past most university classes were large and many took place in lecture theatres with fixed, tiered seating. This made interaction and collaboration more difficult but certainly not impossible. Engaging and effective classes happen when students interact with each other and with you. Some effective techniques for making any face-to-face classes engaging for students, regardless of the venue type or size, include:

- using the latest media, research findings, professional examples and interesting scenarios to take students beyond the textbook
- utilising polling tools (e.g. Poll Everywhere, NearPod) and real-time social micro-blogging system (e.g. Hotseat), incorporating students’ mobile devices to interact and provide feedback whenever possible
- encouraging students to draw upon their previous learning and share their knowledge with their peers
- asking students to brainstorm examples of real-life situations
- having students role-play a scenario in pairs and small groups
- asking students to define or explain a concept to their neighbour or their group
- asking students to construct a mind-map showing the links between ideas, and using electronic mind-mapping tools such as GroupMap or MindJet Mindmanager
- organising a small team of students to present one side of a debate, while the rest of the class create the rebuttal as they listen
- encouraging students to write down questions about concepts that are still unclear and toss into a fishbowl for you to select from time to time, or using Hotseat for students to post questions or comments online in real-time
- giving students a quick quiz and asking them to explain their answers to their neighbour or group before supplying them with your preferred responses
- including authentic problem-solving tasks for students to work on in groups
- asking students to collaboratively create a scenario based on their recent workplace experience
- moving around the room and spending some time with each group.

Educational Technologies Supporting Learner Engagement

At Curtin, a wide range of technologies are available to support student engagement in learning and further enhance and extend their learning experiences. Technology-enhanced learning may incorporate any one or a combination of the following key elements:

- access to rich media resources via learning technologies, e.g. Blackboard learning management system, e-Reserve, iLectures, podcasts, RSS feeds
- provision of online learning experiences, interactions and assessments, e.g. blogs and wikis, Blackboard Collaborate virtual classrooms, Web 2.0 social networking and online formative and summative quizzes
- collaboration through posting and sharing of student-generated content
- feedback through individual and group reflection, and scaffolding for reflective practice, e.g. blogs, journals, and portfolios.
Blackboard – the learning management system

Blackboard is Curtin’s University-wide learning management system and provides students with access to information and each other. Use Blackboard to assist you in a number of ways.

- **Provide a virtual learning space**: supplement face-to-face teaching and expand student learning opportunities.
- **Manage your class**: organise class lists, track students’ access to materials and assignment submissions, and allow students to track their own progress. Provide generic as well as individual feedback.
- **Provide learning resources**: publish handouts, notes, iLectures, multimedia and course information. Note that simply making “notes” available online does not make those materials interactive, it simply delivers them to the students in a different mode.
- **Engage learners**: stimulate learner participation through interactivity (in simulations, forums, chat, quizzes and wikis, for example) using online technologies; this extends communication opportunities for students and teachers.

Self-marking **online quizzes** assist students to reinforce learning while assessing knowledge and understanding. Students like formative quizzes as it gives them an opportunity to check their understanding of key issues. Blackboard currently supports the use of tests, quizzes and surveys in an online environment, and Blackboard Collaborate also allows you to poll your students in a live virtual classroom.

**iLectures**

The iLecture system is available in most of Curtin’s learning spaces, enabling automatic recording of collaborative classes, lectures, or tutorials. An audio and video capture of the session or lecture can be recorded together with other visual media used in the presentation, such as PowerPoint slides or other resources. Lecture capture is designed to support the student learning experience by providing a flexible and convenient means of reviewing and reinforcing course content and engaging in online discussion tied to that content. Students can view the lecture content and materials at their own pace, pausing and rewinding as necessary. Recorded sessions or lectures particularly assist students who have to overcome language barriers, students who have timetable clashes and students with disabilities. Students can access iLecture recordings from links within their Blackboard units and can also download audio and video content to personal MP3/media player devices such as iPods, smartphones and tablets. Whilst the iLecture system cannot replicate the full interactivity of a live collaborative session or lecture, it provides students with the opportunity to listen or watch recordings at times convenient to their learning needs.

Students and staff can also engage in online discussions integrated directly into iLecture recordings to turn these recordings into interactive, flexible learning opportunities. A new feature is the ability for any automated iLecture recording venue to webcast lectures, seminars and presentations live onto the web allowing remote users to log in and watch the event live in real-time. Using the integrated Discussion Tool students and staff can engage in a back-channel asking and answering questions and discussing the lecture as it takes place.

A growing number of specialist iLecture recording venues are also available across campus, which allow students, as well as staff, to record multi-camera labs, practicals, interviews, demonstrations and other types of recordings for self-critique, group review, assessment, student portfolios, oral and practical exams. See [http://www.ilectures.curtin.edu.au/](http://www.ilectures.curtin.edu.au/).
Narrated and streaming presentations – screencasts

A number of personal capture tools enable lecturers to create presentation recordings (screencasts) at their computers. These presentation screencasts can be used to provide an introduction to a unit, an outline of assessment requirements, or a detailed explanation of complex issues. In addition to PowerPoint and Keynote – available to all Curtin staff – there are a number of new web-based tools, such as Prezi or Haiku Deck, which provide alternative presentation formats for staff to use as a content base for their recordings.

Echo 360 Personal Capture, for instance, is a program that enables staff to create their own screen recordings in conjunction with an audio or video feed. It feeds directly into iLecture, and instructions for its use can be found on the iLectures website (http://www.ilectures.curtin.edu.au). There is also a range of equivalent technologies, such as Camtasia, or Screenc (http://www.screenc.com), which may be used by teachers and students to create digital narratives.

Blogs and journals

Blogs began as personal journals or web logs but have evolved over the past few years to become highly sophisticated web spaces that are used not only by individuals, but groups and organisations of all sizes. Blog posts are arranged chronologically, with the most recent blog post appearing at the top of the page. In addition, blogs provide opportunities for collaboration between students, allowing them to leave comments on blog posts.

Most blogs are primarily textual but they can include images, videos and audio. Some common educational uses of blogs are:

- as a collaborative journal compiled over the study period with course-related reflections
- as a class portal where students can access supplemental materials, links, videos, podcasts, assessment tasks and other peer/teacher feedback
- as a knowledge base constructed from individual blogs interrelated with posts and comments.

Journals are private web spaces where students can collect experiences and post reflections on their learning process. The instructor or tutor can normally see all of the student journal entries but the students can only see their own postings. Journals can be particularly useful for students engaged in work placements or clinical practicums as a record of their experiences and their reflections on those experiences.

Wikis

Wikis are online collaborative writing spaces. They allow students to work together to build knowledge bases, synthesise research, collaborate to write papers and present projects. The history function of the wiki ensures the input of each author can be monitored and the overall development of the task can be assessed. Wikis can be used as planning spaces as well as summative expressions of research and learning. Additional functions such as tagging allow entries to be categorised, easily located and associated with other entries.

Some common educational uses of wikis are:

- developing and organising a glossary of key terms
- building a knowledge base around a subject
- collaborating on research or joint writing of assignments or projects.
Virtual classroom technologies

Virtual classroom technologies provide a real-time learning space giving students opportunities for immediate interaction with their lecturer and fellow learners. Activities can include introductory exercises, brainstorming, problem sharing and solving, presentation of research and projects, role plays, debates, mentoring and support. At Curtin, the main virtual classroom environment in use is Blackboard Collaborate.

Blackboard Collaborate is a live web conferencing and virtual classroom platform that allows staff and students to communicate in real-time. The main features of Blackboard Collaborate are two-way audio, multipoint video, interactive whiteboard, application sharing, web tour, polling and session recording. Blackboard Collaborate integrates within Blackboard and further information and support is available via [http://otr.curtin.edu.au/teaching_learning_services/bb_collaborate.cfm](http://otr.curtin.edu.au/teaching_learning_services/bb_collaborate.cfm) and [http://otr.curtin.edu.au/teaching_learning_services/blackboard.cfm](http://otr.curtin.edu.au/teaching_learning_services/blackboard.cfm).

In addition, Blackboard Collaborate can now be accessed from your mobile device from [http://www.blackboard.com/Platforms/Collaborate/Products/Blackboard-Collaborate/Mobile-Collaboration.aspx](http://www.blackboard.com/Platforms/Collaborate/Products/Blackboard-Collaborate/Mobile-Collaboration.aspx).

Mobile learning

Mobile learning covers learning with portable technologies such as smart phones, tablets and netbooks, and focuses on the learning that happens when mediated through a mobile device. Students can learn from mobile technologies (podcasts, rss feeds, administrative information) and with mobile technologies (interviews, observations, student-generated video recordings, reflections, digital storytelling, development of models and designs) where the technology is employed as a cognitive tool rather than a transmissive device. These devices are capable of supplementing, and often replacing, traditional desktop and laptop computers. They have the added dimension of being enabled with locative, motion, audio-visual and spatial capabilities, along with mobile multimedia capture and creation features. Multi-touch and gestural forms of input are also possible with some devices. This combination of interest and capability is driving a significant shift towards mobile learning and most students now bring their mobile devices on campus and to class.

The Blackboard Mobile Learn application gives students and staff access to their Blackboard units on a wide variety of mobile devices. Students and staff can access documents in multiple formats, read announcements, create discussion threads, view and play media, access their grades, track progress on assigned tasks and connect with other students. Further information on download instructions and FAQs is available at [http://www.elearn.curtin.edu.au/blackboard/mobilelearn.cfm](http://www.elearn.curtin.edu.au/blackboard/mobilelearn.cfm). For more information about the available learning technologies and support available see [http://ctl.curtin.edu.au/teaching_learning_services/learning_technologies.cfm](http://ctl.curtin.edu.au/teaching_learning_services/learning_technologies.cfm).

Providing Engaging Learning Resources

Effective and engaging learning resources, which can be developed by teaching staff or acquired from a variety of sources, can have an important impact on student learning, including:

- creating a richer learning experience by providing access to a range of expertise, including open educational resources (OERs)
- facilitating interaction through case studies, case examples and simulations
- enabling students to work at their own pace and review information as needed
• providing students with different/alternative explanations and insights
• providing a range of materials in different media formats to suit students’ different learning styles and preferences
• supporting the development and practice of professional skills such as critical thinking, communication, teamwork, leadership and ethical reasoning appropriate to the discipline.

The Framework for Quality and Excellence in Teaching and Learning (Chapter 5) stipulates the following quality indicator – **students have equitable access to high quality learning resources and information regardless of place or mode of study.**

Learning resources include support materials such as textbooks, e-books, journal literature, e-Reserve study materials, presentation slides, notes, websites, videos, audio files, iLecture recordings, visual resources, multimedia programs and e-Reserve study materials.

**Learning materials on e-Reserve**

**e-Reserve** is the University’s solution for providing students’ required readings available and ensuring copyright compliance.

e-Reserve comprises full-text electronic documents (book chapters, journal articles, conference papers), audio and video, and web links; e-Reserve is accessible via Blackboard or the library website with a single sign-on through OASIS. The University Library will source requested items based on citation details provided by teaching staff, review copyright and licence requirements, and advise by email when processing is complete. The benefits of using e-Reserve are that items can be accessed anytime and anywhere.

Curtin policy prohibits copyright material being placed directly on Blackboard – it must be made available through e-Reserve and can then be linked via Blackboard. Information on how to do this can be found in the Teaching Support LibGuide [http://libguides.library.curtin.edu.au/teaching-support](http://libguides.library.curtin.edu.au/teaching-support).

Please contact the Library’s reserve team on 9266 7572 or email reserve@curtin.edu.au or contact your Faculty Librarian if you need assistance. Alternatively, to request the addition, removal or change to items for e-Reserve log on to the web form at [http://apps.library.curtin.edu.au/ressubmission/index.pl](http://apps.library.curtin.edu.au/ressubmission/index.pl).

**Audio and video resources**

You can diversify your learning materials by providing students with audio and video recordings. Audiovisual technologies are accessible, easy to use, and expand opportunities for stimulating and engaging your students. The University provides two large-scale audiovisual solutions for recording, storing and publishing to students: the iLecture system and **Echo 360 Personal Capture**, as described in the previous section.

Automatic iLecture devices are installed in multiple venues at Curtin, including theatres, classrooms, collaborative learning spaces and case study rooms. The iLecture system also caters for booking manual recordings and the ability to upload pre-recorded media. See [http://www.ilectures.curtin.edu.au](http://www.ilectures.curtin.edu.au).

The Echo360 Personal Capture software, which is available for both Mac and PC platforms, enables you to record and publish to the iLecture system wherever you and your computer may be. This is a convenient and effective way of making brief recordings such as unit introductions, case studies and overviews of topic discussions. The dual video stream allows you to record vision from a webcam as well as the content on your computer screen. See [http://www.ilectures.curtin.edu.au](http://www.ilectures.curtin.edu.au).
CTL has a small **video and editing room**, which any staff member may book and provides a range of software and hardware for creating media resources either individually or with colleagues. This studio is available to book via email and may be particularly useful for sessional lecturers or those sharing open plan offices. See [http://otl.curtin.edu.au/teaching_learning_services/video_edit_room.cfm](http://otl.curtin.edu.au/teaching_learning_services/video_edit_room.cfm).

A range of online tools is available for you and your students to record short, sharp and engaging videos but also provide opportunities for collaboration, connection and knowledge building. Free resources include; Jing, Screenr, and Voicethread. Free software tools, such as Microsoft Movie Maker, YouTube Editor and iMovie, can assist you in editing and enhancing your videos.

**Open educational resources**

You are encouraged to find ways to implement and incorporate the use of existing open educational resources (OER) within your learning resources. Use search engines that filter for OER and then embed these engaging resources into your unit along with the required attributions. You can also create your own original materials and license them as OER (search for “OER License Generator”), allowing others to reuse your materials.

If you need assistance with embedding materials, search for “How to use embed code” or “How to embed” on YouTube, or contact your Faculty Learning Engagement Team.

Sites like YouTube, Slideshare, Vimeo, Blip.tv, and others can provide alternative resources that supplement your teaching materials. Be sure to filter for OER resources. Search for “OER YouTube” for example.

For more information on OER, visit the Curtin Scoop.it page “Open Educational Resources in Higher Education” [http://www.scoop.it/t/open-educational-resources-in-higher-education](http://www.scoop.it/t/open-educational-resources-in-higher-education).

Getting started with OER:

- Identify and create appropriate digital resources that support and promote skill acquisition and practice needed for learning activities and assessments.
- Ensure all students can easily find and access learning resources.
- Search OER repositories to use existing resources and share new materials.

**Support in Developing Engaging Learning Designs**

**The Faculty Learning Engagement Teams (FLET)**

If you are keen to learn more about learning engagement and technology-enhanced teaching and learning, you can access support via your Faculty Learning Engagement Team (FLET).

The FLETs are available to provide advice on transforming learning and enhancing student engagement. This can include:

- designing learner-centred learning experiences
- establishing engaging and authentic learning experiences with opportunities for collaboration and interaction
- designing meaningful formative assessments that work well in multimodal settings – online, face to face and blended
- developing skills required for facilitating online asynchronous and synchronous learning.
You can contact your Faculty Learning Engagement Team via email:

**Curtin Business School**: CBSFLTHelpDesk@curtin.edu.au  
**Health Sciences**: FLET-Health@curtin.edu.au  
**Humanities**: FLET-HUM@curtin.edu.au  
**Science and Engineering**: FLET-SciEng@curtin.edu.au  
**Centre for Aboriginal Studies**: FLET-CAS@curtin.edu.au.

**Curtin Learning Institute (CLI)**

The Curtin Learning Institute coordinates a comprehensive program of professional learning opportunities for staff. Information about CLI programs is available at the CLI webpage ([http://curtin.edu.au/cli](http://curtin.edu.au/cli)) and CLI can be contacted at cli@curtin.edu.au. See Chapter 12 for more information about CLI.

**University Library and Faculty Librarians**

Faculty Librarians are available to help staff and research students identify and access relevant information to enhance student learning. You are also welcome to contact them if you need information on e-Reserve, OER, library policy or procedures, or are unsure of whom to contact within the library. See [http://library.curtin.edu.au/about/organisational-structure/faculties/](http://library.curtin.edu.au/about/organisational-structure/faculties/).

**Recommended further reading:**


**Chapter 6 References:**

CHAPTER 7: THE FIRST YEAR EXPERIENCE—TIPS FOR TEACHING TO SUPPORT TRANSITION

Curtin’s approach to the First Year Experience is based on the Transition Pedagogy developed by Kift (2009). The Transition Pedagogy is underpinned by two key principles:

1. Students must be engaged as learners to be successful at university.
2. Students in their first year at university benefit from specific strategies designed to assist them with the social and academic transition to university.

Students in their first year at university represent a diverse cohort in terms of their age (school leavers versus mature age), educational experiences (high school, TAFE or other training, previous university experience), life experiences (direct from high school, employment, other life experience), and personal circumstances (family/parenting/caring responsibilities, employment demands, financial commitments, being first in the family to attend university).

This diversity has significant implications for students’ expectations, motivations, and the academic and personal resources that they bring to their university experience. Therefore, it is critical for teachers not to make assumptions about students’ entry-level knowledge and skills. Successful transition will be facilitated by explicit and repeated communication about the expectations, standards, and skills or knowledge required for success, recognising that the transition can take an extended period of time.

Kift (2009) proposed four key strategies to enhance the first year experience transition.

• a curriculum that engages students in learning
• proactive and timely access to learning and life support
• intentionally fostering a sense of belonging
• sustainable academic–professional partnerships.


Engaging First Year Students in Learning

• Use teaching time to discuss expectations and responsibilities as a learner, such as attendance and participation requirements, reading and preparation requirements, and expected time commitments.
• Structure learning activities to maximise interactivity and minimise students being passive recipients of information.
• Capture and promote students’ curiosity by making learning as experiential and relevant to the real world as possible.
• Help students to link material to personal experiences, existing knowledge, current issues, and vocational aspirations.
• Create opportunities for peer-to-peer and staff-to-student interactions and collaborative learning.
• Ensure that learning activities have clear objectives so that students can see the purpose and relevance.
• Make linkages between units across the first year and through a course.
• Provide lots of formal and informal feedback to guide learning.

Proactive and Timely Access to Support
• Monitor signs of disengagement (e.g. failure to attend or participate in class or discussion forums, failure to submit assessments) and follow up, or refer the student to the unit coordinator or course coordinator for further action.
• Provide information through email or Blackboard announcements and/or in class, as relevant throughout the semester.
• Guide students as to where and how to find information and resources rather than providing it for them (e.g. the unit outline, Blackboard, Library).
• Promote and encourage students to participate in peer mentoring and/or peer tutoring.

Fostering a Sense of Belonging
• Use ice-breaker activities for students and staff to get to know each other.
• Endeavour to learn and use students’ names.
• Encourage students to work collaboratively in pairs/groups.
• Use inclusive strategies (e.g. month of birth) for allocating students to groups for discussion and activities.
• Take an interest in individual students’ progress.
• Promote and encourage students to take part in student-led activities such as clubs and societies, the Student Guild, and leadership activities.

Academic–Professional Staff Partnerships
Kift (2009) advocates that the first year experience is “everybody’s business”. Learn about the formal and informal academic and personal supports available to students, provide a climate of support and encouragement, and take part in the First Year Experience Community of Practice.

Extensive support options are available for students and staff through the START (Student Transition and Retention Team) at [http://life.curtin.edu.au/staff/student_transition_and_retention.htm](http://life.curtin.edu.au/staff/student_transition_and_retention.htm).

• START offer a range of programs, including:
• Peer Assisted Study Support (PASS)
• JumpSTART (support for students having difficulty in selected units)
• START and NEXT STEP mentoring programs
• Ally Program (foster an inclusive culture for sexual and gender diversity)
• Orientation
• Student Advisors
• Living in Perth and WA student guide, and
• Student Wellbeing Hotline.
Recommended reading:


Chapter 7 References:


CHAPTER 8 : WORK INTEGRATED LEARNING

Work Integrated Learning (WIL) is an umbrella term used for a range of approaches and strategies that integrate theory with the practice of work within a purposefully designed curriculum, and through specifically designed co-curricular programs where students’ graduate capabilities are enhanced by co-curricular work experience and community engagement opportunities (Patrick, Peach, & Pocknee, 2009).

Curtin values authentic learning and is committed to developing graduate capabilities through embedding WIL in all courses. Established partnerships and flexible arrangements with industry enable the development of professional practice to be embedded within industry, promoting reciprocal and mutually beneficial outcomes. WIL supports the provision of authentic learning in a variety of settings, within curricula and co-curricular programs, enabling students to develop and maximise their graduate employability. WIL pedagogy supports the University’s endeavour to strengthen students’ capacity to develop work-ready skills through an aligned curriculum where development of Curtin’s Graduate Capabilities is scaffolded across the course. The WIL guidelines apply to all courses at Curtin, see http://curtin.edu.au/wil.

Graduate Employability and WIL

Australian industry defines employability as the “skills required not only to gain employment, but also to progress within an enterprise so as to achieve one’s potential and contribute successfully to enterprise strategic directions” (Commonwealth, 2002, p.3). The employability of Curtin graduates is of strategic importance to the University. Curtin aims to equip graduates with the necessary employability capabilities throughout their studies to ensure they are highly sought after by employers upon graduation.

Scaffolding WIL across the curriculum is a recognised strategy for enhancing students’ employability capabilities. All learning outcomes are aligned to Curtin’s Graduate Attributes and evidenced by authentic assessments that reflect workplace scenarios, thereby focussing on the acquisition of employability skills. The many Curtin degrees accredited by professional or industry bodies provide evidence for this approach.

To ascertain the effectiveness of a course in nurturing employability capabilities, Curtin administers the Graduate Employability Indicator Surveys (GEIs) when appropriate. The GEIs were developed as a result of an Australian Learning and Teaching Council (ALTC) Competitive Grant, Building course team capacity to enhance graduate employability (Oliver, Jones, Tucker & Ferns, 2011). The GEIs are a suite of three, online surveys, which gather the perceptions of graduates (of up to five years), employers and course teaching teams about fourteen graduate capabilities.

Authentic Assessment

Authentic assessment focuses on the integration of theoretical knowledge into practice. WIL tasks are assessed through innovative and authentic assessment practices that reflect the world of work and account for the complex, highly contextualised, unpredictable and variable outcomes of the WIL experience. Assessment is designed to ensure incremental achievement of learning outcomes, which are derived from Curtin’s Graduate Attributes. Ideally, all stakeholders, including staff, students, and community and industry partners, play an active role in the assessment process.
The learning design profile for WIL comprises practice opportunities enabling regular and robust feedback on performance to enhance students’ skill development. A variety of assessment approaches are used to enable practice in diverse settings. Reflection, both self- and peer, is pivotal to the development of work-ready skills through the realisation of strengths and limitations, and setting goals to address gaps in skills (Cooper, Orrell, & Bowden, 2010). See Chapter 9 for more information on assessment at Curtin.

**WIL in the Curriculum**

WIL is scaffolded across all Curtin courses through the constructive alignment of learning outcomes to Curtin’s Graduate Capabilities, ensuring a continuum of practice. Where possible, stakeholders such as students, industry partners, and community partners are involved in curriculum design and review. Authentic and real-world learning experiences are embedded in curricula to enhance employability outcomes for Curtin graduates and assure responsiveness to industry, society and global development that aligns to the University’s strategic vision and mission. WIL activities are situated in the institutional setting, workplace and/or community. Inclusive education principles and guidelines ensure equitable access, participation and progression in WIL for diverse student cohorts. WIL student experiences will value, acknowledge and apply cross-culturally appropriate practices. Reflection underpins generic skills considered highly desirable by employers and should be a component of the WIL experience enabling students to learn from exposure to practice. Given the diversity and range of WIL, courses adopt approaches and practices appropriate to the discipline and/or industry needs.

WIL activities may include work placements, fieldwork, industry-based projects, case studies, simulations, virtual simulations, reflective journals, problem-based learning, mentoring from industry partners, work-related presentations, role plays, laboratories, and capstone subjects and, where applicable, professional industry standards are incorporated in the curriculum design.

**Co-curricular WIL**

WIL opportunities that develop students’ employability capabilities may be provided through co-curricular opportunities such as: work experience, individual and group projects in the community, voluntary work, work shadowing or part time/vacation employment. Additional co-curricular opportunities for students may involve attendance at professional associations and industry events where information gathering, networking and professional culture and communication are practised. Important generic employability skills are developed through co-curricular WIL opportunities.

**Partnerships for Work-Integrated Learning**

**What is a partnership?**

A partnership is a group of individuals (or organisations) who share similar interests and are working collaboratively toward common goals. This involves engaging with key stakeholders both within and external to the University. It is expected that this type of engagement will take the form of mutually beneficial and reciprocal partnerships that apply and produce knowledge.

At Curtin, this may involve an individual forming a partnership with an individual or organisation from business and industry, or community, to provide engaged learning opportunities for students or
to achieve research and innovation outcomes. Such partnerships involve collaboration between the University and its broader communities for the mutually beneficial exchange of knowledge and resources. Partnerships may also enrich the student experience by presenting opportunities for engaged citizenship and the strengthening of civic and public responsibility.

**The benefits of WIL partnerships are to:**

- enrich the teaching and learning experience
- enhance the curriculum
- enrich scholarship, research and innovation
- enhance the work-readiness of graduates
- build effective relationships with the University’s broader communities
- create and leverage connections that enable the exchange of knowledge and learning
- contribute to building healthy and caring communities
- enable sharing of resources, skills, knowledge and funding
- strengthen social, cultural and human capital
- contribute to the public good
- encourage responsibility towards community needs
- build a shared sense of commitment and responsibility
- accomplish work difficult to accomplish alone
- seek real, lasting and meaningful relationships with the community and our business and industry partners
- respect and build on the work of our partners.

**Characteristics of a successful partnership**

Successful partnerships demonstrate:

- an understanding of the purpose and the value of the University’s contribution – and the partner organisation
- institutional commitment
- good relationships
- shared leadership, responsibility and oversight
- collaboration among all partners and stakeholders
- mutual trust, respect, genuineness and commitment
- mutually beneficial and reciprocal actions
- clear and open communication and a common language
- representativeness
- clearly defined principles and processes established with the input of all partners
- strengths built upon and weaknesses addressed
- reciprocity of resources and rewards
- continuous feedback to improve processes and partnership
- balance of power among partners
- an understanding of intellectual property.
Fieldwork

Fieldwork is an aspect of WIL that incorporates approved practical work, teaching, study or research activity, usually conducted outside the normal place of University business, and required by the University as an integral part of the course. Fieldwork education includes, but is not limited to, clinical or practical work placements or activities; participation in laboratories; plant visits; industrial premises or site visits; practicums; study tours; field trips; work experience; service industry placements; isolated and remote fieldwork camps and/or excursions and international field trips/placements.

There are legislative, risk management, access and equity, and other important requirements to consider when organising fieldwork activities. For more information on fieldwork at Curtin see –

Fieldwork Policy and Procedures:

Developing fieldwork coordinators as academic leaders at:
http://academicleadership.curtin.edu.au/ALFCP/

Curtin’s ePortfolio and WIL

Electronic Portfolios are gaining increasing attention as a mechanism for students to collate and showcase artefacts that provide evidence of skills and attributes acquired through curricula and extra-curricular experiences. The ePortfolio allows for different developmental phases and enables the demonstration of individual growth and development. ePortfolios are useful in a WIL context as a source that validates skill development over time. It can be shared with peers for gathering feedback; teaching staff for assessment purposes; and employers when applying for jobs.

Contemporary Projects:
Assessing the impact of work integrated learning (WIL) on student work-readiness
http://olt.curtin.edu.au/research/wil.cfm

WIL leadership
http://acen.edu.au/wil-leadership-project/

Building institutional capacity to enhance access, participation and progression in work integrated learning (WIL)
http://acen.edu.au/access-participation-progression/

Building Leadership Capacity for Work Integrated Learning: Developing Fieldwork Coordinators as Academic Leaders
http://academicleadership.curtin.edu.au/ALFCP
Chapter 8 References


The purposes of assessment are:

- to promote learning and inform students of how well they are learning (assessment for and as learning); and
- to provide evidence of the achievement of learning (certification) as well as assuring standards (quality assurance).

Assessment is an integral part of the learning process. Assessment for and as learning refers to a range of activities that involve academic staff making a judgement of the quality of student work against a standard (Boud & Associates, 2010) and awarding a mark/grade to represent the (level of) achievement of specified learning outcomes. It also involves students learning about criteria, standards and professional judgement and developing their capacity to evaluate their own and other’s work against agreed standards to prepare them to function as independent, life-long learners (Boud & Associates, 2010). Assessments can also inform teachers about their teaching effectiveness.

Assessment for certification and quality assurance leads to students being awarded qualifications and can ensure a licence to practice; therefore, quality of assessment is critical (Australian Government Tertiary Education Quality and Standards Agency, 2012).

A course-wide approach to assessment design involves the team of unit coordinators who contribute to a course (or major) deciding what kinds and how much assessment is needed across a course in order to support student learning, as well as provide adequate evidence of learning for the needs of diverse stakeholders, including the University, graduates, employers, and accrediting bodies.

The benefits of a course-wide approach to assessment for students and staff include:

- helping students to understand the purpose and relevance of assessments
- allowing for consistent messages about assessment requirements (e.g., key terminology, assessment criteria) and standards to be communicated across units in the course
- providing opportunities to scaffold assessment tasks developmentally across the course
- facilitating development of key graduate capabilities by allowing students to demonstrate their competencies via a coherent set of core assessment tasks that are directly related to competencies required in the discipline/profession
- allowing application of learning and feedback across the course, providing improved motivation for students to seek and engage with feedback
- allowing for tailoring and balancing different types of assessment across the course to increase efficiency for staff and students.

Drivers of Assessment at Curtin

Learning, quality and sustainability are key features of assessment at Curtin and correspond to the principles of assessment that guide Curtin Assessment policy and practice (see Assessment and Student Progression Consolidated Policies and Procedures http://policies.curtin.edu.au/findapolicy/). The elements contained within each feature are described in this section. Further information and resources for each feature are available at http://ctl.curtin.edu.au/teaching_learning_practice/assessment/index.cfm.
The key assessment features are:

![Figure 3: Key features of assessment at Curtin]

**Learning**
- Assessment aligns to intended learning outcomes (Principle 2).
- Assessment addresses Curtin graduate attributes (Principle 3).
- Assessment practices have a substantial impact on student learning (Principle 4).
- Assessment provides high quality and timely feedback to students (Principle 5).
- Courses and units include a variety of assessment types (Principle 6).

**Quality**
- Assessment will be subject to quality processes (Principle 1).
- Assessment is inclusive and equitable (Principle 7).
- Assessment is valid and reliable (Principle 8).
- Information about assessment is readily available (Principle 9).

**Sustainability**
- The amount of assessed work is manageable (Principle 10).

**Designing Effective Assessments**

**Assessment and learning outcomes**
One of the keys to successful learning and teaching is the aligned curriculum (Biggs, 1999): this means that carefully designed assessment tasks allow students to demonstrate achievement of clearly communicated learning outcomes. Examples of assessment tasks that may be suitable for assessing different kinds of learning outcomes are shown in Figure 4 and in Table 4.
Clarifying Assessment Conventions and Terminology

Assessment is often associated with a lot of anxiety for students. You can help alleviate that anxiety by providing explicit information and guidance about assessment requirements. This is likely to be most effective if done more than once and in a variety of modes, for example, in the unit outline, in Blackboard, and discussed during teaching time, especially with first year students.

Examples of assessment strategies include:

- Provide information and education on scholarly skills such as researching information from appropriate sources and academic writing and referencing (academic integrity).
- Explain the meaning of different assessment verbs (e.g., “Discuss”, “Critically evaluate”).
- Provide clear guidance on the requirements for different assessment types (e.g. essays, lab reports, project proposals, oral presentations) by discussing requirements and, where possible, showing students exemplars of work.
- Spend time reviewing rubrics or marking guides so that students understand the requirements and how marks will be allocated to their work.
Table 4: Matching assessment types to unit learning outcomes (ULO)

<table>
<thead>
<tr>
<th>Types of learning: Learning outcomes</th>
<th>What is required from students?</th>
<th>Examples of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinking critically and making judgments</td>
<td>Development of arguments, reflection, judgment, evaluation</td>
<td>Essay, Report, Book review, Debate, Oral critique, Blog posting,</td>
</tr>
<tr>
<td>Solving problems / developing plans</td>
<td>Identify problems, define problems, analyse data, review, design experiments, plan, apply information</td>
<td>Problem scenario, Group work, Work-based problem, Analyse a case, Research paper</td>
</tr>
<tr>
<td>Performing procedures and demonstrating techniques, skills, and competences</td>
<td>Computation, take readings, use equipment, follow laboratory procedures, follow protocols, carry out instructions</td>
<td>Demonstration, Role play, Make a video (write script and produce/make a video), Produce a poster, Lab report</td>
</tr>
<tr>
<td>Demonstrating knowledge and understanding (can be assessed in conjunction with the above types of learning)</td>
<td>Recall, describe, report, identify, recognise, recount, relate, etc</td>
<td>Written examination, Oral examination, MCQs, Mini tests, Essays, Reports, Short answer questions</td>
</tr>
<tr>
<td>Managing/developing yourself, Learning how to learn</td>
<td>Work co-operatively and, independently, be self-directed, manage time, manage tasks, take responsibility</td>
<td>Learning journal, Portfolio, Learning contracts, Self-evaluation, Group projects, Peer assessment, Reflections</td>
</tr>
<tr>
<td>Designing, creating, performing</td>
<td>Design, create, perform, produce, etc</td>
<td>Design project, Portfolio, Presentation, Prototyping, Creative performance</td>
</tr>
<tr>
<td>Assessing and managing information</td>
<td>Information search and retrieval, investigate, interpret, review information</td>
<td>Annotated bibliographies, Project, Dissertation, Applied task, Data-based project</td>
</tr>
<tr>
<td>Communicating</td>
<td>Written, oral, visual and technical skills</td>
<td>Written presentation, Oral presentation, Discussions/debates/role plays, Concept map, Group work</td>
</tr>
</tbody>
</table>

(Adapted from Nightingale et al., 1996)

Orientation to assessment standards

The capacity to monitor, critically assess, and correct one’s own work is an important part of lifelong learning. Being able to make judgements about the work of others against a standard is a precursor to effective self-evaluation.

Some strategies to support an understanding of assessment standards include:

- As a preliminary step to discussing assessment standards, provide students with two samples of work and ask them to identify which is better. Discussion of the different ways in which students reached the decision starts the conversation about assessment criteria.
- Provide annotated exemplars to illustrate how previous student work of different standards has been assessed.
- Design opportunities for students to engage with assessment criteria by applying the criteria to exemplars, then to (partial) drafts of peers’ work and/or their own draft work.
- Require students to submit a self-assessment using the criteria with their assessment.
Encouraging independent learning

Authentic and challenging assessment tasks, with appropriate scaffolding for the level of the students, are likely to be motivating for students by allowing them to develop and demonstrate capabilities that are relevant to their future discipline or profession and will promote the development of independent learning skills.

Examples of assessment strategies to encourage independent learning:

- Design assessments that encourage a range of responses rather than one ‘right answer’.
- Provide students with a choice of assessment topics to allow them to focus on an area of interest.
- Design a series of scaffolded tasks, some of which may be formative (as a source of feedback, not a mark), which lead to a final assessment task.
- Design tasks that require students to integrate previous learning or personal experience and new information or experience.
- Design group-based tasks that require members to work together to solve a problem and reflect on the process of their teamwork.
- Include a reflective component to an assessment where students are required to evaluate their own learning achievements and identify future learning needs.

Authentic assessment

Consistent with Curtin’s focus on producing industry-ready graduates, authentic assessment is one way in which students can be engaged with assessments that are meaningful and relevant to their current learning as well as to their future roles in the workplace.

Gulikers, Bastiaens, and Kirschner, (2004, p. 69) define authentic assessment as:

An assessment requiring students to use the same competencies, or combinations of knowledge, skills, and attitudes that they need to apply in the criterion situation in professional life.

The level of authenticity of a particular assessment task varies according to the discipline area. The following questions can be used to guide the design of authentic assessments (Gulikers et al., 2004):

- What is the task and what do you have to do?
- In what setting is the task carried out? What are the social processes involved in the task? With whom do you have to do it?
- What is the product or performance that is produced?
- What are the standards or criteria against which the product or performance will be evaluated?

The authenticity of any assessment can be increased by considering one or more of these variables within the context of a discipline or professional area.

Examples of authentic assessments include, but are not limited to:

- fieldwork, practicums, internships, community service, industry visits
- objective structured clinical/practical examinations (OSPE and OSCE’s), simulations, role plays
- investigations, research projects, laboratory experiments, case studies, concept maps, posters, scientific papers, conference presentations, reports, articles
- art and design concepts, modelling and simulations, creative artefacts.
**Assessment portfolios**

A portfolio is a purposeful collection of student work showing progress and achievements over time. Portfolios can be a useful way to encourage students to take responsibility for demonstrating their learning and for them to reflect on their achievements and future learning needs. This can be particularly helpful when linked to professional competencies. Portfolios are sometimes associated with those developed by visual arts students to support their applications for employment, but the benefits of portfolio development apply to students from all areas of study.

A portfolio can:

- contain hard or electronic copies of marked assignments and work-placement reports that show a student’s ability to complete a task according to instructions
- include evidence of community or other extra-curricular activities that demonstrate community involvement
- hold testamurs, certificates and awards achieved as a student
- be electronic – students can store evidence of their academic and professional achievements in digital form, together with videos and images related to their studies and student life.

**Marking Guides and Rubrics Criteria**

Marking guides and rubrics are tools that help to make explicit to the student the criteria against which their work will be assessed. They can also be a comprehensive and efficient source of feedback. A marking guide provides a list of assessment criteria and corresponding marks.

For example:

<table>
<thead>
<tr>
<th></th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depth and breadth of content</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Use of terms</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Clarity of explanation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Critical analysis</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Overall structure</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

A rubric is a matrix showing assessment criteria on the vertical axis (dimensions of performance) and descriptions of the quality of the work on the horizontal axis, as shown in Figure 5. Key advantages of rubrics are that they assist with clarifying expectations and standards, assist with moderation (comparability of marking between and within markers if the criteria are well understood), and provide feedback to students about how they could improve their work.
How to develop a rubric

- Decide the dimensions of performance (vertical axis) or the essential elements that must be evident in high quality work. Note that if a student can score highly on all dimensions but not score well overall, you have the wrong ones.
- Decide the levels of achievement: number and type (horizontal axis). Examples of mastery are: exemplary, competent, proficient, marginal, unacceptable.
- Avoid having too many dimensions of performance or levels of achievement. Overly complex marking guides reduce the effectiveness and efficiency of the approach (see Sadler, 2009).
- For each dimension of performance, first distinguish between acceptable and unacceptable (failing) performance: write the criteria for unacceptable performance clearly and unambiguously.
- For each dimension of performance, write clear performance descriptors (criteria) at each achievement level. Try to determine qualitative or quantitative differences that characterise achievement at the different levels. Avoid different grades of the same character (e.g. good, better, best), undefined terms (e.g. trivial work, good use of, significant work), and value-laden terms (e.g. excellent or poor work). State (if possible) the consequences of performing at each level: for example, whether the standard of the work would (or would not) be accepted by the profession or a business or a professional journal.
- Add the marking scheme you will use and apply any weighting. Decide if marks will be awarded for work below the minimum standard. Include the criteria for “failure”.
- Evaluate and revise accordingly. Few marking guides will be constructed perfectly the first time. They are developmental tools and need to be critically evaluated after use.

Holistic versus analytic rubrics

Holistic rubrics allocate a grade or performance level to a student on the basis of performance against explicit standards (without summing marks for individual components). Analytic rubrics allocate a specific number of marks for each criterion or performance level. One issue is whether or not to award any marks for unsatisfactory performance. It might be possible to accumulate enough marks on unsatisfactory performance to allow a student to pass an assessment. An alternative is to set a criterion for passing that states there must be no element for which performance is unsatisfactory (regardless of the overall mark). Another way to limit this is to allocate an “overall performance” as one of the dimensions of performance.
Evaluating marking guides and rubrics

A marking guide or rubric should be reviewed each time it is used, and then revised:

- Does it measure the learning outcome(s) that you want measured?
- Does it measure ALL the important outcomes?
- Does it measure unimportant/extraneous outcomes?
- Does it cover the important dimensions of performance?
- Are the performance levels and scales well defined?
- Is there a clear basis for assigning scores at each scale point?
- Do the “excellent” descriptors describe a high enough performance standard?
- Is there sufficient distinction between each dimension?
- Can different scorers apply the marking guide/rubric consistently?
- Is it fair and free from bias?
- Is it useful, feasible, manageable and practical?
- Can students understand the descriptors?

For examples of rubrics see VALUE: Valid Assessment of Learning in Undergraduate Education:
http://www.aacu.org/value/rubrics/index_p.cfm

Recommended further reading:


Assessing Group Work

Group work can help develop students’ generic skills such as:

• teamwork skills (working with team dynamics, leadership)
• analytical and cognitive skills (analysing task requirements, questioning, critically interpreting material, evaluating the work of others)
• collaborative skills (conflict management and resolution, accepting intellectual criticism, flexibility, negotiation and compromise)
• organisational and time management skills.

There are three main dimensions to the assessment of group work:

• demonstrated ability to work effectively as a team member (process)
• demonstrated application of knowledge for successful task completion (process)
• the quality of the group’s output (product).

Groups can be asked to produce tangible products such as posters, models or artefacts, formal reports and electronic or other forms of media. They can also be asked to submit records of meetings, planning sheets or other monitoring documents as evidence of their progress. The output can also include a performance or seminar presentation. Group assessment can be conducted by external experts in the field, colleagues, groups of peers, or through self-assessment. This allows multiple perspectives of student work and reduces the chance of bias.

Assessment tasks must be designed to assess students’ achievement of the unit learning outcomes. If teamwork skills are stated explicitly in the learning outcomes, they must be learned, demonstrated and assessed using predetermined criteria. It is important that students understand why group-based assessment is appropriate for that task, and teaching staff should take time to explain this.

Students need to be taught how groups function, and given the opportunity to practice group work skills before they are assessed. Students need to know what will happen should one or more group members withdraw or if one or more contributes so little that it jeopardises the likelihood the group can complete its task. Students must be informed of the appeal process should the group not be able to negotiate among themselves about distribution of marks if this is required.

Students must know how incidents of academic misconduct, such as plagiarism or collusion, can occur in group work and how they can be avoided. Students must be given explicit guidelines on what is acceptable and what is not acceptable in terms of collaborative versus individual work, particularly when they are assessed in groups.
**Group assessment criteria**

Key considerations are:

- What exactly will be assessed: the product of the group, the process of the group work, or both (and what proportion of the total mark will be allocated to each)?
- What assessment criteria will be used and who will determine them: teaching staff, students or both?
- Who will apply the assessment criteria and determine marks: teaching staff, an external assessor or a combination?
- If groups are to be given a total mark to “share” according to individual contributions, how will the shared mark be determined, distributed and justified?

Students in groups need assessment criteria before they start work. They should know what outcomes they will be expected to demonstrate and how the evidence of their work needs to be documented. Where students are to be involved in developing the criteria, this process should occur at the beginning and all students must receive a written copy of the agreed criteria.

**Allocating marks in group assessment**

There are many different ways of allocating marks to individual students. Four alternatives models are described below.

**Model 1: All students receive the same mark or grade regardless of individual contribution**

Example: A group of students prepares a business plan for a company. The business plan is awarded a mark of 16/20. Each student thus gets 16 marks.

If professionals in a discipline area customarily succeed or fail on the basis of team performance alone, and the contribution of individuals is of little importance, assessing students this way may be fair. This group assessment model is used frequently and students often complain about it because they know that some students receive marks without making a fair contribution.

**Model 2: Students receive an individual mark from a limited pool of marks**

Example: A group of four students prepares an environmental impact report. They are awarded 24/30 marks for the report. They allocate the marks among themselves according to their individual contribution. Some students receive higher marks than others.

This model is difficult to justify except in industries where group project earnings are divided according to contribution (and this is usually done by contract before the work begins): students compete for a limited number of marks (and students have to negotiate their mark with the group); moreover, students from different groups who make the same effort probably will not receive the same reward.

**Model 3: Students are allocated marks according to the role they played in the group**

Example: A group of three students prepare an educational website. One student has the role of website designer/manager, another is the instructional designer and the third researches the content for the site. Each student has criteria for the quality of their aspect of the completed website, and is required to explain or justify their contribution. The website is awarded 18/20 for web design, 15/20 for instructional design and 17/20 for content. The students receive 18, 15 and 17 marks respectively.

This model is fair if all the criteria are made clear beforehand, and if all students have an equal chance of playing the role in which they feel most competent: this is unlikely to be the case.

**Model 4: Students receive a group project mark and a separate mark for an individual product**

Example: A group of six students undertakes a six-week research project. They will produce a final group report, for which they will receive a group mark. In addition students will be assessed individually; they are required to submit a research diary recording their progress, relevant diagrams and printouts and findings at weekly intervals throughout the six weeks.

This model is fairer in the sense that a separate mark is allocated for evidence of individual effort. If the individual work shows that the student clearly made no, or too little, contribution to the group project, then the group mark for that student can be reconsidered. In this case, students must be warned well in advance.
Involving Peers in Assessment

Peer review and feedback can be extremely powerful ways of helping students grasp the characteristics of quality work. Often, students are well placed to offer developmental feedback to their peers. Peer review can take many forms. One way might be to ask students to provide formative feedback on other pieces of student work. Another way might be to use the audience to review and rate student presentations on a topic. Peer feedback can be used to give rapid feedback in larger group settings.

However, if the approach is to be successful, students must clearly understand why peer review is being used. Students must also engage with the marking guide or rubric so that they have an understanding of what is involved. This takes some time to set up and support.

Is it worth it? The research suggests that it is. Rust, Price & O'Donovan (2003) describe a process whereby students engaged with the assessment criteria by marking other work and giving feedback. This improved their final outcomes compared to a parallel group that did not undertake this exercise. Significantly, this beneficial effect (an improvement of approximately 5% of the final mark) was still apparent in the group a year later, suggesting that the close engagement with assessment criteria had been effective over time.

Self-review

Students' learning (and their ability to “learn how to learn”) can be improved when they engage in deliberate thought about what they are learning and how they are learning it. Encouraging students to step back and reflect on their learning can be a powerful way of identifying strengths and areas for improvement – especially where self-reviews are set against reviews made by peers or tutors. Students may be asked to submit a self-review with their assessment and to request feedback on specific aspects of their performance. Teacher feedback can support the development of students' capacities to evaluate their own performance by focusing on the differences between the student’s evaluation and the teacher’s evaluation of the work.

Recommended further reading on assessing group work:


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Marking and Grading Assessments

The Curtin Student Charter states that every student can expect to have “fair assessment and timely and useful feedback on their performance and progress, including final results”. Assessment tasks must be marked in accordance with the assessment criteria, such that the mark or grade reflects how well a student achieved the learning outcomes. In addition to a mark, returned assignments must be accompanied by feedback that clearly indicates how the mark or grade was derived, as well as how the student can improve. Assignments and/or feedback should be returned to students in time for them to consider and utilise it to inform the next assessment task.

Wherever possible, assignments should be handled as digital artefacts submitted electronically. Students are required to keep a personal copy of all assignment submissions as well as copies of digital receipts issued during the submission process as evidence of their submission.

Unit coordinators should maintain an archive of assessment artefacts including exam scripts and submitted electronic artefacts as evidence of the marking process for appeals.

Results for all assessment tasks must be entered into the Blackboard Grade Centre column during the marking process or immediately following the determination of the mark. The Grade Centre captures the assigned mark and incorporates an auditable record of when the mark was recorded and who entered it. Any changes to marks must include a comment describing the reason that the mark was altered.

Unit Final Marks and Grades

All assessment task results are to be recorded in the Blackboard Grade Centre. The Final Mark column should be set up to tally the assessment task results to produce the final mark for the unit. Entry of the Final Grade signals the determination of the student’s result for the unit. The Final Grade must be entered manually into the Grade Centre and be checked by the co-examiner for the unit. The Final Grade must be selected from the set of accepted pre- Board-of-Examiner grades. Following the close of the study period and prior to the Board of Examiners’ meeting, the Final Grade and Final Mark are automatically extracted from Blackboard and submitted to Student One. See the CLI website (http://curtin.edu.au/cli) for scheduled workshops on Blackboard and/or Grade Centre.

For detailed information about Curtin’s grading procedures, including deferred and supplementary assessment, see relevant information in Assessment and Student Progression Manual at http://policies.curtin.edu.au/policies/viewpolicy.cfm
Curtin’s Grading System

A Board of Examiners is a formal Curtin committee to review the performance for each student and to ensure that all assessment is conducted in a fair and equitable manner each study period. The Board is made up of all unit coordinators and course coordinators within a course of study. Unit coordinators are required to attend the Board of Examiners to check grades, and to discuss the performance and status of students.

The course results for each student are ratified by the Board of Examiners at the end of the study period, and a course status of Good Standing, Conditional, or Course Terminated is determined. Curtin’s grading system is shown in Table 5.

<table>
<thead>
<tr>
<th>Grades Awarded</th>
<th>Percentage mark range</th>
<th>Equivalent to AVCC grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Under 50%</td>
<td>Fail (F)</td>
</tr>
<tr>
<td>5</td>
<td>50–59</td>
<td>Pass (P)</td>
</tr>
<tr>
<td>6</td>
<td>60–69</td>
<td>Credit Pass (CP)</td>
</tr>
<tr>
<td>7</td>
<td>70–79</td>
<td>Distinction (D)</td>
</tr>
<tr>
<td>8</td>
<td>80–89</td>
<td>High Distinction (HD)</td>
</tr>
<tr>
<td>9</td>
<td>90–99</td>
<td>High Distinction (HD)</td>
</tr>
<tr>
<td>10</td>
<td>100</td>
<td>High Distinction (HD)</td>
</tr>
</tbody>
</table>

Appeals: Students can appeal assessment results. Before using the formal appeal procedure, students should discuss any disputed assessment with appropriate members of the unit teaching staff. In any such discussion, students and staff members may each be accompanied by any other person from within the University. If the issue is not resolved, it is the right of all students to appeal in writing (using the appropriate form) to the Head of School (up to 14 calendar days after official publication of final results) if they feel that an assessment mark or grade for any formal assessment is unfair or incorrect. The University Counselling Service and Guild Student Assist Service provide student advice concerning the appeals process.

For detailed information on Curtin’s procedures for appeals see http://students.curtin.edu.au/rights/appeals/assessment.cfm
Assessment – Quality
Carefully designed assessment is an integral component of a course-wide teaching and learning approach and particularly relevant to how students will approach their studies. Assessment tasks should be designed by the course team to be valid, reliable, credible, dependable and verifiable for high quality learning to take place, and considerate of inclusivity for all students. Assessments must also align with Curtin’s assessment policy, as well as with relevant external requirements, such as the Australian Qualification Framework (AQF), accreditation requirements, and appropriate benchmarks.

1. **Validity:** Assessment of a student’s knowledge and skills usually results in a mark or a grade that represents the knowledge, skills and abilities being assessed. Validity refers to the extent to which that mark (or grade) measures what it claims to measure.
   - Does it measure the student’s achievement of specific learning outcomes?
   - Is it a measure of the current state of their knowledge? For example, a mark based on a student’s recall of knowledge is not a valid measure of the student’s ability to apply that knowledge. An essay examination might be a measure of students’ essay writing skills rather than their ability to apply discipline knowledge.

2. **Reliability:** Reliability refers to both the accuracy and precision of measurement. If an assessment is reliable, different tests of a student’s particular skills, if administered independently, should give the same result. Different assessors should arrive at the same conclusion about a student’s learning. The three facets of reliability refer to the basic rationale (can the assessed knowledge and skills be translated into a measurement?), the procedures for data collection (the assessment tool, its administration and marking) and the statistical procedures following (what we subsequently do with the numbers).
   Guba and Lincoln (1989) suggest that evaluation is rarely free of political and other sources of bias. To some extent, these issues are reduced where assessment can be shown to be credible, dependable, and confirmable as detailed below:

3. **Credibility:** Assessment is credible when the form of assessment is closely aligned with learning outcomes. Authentic assessment is preferable; this is an assessment in which students carry out a task that represents a real-world situation. Assessment is credible where it is based on detailed evidence, preferably derived from different but contributing tasks.

4. **Dependability:** Assessment is dependable when subjective assessment methods are applied consistently and are stable over time. That is, the assessment method is applied in the same way and under the same conditions for the duration of the assessment period. Assessment is also dependable if those participating in it (staff and students) agree that the process is a fair and reasonable test. The use of marking guides can promote dependable assessment.

5. **Confirmability:** Assessment is confirmable or verifiable when an audit trail is maintained to enable backtracking to original criteria-based judgements. Marking guides are a primary means of doing this. Other records may include observational notes, annotated documents or other records of participation or achievement. Confirmability is enhanced where there is student agreement that the judgement about their performance is fair and accurate.
6. **Inclusivity:** When planning assessment tasks, keep in mind the principles of “universal design”: that is, consider the disabilities that students might have and, if necessary, determine a strategy for extending accommodations to such students; for example, ensure that flexible and varied approaches to assessment are provided for them and that they have equitable access to learning materials. For more information see [http://life.curtin.edu.au/health_wellbeing/disability_services.htm](http://life.curtin.edu.au/health_wellbeing/disability_services.htm).

**Ensuring Fair Assessment Through Moderation**

Assessment must be fair and equitable, that is all students must be given an equal chance to have their achievement of learning outcomes recognised. Unit coordinators must ensure that:

- assessment tasks reflect unit learning outcomes and are set at the correct academic level
- marks and grades are accurate and reflect the assessment criteria
- the assessment has achieved academic integrity through fair and transparent moderation practices.

At Curtin, moderation is defined as a quality assurance process, using a range of strategies directed at ensuring that assessments are marked with accuracy, consistency, fairness and reliability. Unit coordinators are responsible for moderation processes within the unit. For a course, all unit moderation activities will be reviewed by each school’s Assessment Quality Panel (AQP).

Moderation is required for all assessment activities at Curtin and should be communicated clearly to students. Moderation incorporates the entire assessment event, as shown in Figure 6. The process of moderation should involve all markers from all locations participating in the marking process for the unit, and all activities should be recorded and retained by the unit coordinator for the Assessment Quality Panel. This contributes to the cycle of continuous improvement and also to sharing good practice among colleagues.

A series of tables with suggested strategies to support the moderation process can be found at [http://ctl.curtin.edu.au/teaching_learning_practice/assessment/moderation.cfm](http://ctl.curtin.edu.au/teaching_learning_practice/assessment/moderation.cfm)

![Figure 6: The five phases of moderation](image)

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Guiding principles for successful moderation

Moderation is likely to work best when it is based on the following principles:

- Pre-marking review and consensus meetings are undertaken to ensure that assessors are able to clarify their understanding of the assessment criteria.
- Assessments are designed so that they are clearly linked to the intended learning outcomes and if possible include all staff involved in the unit.
- Assessment activities, including instructions, marking criteria, feedback and moderation practices, are clearly communicated to students prior to the assessment.
- Assessments are subject to regular review: their frequency, style and the relative success rate of students are appraised as a regular part of the continuous improvement cycle.

These principles are articulated and amplified through the Five Phases of Moderation (Figure 7). These phases should be seen as part of an ongoing improvement and evaluation cycle.

Further information and strategies to support moderation can be found at http://ctl.curtin.edu.au/teaching_learning_practice/assessment/moderation.cfm

Recommended further reading:


For policies relating to assessment see the Assessment and Student Progression Manual at http://www.policies.curtin.edu.au/policies/viewpolicy.cfm
Assessment – Sustainability

Any assessment at Curtin should also be considered in terms of its sustainability. Assessment sustainability promotes long-term learning for students, and can be used to assure that learning has taken place (evidence of learning): “Sustainable assessment meets the needs of the present without compromising the ability of students to meet their own future learning needs” (Boud, 2000). More recently, Boud and Associates (2010) offered five basic premises for developing sustainable assessment:

- It builds from the current agenda in higher education: i.e. it is standards-based, it is outcomes-oriented, the course is constructively aligned, and active and appropriate feedback is consciously designed across the course.
- It focuses on the impact of assessment on learning as an essential assessment characteristic.
- It always positions students as active and productive learners.
- It develops students’ capacity to make judgments about learning, including that of others.
- It contributes to building learning and assessment skills beyond the end of the program.

A further dimension to assessment sustainability is the affordability and cost of undertaking and managing all assessment tasks in the course, notwithstanding the actual workload for both students and staff involved. Coordinators should ensure that they formulate effective cost and workload estimates, and at the same time, when organising assessments, provide an assurance of academic integrity as it relates to each task. Classifying all assessment items in this way allows cost and affordability measures of assessment to be clearly evidenced and can support the drive for minimum (threshold) quality standards in all discrete assessment items.

For most disciplines or units, three or four pieces of assessment are sufficient to make a judgment about students’ achievement of the unit learning outcomes. An early, low-stakes assessment can often alert both students and teachers to weaknesses that should be addressed, and the remaining pieces should be spaced throughout the study period. In some disciplines or foundational units, students may be asked to complete smaller more frequent pieces of assessment, especially where learning is dependent on sequential skills development.

In planning the assessment tasks for a unit, it is important to also think about how much time students should expect to commit to their preparation for formative tasks when considering the following:

- How long will it take a student to complete and submit each assessment task?
- How many assessment tasks do students have in other units? When are all the assessments due (in all the student’s units)?

It is helpful to remember that students have only 10–12 hours per week available for a 25-credit unit: these hours include time in class, time to study, time to discuss or think about learning, seek assistance or look for resources, and time for administrative tasks and assessment. Where students are completing group-based assessments, time for student collaboration must also be considered. Students who are overloaded with assessments may resort to surface-level approaches to learning, and even plagiarism.
Providing Feedback on Assessment to Promote Learning

Quality feedback is essential to learning and to sound assessment practice.

Much has been written about the characteristics of effective feedback. It is well known that feedback that is timely, individualised, and constructive is likely to be most effective (see Race, 2010). More recently, literature has focused on the learner’s roles in relation to feedback to make it effective (e.g. Nicol and McFarlane-Dick, 2007). This section contains some key strategies for good feedback practice and some practical tips to promote student learning as well as increase efficiency for staff.

Preparing students to receive and seek feedback

• Help students to understand that feedback is available from teachers, peers, self at many different times and in many different forms (e.g., in class, in online discussions, through informal discussions, answers to their questions, model answers, exemplars), and that students can play an active role in seeking and giving feedback.
• Explain the purpose of feedback and provide specific examples of how feedback has been used by past students to improve learning.
• Describe the formal assessment mechanisms and timeframes within a unit to align student expectations.
• Tell students when you are giving them feedback in person, in class, or via electronic communication.

Recommended further reading assessment sustainability:

Specific information on sustainable learning and teaching can be found at Sustainability in Teaching (Macquarie University) https://staff.mq.edu.au/teaching/curriculum_development/sustainability_in_teaching/


For policies relating to assessment see the Assessment and student progression manual at http://www.policies.curtin.edu.au/policies/viewpolicy.cfm
Creating opportunities for students to engage with feedback

- Design assessments tasks that build upon one another so that students can use the feedback from one task to improve their performance on the next task.
- Ensure feedback is provided in time to be applied to future tasks.
- Make sure feedback provides specific information about the strengths of the work and what can be improved so that students are able to understand and apply it (e.g., avoid vague statements, single word comments, or symbols like “???”).
- Ask students when they submit their assessment to identify specific aspects of their work they would like to receive feedback on.
- Ask students to submit with their assessment a brief statement on feedback that they have received previously and how they have incorporated it in their current assessment.
- Design an activity that has students discuss in face-to-face or online groups the feedback that they received on their assessment and how they plan to use it in the future.

Using self- and peer feedback

- Design learning activities in which students share a draft/outline/plan of an assessment task for peer feedback.
- Provide students with templates to engage in self-review of their own work prior to submission.
- Have students submit a self-assessment (using the same rubric or marking key) when they submit their assessment, then you can tailor your feedback to comment on consistency/inconsistency between the self-assessment and teacher assessment.

Other strategies for efficient feedback

- Focus your time and effort on feedback that is likely to have the most impact. For example, provide extensive feedback on a draft/preliminary assessment due early in the semester and reduce the feedback provided on the final product due at the end of the semester.
- Summarise key strengths and common areas for improvement for an assessment and provide this verbally (in class), or in a brief audio-recording or text document on Blackboard.
- Use group feedback from one study period as feed forward for students in the following study period (assuming the assessment task is comparable, but not identical to the previous task).
- Use rubrics to reduce the need for extensive written comments as well as providing feed forward to students about assessment expectations/standards (especially if you use the rubrics with students for clarification prior to working on the assessment). Blackboard has a set of interactive rubrics that can be helpful for this purpose.
- Create and maintain electronic “banks” of feedback comments related to different aspects of assessment tasks which can be shared amongst markers and reused from year to year. These may be in the form of “Quickmarks” available through Turnitin.
- Experiment with voice recording (e.g., using Audacity) to provide very personalised feedback to students in an audio file that you can upload to Blackboard or email to them.
- Be selective about what you provide feedback on – feedback that is transferable to other tasks is most likely to be used by students. Invest time in feedback that supports deep learning rather than feedback on surface features of work (e.g., correcting spelling).
- Use automated feedback where possible – such as building feedback into electronic tests and quizzes that provide students with the correct response and rationale.
Recommended further reading:


Chapter 9 References:


CHAPTER 10 : ACADEMIC INTEGRITY

Academic integrity is an essential foundation for an academic community, including managers, researchers, teachers and students. It defines values held by those in the community and which serve to guide the community in its work. Academic integrity is based on the fundamental principles of Respect, Honesty, Fairness, Trust and Responsibility (International Centre for Academic Integrity, 1999). An essential part of orienting students to higher education is to communicate how these principles apply and are to be upheld in an academic community, providing students with ongoing opportunities to develop and demonstrate academic integrity, and for staff to model academic integrity in all aspects of teaching, learning, and research.

Curtin’s Academic Integrity Policy demonstrates our commitment to an educational approach to academic integrity, recognising that academic integrity involves a set of competencies situated within a cultural context that must be explicitly communicated to and developed within our students.

Promoting Academic Integrity

1. Through education
All students who are new to Curtin will be provided with information and education related to academic integrity, including teaching related to academic writing and referencing conventions – such as paraphrasing and referencing – and appropriate standards of behaviour for group-based assessments. This education occurs in compulsory communication skills units in pre-Bachelor and undergraduate courses. However, demonstrating competence in academic integrity is a developmental process, thus it is essential that information and feedback about academic integrity be provided to students in all units throughout coursework degrees. Higher Degree by Research students are required to complete education in academic integrity as a condition of their candidacy. All students should be regularly informed of resources available to assist them with academic writing and referencing, such as through the Library and The Learning Centre.

All work that is submitted for assessment by an individual student or group of students will be accompanied by a student declaration that involves the acknowledgement that the work meets all requirements for academic integrity at Curtin. All assessments conducted under invigilated conditions (tests, eTests, examinations) will be accompanied by a statement of the conditions of conduct that a student agrees to abide by as a requirement for completing the assessment and acknowledgment that a violation of any of these conditions constitutes academic misconduct. These declarations help to draw students’ attention to the importance of academic integrity and promote a positive culture of academic integrity at Curtin.

2. Through assessment design
There are many strategies available to promote academic integrity through assessment design. Many of these strategies are also recommended to promote the authenticity and learning value of assessments. Some strategies include:
• Vary assessment topics/questions in different study periods.
• Design assignments around topics of interest or personal relevance to students, or which are relevant to local or unique issues or perspectives. Allow for personal choice in the selection of assessment topic or task.
• Design assessments that require students to integrate theory, previous literature, and personal experience (e.g., an experiment, field trip, or other activity) rather than describing or reporting facts.
• Design assessments that allow for a range of responses rather than having one “right” answer.
• Conduct an assessment in class (with possible prior preparation).
• Ask students to work on a task in groups but to submit individual assignments.
• Ask students to make brief presentations to the class based on their written assignments.
• Include a “meta-essay” or “meta-assignment” component in which students are assessed on their explanation of what they learnt through completing the assessment or what challenges they experienced and how they overcame these.

3. Through communication about assessment
• Ensure that the instructions for assessments are clear, particularly about the distinction between collaboration and collusion.
• For group-based assessments, be explicit about how students will report on their work, including how they will manage issues related to individuals not making appropriate contributions.
• Discuss with students the risks associated with making their work available to other students either intentionally or unintentionally.

4. Through collecting evidence of students’ work contributing to assessment
• Require students to include an annotated bibliography of all of the sources they consulted in completing an assessment.
• Require students to submit a copy of each source and details of where they found it prior to the assignment due date or with the assessment.

5. Through strategic planning and scheduling of assessments
• Use summative assessments sparingly to avoid over-assessing. Be mindful of assessment workload for students (and staff).
• Coordinate deadlines within and between units in a course to reduce time pressures associated with assessment that may lead to plagiarism and collusion.

6. Through appropriate detection and action to manage breaches
Literature indicates that one factor that contributes to plagiarism and other breaches of academic integrity by students is the perception that breaches are not detected, acted upon, and/or punished. Appropriate management of breaches of academic integrity is essential for the reputation of a course and the University, and to protect the value of academic awards.

As part of Curtin’s commitment to promoting and upholding academic integrity, it is mandated through policy that all text-based assessments are submitted to Turnitin™. Turnitin™ is an electronic text matching system that compares text in a student assignment against a database of electronic sources.
including text on the Internet, published works, commercial databases, and assignments previously submitted to Turnitin by students in universities all over the world. Turnitin™ is not a plagiarism detection system. It is one tool that can be used by staff to assist with the detection of plagiarism in text-based assessments and must be used in conjunction with other strategies and academic judgement. For example, some limitations of Turnitin™ are:

- It will not detect matches with non-electronic sources such as textbooks (unless these have been converted to electronic text in some form).
- It does not detect where a citation for a source is missing or inaccurate.
- There is no percentage of text match that defines or excludes whether plagiarism has occurred.

Turnitin™ also has many positive benefits as a teaching and learning tool for students. Staff can allow students to submit a draft of their assignment in order to generate an originality report. This report will highlight text that matches another source and this may provide feedback on improvements in writing and/or referencing that are required. The student may then choose to seek assistance to improve their assignment before submitting it for marking.

For further information about Turnitin, see http://academicintegrity.curtin.edu.au/overview/Turnitin_whatis.cfm

The management of suspected breaches of academic integrity is prescribed by the Academic Misconduct Rules, the Academic Integrity Policy, and the Plagiarism Procedures. These processes are described in detail in the Academic Integrity at Curtin: Staff Guidelines for Dealing with Student Plagiarism resource at http://academicintegrity.curtin.edu.au/local/docs/StaffPlagiarismGuide.pdf.

Further information

CHAPTER 11 : STUDENT FEEDBACK ON TEACHING AND LEARNING AT CURTIN

**eVALUate** is Curtin’s online system for gathering and reporting students’ perceptions of their learning experiences. **eVALUate** also gathers feedback from employers and graduates for the purpose of Comprehensive Course Review. Students can give feedback about units and teaching through the:

- **eVALUate** unit survey, which asks students their perceptions of what helps and hinders their achievement of unit learning outcomes, their motivation and engagement, and their overall satisfaction with the unit.
- **eVALUate** teaching survey, which asks students to give feedback to individual teachers on their teaching effectiveness.

Staff can access all relevant functions in **eVALUate** using a single sign-on via Staff OASIS or via the **eVALUate** website at [http://www.evaluate.curtin.edu.au/](http://www.evaluate.curtin.edu.au/). This personalised summary page includes:

- A **teaching evaluation section** where staff can register for a teaching survey, view all their teaching evaluation reports and view the number of student respondents to their teaching survey at any time during an active **eVALUate** event.
- A **unit evaluation section** where staff can withdraw publication of their Unit Summary Report prior to an event or at any stage thereafter, view a record of whether their past Unit Summary Reports are published, publish and add a response to Unit Summary Reports, view Full Unit Reports and view unit response rates at any time during an active **eVALUate** event.
- An **“other reports” section** where staff can directly access the Aggregated University Reports. In this section, Heads of schools can access their Course Summary Reports and Owning Organisation Reports.

**Survey Events**

The **eVALUate** unit survey is automatically available for all undergraduate and postgraduate coursework units at all of Curtin’s Australian and at many of its offshore campuses and partnerships such as Malaysia, Mauritius, Singapore, China and Hong Kong. For each year there will be six **eVALUate** events, which include units in Curtin’s “major” study periods (e.g. Semesters 1 and 2, Summer Semester, Trimesters 1, 2 and 3) and many “minor” study periods (e.g. Special Study Periods, OLA Study Periods, Trimester 1A). These events are: Summer School, Semester 1, Semester 2, Trimester 1, Trimester 2 and Trimester 3. For more information, see [http://www.evaluate.curtin.edu.au/info/dates.cfm](http://www.evaluate.curtin.edu.au/info/dates.cfm).

The **eVALUate unit survey** has eleven quantitative and two qualitative items (as shown in Table 6). Eleven quantitative items ask students to report their level of agreement with statements about what helps their achievement of unit learning outcomes (items 1 to 7), their motivation and engagement in learning (items 8 to 10) and their overall satisfaction (item 11). Each quantitative item is accompanied by a “help text”. Students may indicate Strongly Agree, Agree, Disagree, Strongly Disagree or Unable to Judge for each item.
Table 6: eVALUate unit survey items

Quantitative items seek students’ level of agreement with 11 items:

1. **The learning outcomes in this unit are clearly identified.**  
   The learning outcomes are what you are expected to know, understand or be able to do in order to be successful in this unit.

2. **The learning experiences in this unit help me to achieve the learning outcomes.**  
   The learning experiences could include: face-to-face lectures, tutorials, laboratories, clinical practicums, fieldwork, directed learning tasks, and online and distance education experiences.

3. **The learning resources in this unit help me to achieve the learning outcomes.**  
   Learning resources could include print, multimedia and online study materials, and equipment available in lectures, laboratories, clinics or studios.

4. **The assessment tasks in this unit evaluate my achievement of the learning outcomes.**  
   Assessment tasks are those which are rewarded by marks, grades or feedback. Assessment tasks directly assess your achievement of the learning outcomes.

5. **Feedback on my work in this unit helps me to achieve the learning outcomes.**  
   Feedback includes written or verbal comments on your work.

6. **The workload in this unit is appropriate to the achievement of the learning outcomes.**  
   Workload includes class attendance, reading, researching, group activities and assessment tasks.

7. **The quality of teaching in this unit helps me to achieve the learning outcomes.**  
   Quality teaching occurs when knowledgeable and enthusiastic teaching staff interact positively with students in well-organised teaching and learning experiences.

8. **I am motivated to achieve the learning outcomes in this unit.**  
   Being motivated means having the desire or drive to learn, to complete tasks and to willingly strive for goals.

9. **I make best use of the learning experiences in this unit.**  
   I prepare for and follow up on the learning experiences offered in this unit.

10. **I think about how I can learn more effectively in this unit.**  
    I take time to think about how I can learn more effectively.

11. **Overall, I am satisfied with this unit.**  
    Overall, this unit provides a quality learning experience.

Qualitative items invite students to make constructive comments (limit of 600 characters):

12. **What are the most helpful aspects of this unit?**

13. **How do you think this unit might be improved?**
eVALUate unit survey results are reported online at http://www.evaluate.curtin.edu.au/reports/ immediately after Boards of Examiners. Refer to Table 7 for a list of unit survey reports. See http://www.evaluate.curtin.edu.au/info/dates.cfm for report release dates.

Table 7: eVALUate unit survey reports

<table>
<thead>
<tr>
<th>Report</th>
<th>What’s in that report?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>eVALUate Full Unit Report (FUR)</strong></td>
<td>Percentage agreement (or otherwise) with the quantitative items; all student responses to the qualitative items.</td>
</tr>
<tr>
<td>For Unit Coordinator and Head of School</td>
<td></td>
</tr>
<tr>
<td><strong>eVALUate Unit Summary Report (USR)</strong></td>
<td>Percentage agreement, disagreement and unable to judge with the quantitative items; and the Unit Coordinator’s (optional) response.</td>
</tr>
<tr>
<td>For all staff and students (unless unpublished by Unit</td>
<td></td>
</tr>
<tr>
<td>Coordinator)</td>
<td></td>
</tr>
<tr>
<td><strong>eVALUate Course Summary Report (CSR)</strong></td>
<td>Percentage agreement with the quantitative items for each unit in which students in that course are enrolled.</td>
</tr>
<tr>
<td>For Head of School, and Dean of Teaching and Learning</td>
<td></td>
</tr>
<tr>
<td><strong>eVALUate Owning Organisation Unit Summary Report (OOUSR)</strong></td>
<td>Percentage agreement with the quantitative items for each unit owned and offered by the school. Trend data is also available online.</td>
</tr>
<tr>
<td>For Head of School</td>
<td></td>
</tr>
</tbody>
</table>

Viewing Full Unit Reports: Full Unit Reports are viewable in several formats (see Figure 7) by location, attendance mode and by response type (quantitative results can be downloaded separately so that Unit Coordinators can easily share the report with other staff in the unit). To access reports, see https://evaluate.curtin.edu.au/info/reporting.cfm.

For guidelines for interpreting the Full Unit Report see http://www.evaluate.curtin.edu.au/reports/unit_guidelines.cfm.

**Figure 7:** eVALUate Full Unit Reports can be viewed in various formats
Improving units

Unit Coordinators play a key role in using the feedback to improve units by reviewing reports and gleaning what students see as the strengths and weaknesses in the unit. Look for trends rather than focusing on isolated comments. Reflect on what can be done to maintain the strengths and address weaknesses. Unit coordinators should share the results with other staff teaching in the unit and have the team suggest how strengths can be maintained and weaknesses addressed. For resources to improve practice see https://evaluate.curtin.edu.au/staff/improve_response.cfm.

Course Summary Reports: Heads of school can access Course Summary Reports and share them with their Dean of Teaching and Learning, Course Coordinator, and those involved in course review. The Course Summary Report is a spreadsheet showing percentage agreement for the 11 quantitative items for all the units in which students in a given course are currently enrolled. The Course Summary Report (similar to Figure 8) indicates areas of strength and areas needing development: in general, where response rates and unit sizes are robust, percentage agreement of 80% or above is very good, 60–79% may require consideration, and anything below 60% is cause for further investigation.
Owning Organisational Unit Summary Reports: Heads of school can access Owning Organisational Unit Summary Reports, which are spreadsheets showing percentage agreement for the 11 quantitative items for all of the units offered by an owning area (a school or department). The Owning Organisation Summary Report indicates areas of strength and areas needing development: in general, where response rates and unit sizes are robust, percentage agreement of 80% or above is very good, 60–79% may require consideration, and anything below 60% is cause for further investigation.

University-wide results are published in the eVALUate University Aggregated Report; see http://www.evaluate.curtin.edu.au/reports/.
Closing the Feedback Loop: Acknowledging Student Feedback

The literature in the field of student evaluation of teaching and learning states repeatedly that the biggest disincentive for student participation in evaluation systems is that they never see any changes in response to their feedback. Closing the feedback loop by being responsive to student feedback and communicating that to students is universally considered to be excellent practice in teaching and learning, and therefore strongly encouraged at Curtin.

Feedback using the Unit Summary Report

Unit coordinators can share the unit results with students using the Unit Summary Report online (see https://evaluate.curtin.edu.au/general/course_search.cfm). This report shows only the percentage agreement, percentage disagreement and percentage unable to judge with the quantitative items: no student comments are visible. Unit coordinators can add a response to students in this report.

Figure 9 illustrates the steps for adding a unit coordinator’s response to an eVALUate Unit Summary Report (also known as managing Unit Summary Report). This is an excellent way to acknowledge student feedback and let students know how their feedback will be used to improve the unit.

![Figure 9: Screenshot of eVALUate Unit Summary Report](image-url)
In the following sample eVALUate Unit Summary Report (Figure 10) the unit coordinator has included a response to acknowledge student feedback and outline planned improvements to the unit.

![Sample eVALUate Unit Summary Report](image)

**Figure 10: Sample eVALUate Unit Summary Report**

**Feedback through the Unit Outline**

Include a section in your unit outline that acknowledges and reports a summary of previous student feedback from eVALUate, and inform students as to how the unit has been changed as a result of that feedback. (Figure 11 shows the boiler plate text within the Unit Outline template) This text is available from the Unit Outline template at [http://otl.curtin.edu.au/local/downloads/teaching_learning_services/unit_outline_builder/UnitOutlineTemplate_2Sept2013_EM.docm](http://otl.curtin.edu.au/local/downloads/teaching_learning_services/unit_outline_builder/UnitOutlineTemplate_2Sept2013_EM.docm).

![Feedback on feedback: Responding to eVALUate in the unit outline](image)

**Figure 11: Feedback on feedback: Responding to eVALUate in the unit outline**

We welcome your feedback as one way to keep improving this unit. Later this semester, you will be encouraged to give unit feedback through eVALUate, Curtin's online student feedback system (see [http://www.evaluate.curtin.edu.au](http://www.evaluate.curtin.edu.au)). Recent changes to this unit in response to student feedback through eVALUate include: (Insert change here as applicable).
The eVALUate Teaching Survey

The eVALUate teaching survey asks students to report on aspects of teaching performance. It has seven quantitative and two qualitative items (see Table 8). Each quantitative item is accompanied by a “help text” (shown in italics below). Students may indicate Strongly Agree, Agree, Disagree, Strongly Disagree or Unable to Judge for each item.

<table>
<thead>
<tr>
<th>Table 8: eVALUate teaching survey items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quantitative items seek students’ level of agreement with 9 items:</td>
</tr>
<tr>
<td>[The teacher’s name appears here]:</td>
</tr>
<tr>
<td>1. <strong>Appears knowledgeable in this subject area</strong></td>
</tr>
<tr>
<td><em>The teacher seems to have a good understanding of the subject.</em></td>
</tr>
<tr>
<td>2. <strong>Is enthusiastic in teaching this unit</strong></td>
</tr>
<tr>
<td><em>The teacher makes the subject interesting and conveys his or her enthusiasm for the subject.</em></td>
</tr>
<tr>
<td>3. <strong>Is well organised</strong></td>
</tr>
<tr>
<td><em>The teacher has material prepared on time, is punctual and structures activities in ways that help learning.</em></td>
</tr>
<tr>
<td>4. <strong>Communicates clearly</strong></td>
</tr>
<tr>
<td><em>The teacher is easy to understand in face-to-face, online, written and other formats and explains concepts clearly.</em></td>
</tr>
<tr>
<td>5. <strong>Is approachable</strong></td>
</tr>
<tr>
<td><em>The teacher encourages students to ask questions and seek help.</em></td>
</tr>
<tr>
<td>6. <strong>Provides useful feedback</strong></td>
</tr>
<tr>
<td><em>The teacher provides timely and helpful feedback so you can learn.</em></td>
</tr>
<tr>
<td>7. <strong>Is an effective teacher.</strong></td>
</tr>
<tr>
<td><em>Overall, this teacher helps you to learn.</em></td>
</tr>
</tbody>
</table>

Qualitative items invite students to make constructive comments (limit of 600 characters):

8. Please comment on [this teacher]’s teaching strengths.
9. Please comment on how you think [this teacher] might improve the teaching and learning in this unit.
The eVALUate teaching survey is not automatic; it must be requested online by a staff member. Anyone who teaches in a full-time or sessional capacity at any of Curtin’s Australian or Sarawak campuses must request at least one teaching evaluation annually for any unit in which they teach. Teaching staff are notified by email when teaching evaluation requests open (usually mid-semester). During that period, teachers can add or withdraw requests for teaching surveys within any coursework unit. See http://www.evaluate.curtin.edu.au/teaching/ for further information.

The Teaching eVALUate Report is required as evidence of teaching quality in Work Planning and Performance Review (WPPR) and as formal recognition of teaching excellence.

Registering for a teaching evaluation survey

To register for a teaching evaluation survey, teachers log into eVALUate and follow a three-step process to successfully complete a request. Teachers are asked to enter details of their email address, the unit details (name/code) and teaching location (e.g. Bentley, Singapore, Sydney, Miri Sarawak).

![Figure 12: Step 1: Teaching evaluation request](image-url)
Teachers can also select the “View my teaching evaluation requests” to further confirm the successful registration of their teaching evaluation request. This option brings the teachers back to their eVALUate Summary page, where the registered unit should now appear under the “Teaching Evaluation” section.

**How eVALUate teaching survey results are reported**

The eVALUate Teaching Evaluation Report is only available online to the teacher who requested the evaluation. Results from teaching evaluations are not aggregated at any level.

**Responding to student feedback**

Acknowledge and enjoy the positive feedback you receive from students. Consider the content and value of feedback you see as negative or challenging. If there are critical comments, consider whether a change in practice could lead to a better learning experience for your future students and a better teaching experience for you. Consider inviting a colleague to be a peer mentor, and discuss with that person your feedback, and how you might develop your teaching practice. For resources on improving teaching, see [https://evaluate.curtin.edu.au/staff/improve_response.cfm](https://evaluate.curtin.edu.au/staff/improve_response.cfm).
CHAPTER 12: CONTINUOUS PROFESSIONAL LEARNING AND TEACHING EXCELLENCE AT CURTIN

The Curtin Learning Institute (CLI)

To support teaching excellence and continuous professional learning, the Curtin Learning Institute (http://curtin.edu.au/cli) provides guidance for the recognition and promotion of teaching excellence through awards and grants programs and facilitates a range of professional learning opportunities for academic staff in teaching roles. (http://curtin.edu.au/cli)

CLI professional learning programs are specifically designed to:

- facilitate teaching and learning change supporting the Transformation of Learning @ Curtin strategic initiative
- support the implementation of the Curtin Converged model of teaching
- provide new staff with a teaching and learning foundation to ensure teaching quality
- support academic career planning and development
- enhance teaching quality
- promote a culture of teaching excellence
- build teaching and learning research capacity.

The integrated professional learning approach employed by CLI is illustrated in Figure 15: Professional Learning Transformation Model. CLI also aims to increase recognition of teaching excellence through the Curtin Academy and internal and national awards and grants programs.

Figure 15: Professional Learning Transformation Model
Individual programs are designed, developed and facilitated by recognised experts from within the CLI, CTL, and the wider Curtin teaching and learning community. Programs aim to build capacity by ensuring all programs embrace the Curtin Converged Model of teaching by integrating:

- collaborative, interactive teaching components
- an introduction to an online resource base
- a sustained continuing professional learning community (Figure 16).

CLI encourages the development of reusable modules for both face-to-face and blended learning environments. Consideration of the impact of each program, including an evaluation component, ensures continuous improvement of programs occurs.

Figure 16: Professional development program components leading to impact evaluation

Professional Learning Programs at Curtin

CLI facilitates a comprehensive range of professional learning programs; programs currently on offer can be found at [http://curtin.edu.au/cli](http://curtin.edu.au/cli).

Programs offered from year to year include the Foundation of Learning and Teaching, leadership programs for unit coordinators and course coordinators and preparation for offshore and intercultural teaching.

Foundations of Learning and Teaching (FOLT)

The Foundations of Learning and Teaching (FOLT) is Curtin’s primary professional learning program for teaching academics. The program is available in both semesters and participation is open to all Curtin academic staff in a teaching role, at no cost. It is a policy requirement that all new casual academics who are employed for more than 12 hours per semester complete the first part of the program (i.e., FOLT 1).

The newly restructured program comprises three extended modules: FOLT 1, FOLT 2, and FOLT 3. Each module is run as a full-day workshop, which can be completed in stages over two semesters, enabling progressive integration of a range of teaching and learning strategies within one’s teaching practice.

An additional requirement to complete the FOLT program entails the submission of a Teaching Portfolio, which is a descriptive record and reflective analysis of one’s teaching achievements, supported by an archive of documents and artefacts as evidence. The Teaching Portfolio provides an opportunity for FOLT participants to document their developments as a teacher at Curtin.
In keeping with the Transforming Learning @ Curtin strategic focus and the Curtin Converged approach to teaching and learning, FOLT workshops provide an interactive experience where participants engage with a highly diverse group of peers from a range of disciplines, levels of teaching experience and teaching philosophies. The workshops are supported by guided pre- and post-workshop activities and a rich online resource base to facilitate self-directed professional learning. FOLT articulates into a number of specialist professional learning programs to advance teaching excellence.

FOLT offers a valuable orientation to teaching and learning at Curtin and is therefore a core professional learning program for teachers new to Curtin, as well as those who are seeking ideas to refresh their teaching. Full details, including dates, for FOLT and all articulating professional learning programs can be found on the Curtin Learning Institute website [http://curtin.edu.au/cli](http://curtin.edu.au/cli).

**Leadership for course coordinators**

The course coordinator’s key role is to ensure that the course is of the highest quality and that students have successful learning experiences while at Curtin. The Academic Leadership for Course Coordinators Program facilitated by staff with expertise in leadership development and curriculum design and review. Topics covered include: course coordinator as academic leader; leadership for excellent curriculum; developing academic leadership capability; building a course team; leading change and managing resistance; and building performance. For more information visit [http://academicleadership.curtin.edu.au/ALCCP/program.cfm](http://academicleadership.curtin.edu.au/ALCCP/program.cfm).

**Leadership for unit coordinators**

To assist unit coordinators in managing quality teaching experiences, the Curtin Learning Institute offers the Academic Leadership for Unit Coordinators Program. The half-day workshops focus on effective coordination of units where various aspects of the role are examined, including assessment and moderation, and building a unit team. It is also an opportunity for Unit Coordinators to meet with others in the same role, share ideas and solutions to common challenges, and be exposed to a range of strategies to support student learning, manage the stresses associated with unit coordination and respond to current issues and trends in higher education. For more information contact cli@curtin.edu.au.

**Preparation for offshore and intercultural teaching**

In preparation for teaching offshore, staff are expected to attend specialised workshops in their faculty or, at a minimum, attend Module 2 of FOLT. The self-paced online site Transnational Education – Developing Leadership Capability is also freely available to all staff. These modules were created as part of an ALTC/OLT funded project during 2010–2011. See [http://tne.curtin.edu.au/](http://tne.curtin.edu.au/).

Professional development for intercultural teaching is available through access to:

- Working Together: Intercultural Academic Leadership Program, which aims to build the capacity of Indigenous and non-indigenous educators to teach Indigenous material more effectively. It seeks to develop the capacity of educators to teach students in a space that doesn’t reinforce binaries but rather provides tools to equip them to facilitate safe yet challenging and transformational student learning.
The Curtin Academy
The Curtin Academy was established in 2014 to promote a culture of teaching excellence by engaging outstanding teachers in a community of practice with opportunities to learn from their colleagues’ expertise and exceptional pedagogical practice. The Curtin Academy embraces teaching excellence and supports Curtin’s vision to be recognised as an international leader in research and education and its mission to change minds, lives and the world through leadership, innovation and excellence in teaching and research while living Curtin’s values. More information about the Curtin Academy can be found at http://curtin.edu.au/cli.

Teaching Excellence at Curtin
Curtin uses criteria to articulate teaching excellence to highlight capabilities and skills that guide the successful recruitment, development, recognition and retention of quality teaching academics. The Curtin Teaching Excellence criteria provide a single set of measures to underpin all relevant reward and recognition processes, so that teaching excellence is clear and consistent with the University’s strategic goals.

The teaching excellence criteria are designed to assist individual academic staff, particularly new and early career staff, to clarify expectations, and provide guidelines to assist in the process of promotion and awards.

The criteria will be used by academic staff and their supervisors as a formative development tool to identify career objectives, and development needs, in addition to forming the basis for informing promotion and awards.

Curtin’s Teaching Excellence criteria are designed to be broad and flexible, whilst providing a robust and valid definition of excellent teaching within the Curtin context. The criteria are aligned to the teaching roles within Curtin Expectations for Academic Performance (CEAP)\(^2\) and the Curtin University Academic, Professional and General Staff Enterprise Agreement 2012–2016.

Curtin’s Teaching Excellence Criteria
Curtin’s Teaching Excellence Criteria mirror those developed in an Office for Learning and Teaching Project\(^3\) and are informed by criteria and evidence employed by the Office for Learning and Teaching (http://www.olt.gov.au/awards), the UK Professional Standards Framework for teaching and supporting learning in higher education 2012 (http://www.heacademy.ac.uk/UKPSF), the Higher Education Academy Benchmarking Project on Recognition of Teaching in Academic Promotion Project and an analysis of criteria developed in other Australian universities. Staff who show evidence of “excellence in teaching” will “contribute to systemic change in learning and teaching through ongoing knowledge sharing and dissemination, for example, presentations within the learning and teaching community, collegial mentoring, pairing and networking, and involvement in university and higher education committees” (Office for Learning and Teaching).

\(^2\) CEAP outlines expected performance in teaching for a Teaching and Research Academic and a Teaching Focussed Academic.

\(^3\) University Teaching Criteria and Standards Framework project
Curtin’s Teaching Excellence criteria aim to:

1. Support the initial and continuing professional learning of staff engaged in teaching and supporting learning.
2. Foster dynamic and culturally inclusive approaches to teaching and learning in transforming Teaching and Learning at Curtin through creativity, innovation and continuous development in diverse academic and/or professional settings.
3. Acknowledge the variety and quality of teaching, learning and assessment practices that support and underpin student learning.
4. Facilitate individuals in gaining formal recognition for quality-enhanced approaches to teaching and supporting learning.

The seven teaching excellence criteria are:

1. design and planning of learning activities, units and courses
2. teaching and supporting student learning
3. assessment and providing feedback to students
4. developing effective learning environments, student support and guidance
5. integration of scholarship, research and professional activities with teaching and in support of student learning
6. evaluation of practice and continuing professional learning, and
7. professional and personal effectiveness.

**Evidence of teaching excellence at Curtin**

The Curtin Teaching Excellence criteria underpin all relevant reward and recognition processes, so that teaching excellence is clear and consistent with the University’s strategic goals. The evidence for each criterion is outlined in the following Table 9.

**Table 9: Evidence of Teaching Excellence at Curtin**

<table>
<thead>
<tr>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>eVALUate Unit Summary Report including unit coordinator response</td>
</tr>
<tr>
<td>eVALUate Teaching Evaluation Report</td>
</tr>
<tr>
<td>Student learning outcomes (retention and pass rates, student projects)</td>
</tr>
<tr>
<td>Peer Review of Teaching – Reflective Statement</td>
</tr>
<tr>
<td>Peer Review of Teaching – Assessor(s) Report</td>
</tr>
<tr>
<td>Report from community partners and feedback on outcomes</td>
</tr>
<tr>
<td>Faculty, University or national teaching awards</td>
</tr>
<tr>
<td>Peer recognition of quality teaching, e.g. invitations to teach in other universities</td>
</tr>
</tbody>
</table>
### Scholarship of teaching

5. Integration of scholarship, research and professional activities with teaching and in support of student learning

6. Evaluation of practice and continuing professional learning

<table>
<thead>
<tr>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate of completion of Professional Learning program e.g. FOLT, ALUCP, ALCCP, ALFCP</td>
</tr>
<tr>
<td>Formal teaching qualification in higher education e.g. Grad. Certificate in Teaching</td>
</tr>
<tr>
<td>Attendance at internal or external teaching-related workshops</td>
</tr>
<tr>
<td>Training and experience from the relevant industry/profession/discipline.</td>
</tr>
<tr>
<td>Invitation to present, design or evaluate a teaching and learning workshop</td>
</tr>
<tr>
<td>Peer reviewed publications/citations</td>
</tr>
<tr>
<td>University or national teaching and learning grants</td>
</tr>
<tr>
<td>Details of grants, awards (successful and unsuccessful) and outcomes</td>
</tr>
</tbody>
</table>

### Service and Leadership in Teaching and Learning (including Community Engagement and Professional Practice)

7. Professional and personal effectiveness

<table>
<thead>
<tr>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent reports from mentees</td>
</tr>
<tr>
<td>Peer review/viewer of curricula demonstrating engagement with the teaching/research nexus</td>
</tr>
<tr>
<td>Peer review of curricula as an expert</td>
</tr>
<tr>
<td>Leadership in supporting colleagues’ teaching through peer support and review.</td>
</tr>
<tr>
<td>Outcomes of committee leadership</td>
</tr>
<tr>
<td>Professional Association Awards that validate leadership and expertise in teaching and learning</td>
</tr>
<tr>
<td>External Reports from the relevant industry/profession/discipline</td>
</tr>
<tr>
<td>Invitation to present, design or evaluate a teaching and learning workshop</td>
</tr>
<tr>
<td>Invitations to present keynote at Teaching and Learning and disciplinary conferences on teaching and learning</td>
</tr>
<tr>
<td>Membership of senior advisory groups to government</td>
</tr>
<tr>
<td>Leadership in external professional networks / interest groups in teaching and learning</td>
</tr>
<tr>
<td>Recognition by national or international professional bodies (awards, fellowships, honorary memberships etc.)</td>
</tr>
<tr>
<td>Leadership of professional bodies</td>
</tr>
<tr>
<td>Contribution to the review and development of national and international professional practice standards</td>
</tr>
<tr>
<td>Leadership of a school, faculty, university or national teaching and learning initiative</td>
</tr>
</tbody>
</table>

The Dimensions of Curtin’s Teaching Excellence for each Academic Level (A,B,C,D and E) and the evidence required for achieving each dimension outline how teaching excellence is evaluated.

### Scholarship of Teaching and Learning

The Scholarship of Teaching and Learning (SoTL) for Curtin represents systematic inquiry, critique, research and development in teaching, learning and the broader educational context that advances and publicly provides educational benefit to students, staff and the higher education sector. The Scholarship of Teaching and Learning, which underpins the teaching excellence criteria, is taken from the definitions first proposed by Boyer (1990) and later adapted by the University of Queensland (2007).
The scholarship of teaching develops from a basis of scholarly teaching in a discipline but is not the same as excellent teaching. It involves exploring, testing, practicing and communicating improved pedagogies, learning processes, curricula, policies and learning materials. It meets the following additional criteria in the context of promoting student learning:

- It requires high levels of discipline-related expertise.
- It requires an understanding of who the learners are, how they learn and what practices are most effective in the context of the discipline (pedagogical content knowledge).
- It breaks new ground and is innovative.
- It can be replicated and elaborated.
- It is documented and subjected to peer review.

Teachers engaging in scholarship in teaching and learning seek to improve teaching at the tertiary level by:

- consulting and applying the literature on teaching and learning
- investigating their own teaching
- adopting innovative teaching approaches
- formally communicating their ideas and practice to peers through publication and other formal means, and
- seeking and obtaining peer recognition for their ideas and practice.

**Scholarly teaching**

Scholarly teaching in a discipline involves all of the following:

- striving for a high level of proficiency in stimulating students and fostering their learning in a variety of appropriate ways
- being familiar with the latest ideas in one's subject
- being informed by current ideas for teaching that subject, and
- evaluating and reflecting on one's teaching practice and the student learning that follows.

**Educational research**

Like other social science researchers, educational researchers are guided by theoretical and methodological paradigms. A research academic in the field of education deploys theoretical perspectives to understand educational practice. Educational research includes psychological and philosophical inquiry; historical, policy and cultural analysis; and empirical research on a range of areas including learning and teaching processes, pedagogy and curriculum studies. Such research tests the assumptions and worth of theory in terms of whether it provides adequate explanations of the data and evidence. The aim of educational research is to expand our understanding of all aspects of education and to contribute to theoretical debates and developments in the area. The questions addressed are broader than those focused on in the area of teaching innovation and involve stakeholders beyond the context in which the innovation takes place (Research Assessment Exercise Guidelines, 2008).
Peer Review of Teaching

Peer review of teaching (PRT) is an effective strategy through which teachers can be engaged in continuous professional learning, and teaching excellence promoted. Curtin is currently consolidating and expanding existing peer review of teaching practices teaching staff may have previously been involved in. For many staff, their first introduction to peer review of teaching has been through Curtin’s Foundations of Learning and Teaching (FOLT) professional learning program; these foundational approaches will continue to contribute to raising staff awareness of the procedures, practices and benefits of participating in PRT. Additional professional learning opportunities will be available to teaching staff to enable them to enhance their expertise and engagement with PRT. Further to this, data collected through PRT will provide staff with evidence of teaching excellence to support their applications for promotion and teaching awards. This approach will contribute to teaching excellence and provide staff with opportunities for career and professional development and the University with a mechanism for assuring teaching quality. Curtin’s approach to PRT, outlined in Figure 17, incorporates direct and indirect observations of teaching activities, self-reflection, peer discussions and formal documentation of outcomes achieved.

The Curtin PRT process consists of three phases, as shown in Figure 20. Essentially, Phase 1 provides staff with a formative evaluation of their teaching, which will enable them to plan for their own professional and career development to enhance their teaching excellence. In Phase 2, teaching staff engage with professional learning and reflective practices, such as collaborative (reciprocal) peer review of teaching, development of teaching portfolios, mentoring and targeted relevant professional development programs. Evidence of teaching excellence in Phases 1 and 2 will be substantiated through the development of Peer Review of Teaching – Reflective Statements. In Phase 3 teaching staff request a summative teaching evaluation, which will provide formal evidence of teaching excellence through Peer Review of Teaching – Assessor(s) Reports. Further details of PRT are available on the CLI website.

Teaching and Learning Excellence Awards
Curtin Awards for Excellence and Innovation in Teaching

The Curtin Awards for Excellence and Innovation in Teaching (EIT) are awarded annually and provide recognition and reward for outstanding performances, by both individuals and teams, in teaching and in enhancing student learning. The awards are aligned with the Australian Awards for University Teaching.
(AAUT) awarded nationally by the Australian Government Office for Learning and Teaching (OLT) in the Department of Education. The Curtin EIT awards include two additional categories recognising excellence and innovation in teaching in the First Year Experience and by Sessional Teachers. Each award winner receives a certificate and a grant.

All members of Curtin academic staff, whether full-time or part-time, teaching in undergraduate or postgraduate programs, on-shore or off-shore, are eligible to nominate themselves for an EIT award, provided they have taught at Curtin for at least two years. Nominees should refer to each category of awards for more detailed eligibility guidelines. Each of the EIT awards has differing requirements and selection criteria. Applicants should refer to the appropriate guidelines for selection criteria, selection process and timelines. For guidelines, nomination forms and templates see http://ctl.curtin.edu.au/awards_grants/teaching_awards/curtin_eit.cfm. The Award programs include:

- **Awards for teaching excellence**: There are ten award categories with up to ten awards granted at the discretion of the Curtin EIT Awards Committee.
- **Awards for programs that enhance learning**: There are eight award categories with up to five awards granted at the discretion of the Curtin EIT Awards Committee.
- **Citations for outstanding contributions to student learning**: This award category recognises the diverse contributions that individuals and teams make to the quality of student learning at Curtin. There are up to eight awards granted at the discretion of the Curtin EIT Awards Committee. Citations are also open to non-academic staff and university associates who make a contribution to student learning.
- **Faculty awards**: Each Faculty also offers awards to recognise outstanding teaching. For further details, refer to your Faculty website or contact the appropriate dean of teaching and learning.

**Australian Awards for University Teaching**

The Australian Government Office for Learning and Teaching (OLT) in the Department of Education has responsibility for the co-ordination of the Australian Awards for University Teaching (AAUT). The awards are highly competitive and involve an intensive selection process to assess the achievements of applicants. The AAUT comprises five award types: Citations for Outstanding Contributions to Student Learning; Awards for Programs that Enhance Learning; Awards for Teaching Excellence; Prime Minister’s Award for Australian University Teacher of the Year; and Career Achievement Award. Curtin nominees to the AAUT are selected by an internal University committee and are supported in developing their application. For more information see http://www.olt.gov.au/awards.

**Teaching and Learning Grants**

Staff are able to apply for a variety of available grants. These include national grants through the Office for Learning and Teaching and internal Curtin grants such as the eScholar Program. Staff are encouraged to apply for grants and should contact the Curtin Learning Institute for assistance and information on grant criteria and timeframes.
Office for Learning and Teaching (OLT) Grants
Curtin encourages staff to apply for the national OLT grants, which provide funding for academics and professional staff to investigate, develop and implement innovations in learning and teaching. For more information about the OLT grants programs see http://www.olt.gov.au/grants-and-projects.

In response to the OLT requirement for a centralised coordination of submissions, Curtin has established an internal submission process. Access the guidelines for the internal process and the proforma for letter of support at http://ctl.curtin.edu.au/awards_grants/olt_grants/olt_grants.cfm

eScholar Program
The eScholar Program aims to identify champions of classroom transformation among teams of academic staff from across the University to implement new technology-enhanced learning and teaching. A grant of up to $10,000 is available for each successful application, with preference given to teams of applicants. The projects must focus on active learning and engagement of students, help students achieve graduate capabilities, and show promise as a scalable or reusable approach. Applications open in October and in the following year successful scholars implement technology-enhanced learning strategies, conduct research into the development, implementation or impacts of their project, share their reflections and experiences through presentations to colleagues and publish their research results. For further information see http://ctl.curtin.edu.au.

Teaching Excellence Development Fund
The Teaching Excellence Development Fund (TEDF) has been developed to support innovative projects and capacity building approaches that foster excellence and scholarship in teaching and learning. The scheme accommodates new Academic roles and is aligned with Curtin’s Teaching, Learning and Student Experience Plan 2013-2017. The broad aim of the TEDF is to assist in improving the quality of teaching, learning and assessment in alignment with the aspirations of the Transforming Learning at Curtin strategy and associated initiatives such as the Assessment, Review and Transformation project (ART 2015). Funding is available for individuals or teaching teams via a competitive bid for funds for activities/projects up to a maximum of $20,000. For more information about TEDF, see http://ctl.curtin.edu.au.

Teaching Focused Scholarship Seed Grants
Curtin is renowned for high quality teachers who incorporate innovative teaching and learning practices to enhance the student learning experience. This has been evidenced through our success in attracting national teaching and learning awards, grants and fellowships. To continue to build capacity in our teaching staff and further enhance the excellence of our teaching and learning, the University has committed some seed grant funding. The funding will be to support initiatives that enhance staff engagement in Scholarship of Teaching and Learning (SoTL) through the support of high quality teaching and learning projects to explore, test, practice and communicate improved pedagogies, learning processes, curricula, policies and learning materials.
Academic Staff Promotion

Continuing and fixed-term academic staff are eligible to apply for promotion, which at all levels is based on an applicant’s contribution towards the University’s vision, mission, goals and values, specifically in teaching and learning, research or creative works, leadership and service. The dimensions of Curtin’s Teaching Excellence for each academic level (A,B,C,D and E), and the evidence for achieving each dimension provide further details guiding academics on how teaching excellence may be evaluated for the purpose of academic staff promotion. See http://hr.curtin.edu.au/academic_promotion.cfm.

Chapter 12 References:


As a staff member at Curtin, you have obligations and responsibilities. All policies are available at [http://www.policies.curtin.edu.au/](http://www.policies.curtin.edu.au/)

### Important Policies

Particular attention is drawn to the following policies:

- Curtin is committed to being fully compliant with all relevant legislation, regulations, licenses, and recognised industry and professional codes that govern its daily operations as a higher education provider and as a large-scale organisation. For detailed information see [http://www.legal.curtin.edu.au/compliance/](http://www.legal.curtin.edu.au/compliance/).
- Staff are expected to respect and honour the Values of the University in the course of their work, see [http://policies.curtin.edu.au/values/](http://policies.curtin.edu.au/values/).
- See also policies on Academic Misconduct/Plagiarism; ICT Use; Grievance and Complain Management; Confidentiality; Conflict of Interest; Copyright Issues; Course Development and Management; Ethics; Equity and Social Justice (including Equal Opportunity); Occupational Safety and Health (including maximum number of students in a classroom); Public Interest Disclosure; Research and Development (including Intellectual Property); Record Keeping Responsibilities; and Student related policies and procedures. See [http://policies.curtin.edu.au/findapolicy/](http://policies.curtin.edu.au/findapolicy/).
- For staff obligations and responsibilities, see [http://hr.curtin.edu.au/staff_obligations.cfm](http://hr.curtin.edu.au/staff_obligations.cfm).

### Responding to Emergencies

**Teaching staff are responsible for managing an emergency until help arrives.** If you are in charge of a lecture theatre, library, classroom or teaching laboratory, you must act as a warden until an appointed warden arrives to take over. For example, if you hear the evacuation alarm signal you must:

- direct the students to place chairs, large bags etc. under desks or benches and await instructions
- if time permits, turn off electrical devices and/or equipment and discontinue laboratory operations, and
- in a controlled sequence, move along gangways to main aisles and exit in an orderly manner through the nearest appropriate exit.
RESPONDING TO EMERGENCIES

For life-threatening emergencies (Fire, Police or Ambulance):

Call 0 000 from an internal phone
Call 000 from an external or mobile phone.

Only call 000 if you are seeking an emergency response from Police, Fire or Ambulance Services. In all other situations call Curtin Security.

For general Security assistance including non-life threatening emergencies:

Call 4444 from an internal phone
Call 9266 4444 from an external or mobile phone.

Text Emergency Call – Dial 106

People who use a TTY (teletypewriter) or computer with a modem to access the telephone network can call emergency services via the National Relay Service. This service is not available to people who do not rely on text-based communication.

For details on responding to emergencies on campus, see http://properties.curtin.edu.au/security/security_nums.cfm.
CHAPTER 14: SERVICES TO SUPPORT TEACHING AND LEARNING

Curtin Teaching and Learning
Visit the Curtin Teaching and Learning (CTL) webpages for information on Teaching and Learning Practice, Research, and Innovation at Curtin University: http://ctl.curtin.edu.au.

Curtin Learning Institute
The Curtin Learning Institute (CLI) supports teaching excellence and facilitates professional learning opportunities for staff. For more details of available programs visit http://curtin.edu.au/cli or contact CLI via cli@curtin.edu.au.

Faculty and Centres, Teaching and Learning Offices
The Dean (Teaching and Learning) for your Faculty or Centre can link you with key initiatives and support services and can be contacted via the Faculty Teaching and Learning office.

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<thead>
<tr>
<th>Faculty or Centre</th>
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<tbody>
<tr>
<td>Faculty of Health Sciences, Teaching and Learning</td>
<td><a href="http://healthsciences.curtin.edu.au/faculty/teaching-learning.cfm">http://healthsciences.curtin.edu.au/faculty/teaching-learning.cfm</a></td>
</tr>
<tr>
<td>Faculty of Humanities, Teaching and Learning</td>
<td><a href="http://humanities.curtin.edu.au/about/teaching-learning/">http://humanities.curtin.edu.au/about/teaching-learning/</a></td>
</tr>
<tr>
<td>Faculty of Science and Engineering, Teaching and Learning</td>
<td><a href="http://scieng.curtin.edu.au/tandl/">http://scieng.curtin.edu.au/tandl/</a></td>
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Support Services for Staff and Students

Human Resources provides a wide variety of information, tools and resources relating to your employment at Curtin. This includes advice on employee relations, performance management, change management, injury management, recruitment and selection, payroll matters, leave enquiries, contracts of employment, HR information systems, superannuation, salary packaging, and academic promotions. See http://www.hr.curtin.edu.au for further information.

Office of Research and Development offers support for staff and postgraduate research students through provision of scholarships, Intellectual Property Commercialisation services, professional development seminars, training and advice on graduate studies. See http://www.research.curtin.edu.au.
The **Organisational Development Unit (ODU)** combines learning, facilitation and consultancy to help Curtin transform and develop. ODU provides development activities and resources that help build the capabilities of staff and teams, including staff induction workshops, leadership and management development, career development, and internationalisation and diversity. See [http://www.odu.curtin.edu.au](http://www.odu.curtin.edu.au).

**Counselling and Disability Services (CDS)** offers free and confidential services to the Curtin community. Services include individual counselling for staff and students, disability support for students, student support and outreach services, and multi faith services. The service also has an extensive group program for staff and students. More information is available on the Health and Wellbeing website [http://life.curtin.edu.au/HealthAndWellbeing.htm](http://life.curtin.edu.au/HealthAndWellbeing.htm). “Like” the Curtin Counselling Service on Facebook to keep updated with the group program.

**Curtin’s ePortfolio** has multiple uses in teaching, learning and everyday experience. The process of developing ePortfolio content offers rich opportunities for deep learning while also allowing for innovative assessment. Students can use ePortfolio to build content in the form of blogs, specific forms and uploaded documents that provide evidence of their personal and professional achievements. An ePortfolio can store CVs, digital materials (photos, videos and scans) together with work in progress for a range of group and individual activities, completed assessments, and documents and certificates that will be useful as evidence of individual progress through an internship, work placement or completed degree course, or area required for accreditation. The nature of an ePortfolio also allows students to develop personal and professional networks, and can facilitate employment applications.

An ePortfolio provides academic staff with a means to enrich learning through assessment practices that promote authentic learning experiences, and enable student reflection and analysis of their progress and achievements in formative and summative work, in competency statements and other means. An ePortfolio also allows academic staff to provide personalised feedback as students build particular sections, and to facilitate and monitor group development and activity. Assistance is available to staff wanting to integrate iPortfolio into teaching by emailing [iportfolio@curtin.edu.au](mailto:iportfolio@curtin.edu.au).

**The Learning Centre (TLC)** offers a range of free programs and resources for Curtin students at all stages of the academic journey, from first-year to PhD studies. Students may access TLC’s online resources and interactive programs, or enrol online in face-to-face programs, including a number of faculty-specific seminars. See [http://life.curtin.edu.au/learning_support/learning_centre.htm](http://life.curtin.edu.au/learning_support/learning_centre.htm).

**UniEnglish** is a diagnostic tool available through FLECS-Blackboard to all students who are new to Curtin. It includes Use of English - Reading, Listening, Speaking and Writing sections. The Use of English - Reading, and Listening sections are marked automatically; the Speaking and Writing sections are analysed by a Curtin English language specialist and the results made available to the student on Blackboard. UniEnglish is optional to students, but it is recommended that staff strongly encourage students to participate to gain a greater understanding of their language development needs. See [http://www.unienglish.curtin.edu.au](http://www.unienglish.curtin.edu.au).

**Curtin Library**

The Library uses its expertise to provide innovative resources and services that support teaching and learning at Curtin.

**Collections**: The Library is the primary provider of scholarly information resources that reflect the
research and teaching interests of the University for use by clients. It offers access to over 120,000 journals, more than 600 electronic databases and over 330,000 e-books. Students and staff can access online resources from any computer with Internet access by searching on the library homepage http://www.library.curtin.edu.au.

**Recommending items for the Library:** All staff at Curtin are strongly encouraged to make recommendations for additions to the Library collections. It is especially important that teaching staff ensure that items required for teaching are ordered well in advance and are available in the library. Staff should contact their Faculty Librarian if they need more information about this process http://www.library.curtin.edu.au/about/organisational-structure/faculties/index.cfm.

**Library resources and workshops for staff**

1. **Resources**
   - **Teaching Support LibGuide** (http://libguides.library.curtin.edu.au/teaching-support) provides teaching staff with information about the Library’s information literacy program, how to find suitable resources for units, how to submit items to Reserve and e-Reserve, how to link library resources in Blackboard and information about the library’s referencing guides.
   - **Consultations:** Faculty Librarians are available to help staff identify relevant material for their teaching programs. See your Faculty Librarian http://www.library.curtin.edu.au/about/organisational-structure/faculties/index.cfm to arrange an appointment.
   - **Information literacy for undergraduate and postgraduate students:** Librarians can work with staff to ensure that information literacy skills are embedded into particular courses and units. The library also offers a variety of teaching and learning activities tailored to students’ needs, including:
     - lectures and tutorials in Faculty teaching rooms
     - workshops in the library, including EndNote and library databases
     - subject, multidisciplinary and unit-specific LibGuides http://libguides.library.curtin.edu.au/home
     - self-directed activities including online tutorials http://libguides.library.curtin.edu.au/i-tutorials, library quizzes and videos.

Note: All LibGuides and online tutorials can be embedded in Blackboard units.

Contact the Manager, Learning Services unit (9266 7249) for further details.

- **Library e-Reserve:** e-Reserve (http://www.library.curtin.edu.au/find-books-and-resources/reserve-and-e-reserve.cfm) is the University’s solution for making students’ required readings available and ensuring copyright compliance. It comprises full-text electronic documents (book chapters, journal articles, conference papers, etc.), audio and video files, and web links, and is accessible via the library website and also Blackboard.

  Students can access online materials from a variety of sources and access e-Reserve by signing in with their OASIS authentication. Because most copyright limits operate at the University level, Curtin policy prohibits making available copyright material on Blackboard – it must be made available through e-Reserve. Readings can be submitted online at http://library.curtin.edu.au/help/ereserve_tech.cfm. For further information email reserve@curtin.edu.au.
2. Workshops

- **Research training sessions**: enable staff to keep abreast of current library resources and services. Topics covered include: how to search the literature, manage search results, keep up to date with research, and explore scholarly publishing options. These sessions are delivered in a variety of ways: face-to-face, via Blackboard Collaborate and as blended synchronous workshops.

- **EndNote**: The library offers beginner and advanced classes in using the EndNote bibliographic management system.

- **Faculty-specific workshops**: These are organised either by the library or by invitation from the Faculty, e.g. lunch time discovery sessions, sessions on e books, e space, finding company and industry information, and introductory presentations at inductions for new students.

### Campus Services

**Central AV Support** provides high quality presentation audiovisual equipment in all lecture theatres and many classrooms on the Bentley campus. On-site technical support for these venues is available by calling the CITS Service Desk on Ext 9000 and selecting Option 1. For other venues and events, CITS offers a range of equipment for staff to borrow, including laptops and projectors. See the CITS website [http://cits.curtin.edu.au](http://cits.curtin.edu.au) for more information.

**Campus Communications** Internal communication is supported by a broadcast email system, the Vice-Chancellor's notes to staff at [http://blogs.curtin.edu.au/vice-chancellor](http://blogs.curtin.edu.au/vice-chancellor), and the **Realising our shared vision** blog at [http://blogs.curtin.edu.au/shared-vision](http://blogs.curtin.edu.au/shared-vision).

**Curtin IT Services (CITS)** provides a wide range of resources and support to help students perform at the highest level. This includes online learning systems such as iPortfolio, Blackboard, OASIS and 24/7 access to computer labs across campus. Other services and systems include Office 365 student email, site licensed software, iLecture online lecture services and wireless Internet access.

For assistance and support with any of these systems please visit a Student IT Support Helpdesk, located in buildings 204, 303, 402, 408, 501 and at Perth City Campus. Alternatively, you can log an online support request at [https://staffoasis.curtin.edu.au/](https://staffoasis.curtin.edu.au/).

**Curtin Bookshop** provides Bookshop Grants to the Guild and Library, competitively-priced textbooks, course materials, uniforms, general books and a large range of stationery, newsagency and gift items. For official Curtin textbook lists and online ordering via OASIS, computer hardware and software, see [http://www.bookshop.curtin.edu.au](http://www.bookshop.curtin.edu.au).

**Curtin University Postgraduate Students’ Association (CUPSA)** represents the interests of its members within the University and the Student Guild; promotes quality postgraduate education and research; and represents the common interests of research and coursework postgraduate students. Social events, workshops, conferences, scholarships and awards, plus changes to policies and procedures are distributed via an email list. For more information see [https://www.guild.curtin.edu.au/Clubs/Club.aspx?CID=65](https://www.guild.curtin.edu.au/Clubs/Club.aspx?CID=65).

**eAcademic** is enquiry-only access to student and study package information in Student One (Curtin’s student administration system) via the Web. It is a real-time interface that allows users to retrieve basic information on admission and enrolment numbers, as well as current enrolment/unit lists and student details. eAcademic can be accessed via the eAcademic icon in the Welcome tab in OASIS.
**Health Services** (Bentley Campus) is located in Building 109 and open from 8.30 am to 5.00 pm Monday to Friday. Appointments can be made on 9266 7345. A nurse is on duty from 8.00 am until 6.45 pm Monday to Friday for emergencies. See [http://www.healthservices.curtin.edu.au](http://www.healthservices.curtin.edu.au).

**Curtin International** is responsible for the management and delivery of recruitment and admissions services for prospective international students, and services to inbound and outbound Curtin Exchange students. Sponsored students, including AusAID students, are also serviced by Curtin International. Curtin International is also responsible for the development of alliances with overseas universities and partner institutions in overseas countries such as Singapore, Malaysia, Hong Kong, Sri Lanka, China and Vietnam. This includes responsibilities and quality control for Curtin students studying at offshore locations and Curtin campuses in these locations. Further information about Curtin International can be obtained at [http://www.international.curtin.edu.au](http://www.international.curtin.edu.au).

**Maintenance at Curtin** provides the servicing of facilities necessary for the teaching, research and administration of the University. If a learning space requires maintenance, such as broken chairs replaced or other minor issues, please report to [http://www.properties.curtin.edu.au/roles/fm/maintenance/index.cfm](http://www.properties.curtin.edu.au/roles/fm/maintenance/index.cfm).

**OASIS Staff Portal** is a secure “gateway” to web systems and information for staff and includes online systems (e.g. Alesco, Finance One, Web Reporting, eAcademic), information relating to work, employment and Curtin services, Employee Kiosk, teaching and learning support services (such as Blackboard and iLecture administration), Web Outlook, Library services and Curtin news and events. See Staff Oasis [https://staffoasis.curtin.edu.au/](https://staffoasis.curtin.edu.au/).

**Orientation** is held in the week prior to each semester and provides new-to-Curtin students with key information about the University. It is a compulsory program where students participate in academic and social events. Orientation programs vary across campuses and each school is required to provide appropriate information. In addition to new students, re-enrolling students should ensure they attend campus to collect outlines and join in the Orientation programs. For more details please refer to Appendix to Orientation and Transition Policy and Procedures at [http://policies.curtin.edu.au/findapolicy/index.cfm#O](http://policies.curtin.edu.au/findapolicy/index.cfm#O). Specific Orientation resources for students are available for Curtin staff to view at [http://www.oweek.curtin.edu.au](http://www.oweek.curtin.edu.au), or the StartUP channel within OASIS viewed under the My Work tab.

**START (Student Transition and Retention Team)** operates a number of programs that support student transition and retention:

- **Student Wellbeing Advisory Service**: Hotline, face-to-face and email service for students who have issues or questions that are concerning them, or require personal or academic support and/or referral. This is an excellent starting point for students who do not know where to go or who to ask for help, or who have complex issues. Advisors are available for face-to-face appointments at the Bentley and Kalgoorlie campuses [http://life.curtin.edu.au/student_wellbeing_service.htm](http://life.curtin.edu.au/student_wellbeing_service.htm). Staff can also refer a student they may be concerned about via [http://life.curtin.edu.au/staff/refer_student_support.htm](http://life.curtin.edu.au/staff/refer_student_support.htm).

- **Mentor Program**: All new-to-Curtin undergraduate students enrolled through Bentley and Kalgoorlie campuses receive a student mentor for their first semester. New students should be encouraged to remain in contact with their mentor. See [http://mentoring.curtin.edu.au/start/](http://mentoring.curtin.edu.au/start/).

- **UniPASS**: Student-centred, peer-facilitated group study sessions are available in selected units on Bentley and Kalgoorlie campuses. See [http://life.curtin.edu.au/learning_support/about_unipass_program.htm](http://life.curtin.edu.au/learning_support/about_unipass_program.htm).
**Student Central** is responsible for a variety of centralised administrative services ranging from tier one advice to students to the management of centrally scheduled examinations, student fees, class timetabling, coursework scholarships and graduation ceremonies. Student Central is also primarily responsible for most student-related policy and procedures contained within the various consolidated policy and procedures manuals (e.g. “Assessment and Student Progression” and “Admission and Enrolment”). See [http://www.studentcentral.curtin.edu.au](http://www.studentcentral.curtin.edu.au) and [http://www.students.curtin.edu.au/](http://www.students.curtin.edu.au/).

**Student computing facilities** are available. Open access computer labs, known as the Abacus Labs, are available to all students. The labs are located on the ground floors of Buildings 303, 408 and 501. The Abacus Labs are open 24/7 and accommodate over 400 students. Student IT Support staff are available all year and are able to provide IT support for a wide range of Curtin systems. During semester they are available from 6 am to 11 pm every day. During semester breaks they are available 9 am to 5 pm weekdays, 1 pm to 5 pm on weekends and have extended hours during Summer School. Most schools have computer labs – see your school for more information. For students with a disability, special access computer facilities are available in Room 325, Level 3 Building 105 (Library). Swipe card access is granted by University Counselling Services.

**Curtin Student Guild** is a non-profit organisation supporting and representing the Curtin student body. Not only focusing on student representation, Guild provides services, facilities and activities for students; ranging from on-campus food outlets and recreation, to Student Assist with support for students with personal, academic and welfare issues. Please see [http://www.guild.curtin.edu.au](http://www.guild.curtin.edu.au) for more information.

**Universal Design** is the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialised design. Universal Design principles help ensure a safe, efficient and accessible environment for the widest possible range of users. Curtin University endorses universal design to ensure that the campus and its associated activities provide an inclusive and welcoming environment for all. For teachers this means careful consideration of curriculum design, teaching and learning activities to ensure that there are no barriers to involvement based on a student’s background or abilities. See [http://www.disability.curtin.edu.au/staff/unidesign.cfm](http://www.disability.curtin.edu.au/staff/unidesign.cfm).