
The value of Academic Development to universities and to the ~~sector~~ future

Prof Suzi Derbyshire
DVC (Learning & Teaching)

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Overview

1. What is academic development?
2. Why invest in academic development?
3. What's the value of academic development to universities and to the future?

1. What is academic development?

Academic development has a focus on good practice and on enhancing practice for all the dimensions of teaching, learning and scholarship.

Academic development aims to develop teaching, curriculum, and leadership of teaching so as to, in turn, support high quality student learning.

Mårtensson, K. (2014). Influencing teaching and learning microcultures: Academic development in a research-intensive university (PhD thesis) (p.17). Lund University.
Mukerji, S., & Tripathi, P. (eds.). (2017). *Handbook of research on administration, policy, and leadership in higher education*.

2. Why invest in academic development?

~~A long time ago,
in a galaxy far away....~~

Six years ago, just up the
road in Brisbane.....



Good Universities Guide 2012

QUT
TEACHING
QUALITY





Six years later.....

Good Universities Guide 2019

QUT

~~TEACHING~~

EXPERIENCE



Between 2012 and now..





Zone
1.3
1.4

QUT Super Labs





Buildings alone won't do the job.
No matter how beautiful and
modern they are...

Capable, creative &
courageous teachers
*with sufficient workload
for teaching*



Well designed
curriculum
*and support from
learning designers*



Engaged
students



Learning

Engaging learning
environments
*that support
active learning*



Enabling
technologies
*that are easy to use &
support collaboration*

expert

noun

A person with a high degree of skill in or knowledge of a certain subject.

adjective

Having, involving, or demonstrating great skill, dexterity, or knowledge as the result of experience or training.



Expert

research
carrots



teaching
sticks



The change that is required to address today's challenges is not vast or difficult or expensive. It is a small thing. But it is a small change that changes everything.

Simply ask, how would we do things differently if we put learning first?

Then do it.

From Teaching to Learning -
A New Paradigm for Undergraduate Education
By Robert B. Barr and John Tagg, 1995

Simple.

from

a teaching paradigm

mission and purposes:

provide/deliver teaching

transfer knowledge from academics

offer courses and programs

improve the quality of teaching

achieve access for diverse students

to

a learning paradigm

produce learning

elicit student discovery and
construction of knowledge

create powerful learning environments

improve the quality of learning

achieve success for diverse students

Not simple.

Postgraduate qualification

IZ01: Graduate Certificate in Academic Practice

QUT's Graduate Certificate in Academic Practice (GCAP) is a flexible and modular continuing professional education postgraduate course, which provides a foundation for your academic work across the dimensions of learning and teaching, research and leadership. You will develop highly effective practices to enhance a successful academic career across the components academic. A formal (AQF Level 8) postgraduate qualification, GCAP is a taught pathway to international professional recognition as a Fellow of the Higher Education Academy (FHEA).

"GCAP clarified our vision and focused our goals to ensure we are performing at the highest level—personally and professionally ... a significant positive difference in my academic career."

For: Academic staff (level A, B, and Sessional) and professional staff who support student learning by expression of interest

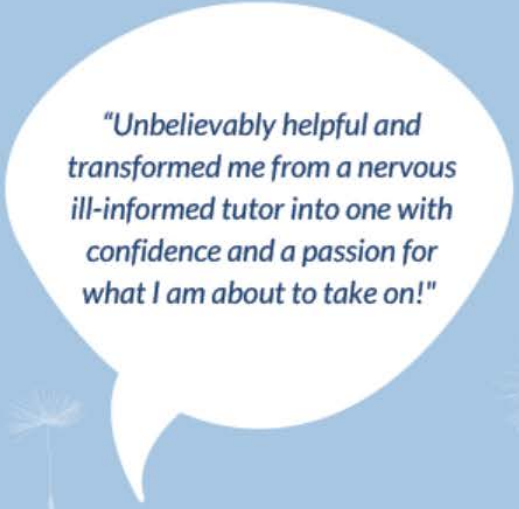


To date, over 200 QUT academic, sessional and professional staff have completed the Graduate Certificate in Academic Practice.

Developing a teaching foundation

Module 1. Foundations of Learning and Teaching

In this module you will develop confidence and capacity as a new academic through insights into QUT's contexts and strategic goals and by developing expertise in pedagogical principles and practices. You will enhance your capacity to engage students in learning; support student success; assess and give feedback; and reflect on your learning and teaching innovations.



"Unbelievably helpful and transformed me from a nervous ill-informed tutor into one with confidence and a passion for what I am about to take on!"

For: New level A and B and sessional academics

Workshop 1: Engaging Students in Learning

In this workshop you will prepare for your new teaching role by:

- Gaining insights into key learning and teaching priorities and approaches at QUT.
- Exploring effective pedagogical strategies for engaging learners.
- Developing skills to analyse your context and learner needs and take a scholarly approach to enhancing learning.
- Collaboratively building a range of skills and strategies to enhance your teaching practice.

Workshop 2: Student Success and Support for Learning

In this workshop you will focus on ways to support your students to succeed and will extend your skills to deepen students' learning by:

- Gaining insights into the critical factors for student success and QUT's initiatives and programs for supporting students.
- Exploring strategies for supporting student success in your classroom, such as active learning and reflection.
- Enabling the success of diverse learners and applying Indigenous knowledges.
- Collaboratively developing approaches to building a supportive student learning community.

Workshop 3: Assessment, Feedback, and Marking

In this workshop you will deepen your understanding of the critical roles that assessment, feedback, and evaluation play in learning and teaching by:

- Gaining insights into pedagogies of assessment and the opportunities it provides to deepen learning.
- Extending your understanding of academic integrity, and resources for study skills.
- Developing approaches to providing formative feedback that strengthens students' capacity as learners within a learning community, and providing summative feedback through a marking matrix.

Workshop 4: Reflective Practice for Teaching

In this workshop you will extend your understanding of the factors of student success, and focus on optimising your academic success by:

- Considering how critical factors of student success (reflective practice, feedback, and building learning communities) also apply to academics' success.
- Participating in activities that apply reflective practice in teaching and build learning and teaching communities.
- Sharing strategies for effective and meaningful feedback on your teaching, evaluating your practice, and sharing peer feedback.

95% of new sessional staff now engage with these foundation programs and sessional staff turnover has decreased significantly.

Local development, support and belonging

Sessional Academic Success (SAS) program

The Sessional Academic Success program promotes excellence in learning and teaching by building the confidence and capacity of new sessional teachers in a supportive community of peers.

For new sessional academics, SAS supports your transition into your new role, by offering local development; access to timely, individual advice and support; and opportunities to share experiences and effective teaching strategies with peers. For experienced sessional staff, becoming a Sessional Academic Success (SAS) Advisor brings enhanced capabilities in leadership and innovation.

"I have developed as a professional at QUT having more confidence in my capacity and abilities, further stimulating my love for teaching and a sense of belonging to the University"

For: New and experienced sessional academics in schools and faculties.

Reflection, achievement and recognition

STARS : SESSIONAL TEACHING AND REFLECTION SHOWCASE

STARS: Sessional Teaching and Reflection Showcase is an annual event that acknowledges the vital contribution that sessional academics make to academic life and to student learning engagement at QUT.

It celebrates teaching excellence by recognising and sharing good practices in sessional teaching.

"STARS motivated me to make a difference through my teaching—to engage, inspire and unlock the talents of every student I teach."

For: Sessional staff participants of Module 1: Foundations of Learning and Teaching and/or Module 2: Effective Communication

STARS deepens your capabilities to reflect on and effectively communicate your good practices in learning and teaching. You share your innovations in learning and teaching with a university wide audience through 4 minute 'pecha kucha' presentations. Awards for most inspiring practice include a panel award, presented by QUT's senior leadership, and 'People's Choice Award'.

Supported by peer mentoring and 3 x 3 hr workshops:

- [How to Shine](#) (Taking a scholarly, evidence based, reflective approach to your teaching practice; abstracts)
- [Time to Shine](#) (Designing multimodal, concise presentations)
- [Rising Stars](#) (Refining presentations, peer feedback, and mentoring)



Excellent (world class) researcher, income generator, excellent engaging teacher and supervisor, curriculum designer, community engaged, techno savvy, efficient and effective administrator, leader, collaborator....

Pragmatic support

JITERS: Just in Time Expertise, Resources, and Support

JITERS support your academic transition and introduce you to Unit Coordination at QUT.

Through hands on workshops, you will gain pragmatic, focused insights into processes, practices, and tools and develop skills for effective unit coordination.

"Super helpful and timely presentation of the process that I had heaps of questions about right now! Interactive and friendly - super positive and supportive of our needs. "

For: New Level A and B Academics (with unit coordinator roles)

JITERS 1: Preparing for Semester

In this workshop, at commencement of semester, you will gain orientation to your role and responsibilities as a unit coordinator including how to effectively support your teaching team, effectively communicate through Blackboard, and seamlessly use QUT's classroom technologies.

JITERS 2: Marking Management and Evaluations

In this workshop, in mid semester, you will consolidate and extend your capacity as a unit coordinator. You will enhance your ability to moderate assessment, enter grades, prepare for examiners' meetings, and interpret and reflect upon feedback provided by students.

JITERS 3: Fancy Pants Blackboard Design

In this workshop, at the end of semester, you will enhance your Blackboard site in ways that increase access, enhance engagement and enable effective pedagogies.

QUT Academy of Learning and Teaching (QALT)

International recognition for staff who teach and support learning





By the end of 2018, over 600 QUT staff will have achieved HEA fellowship status (at various levels).

They have also supported a growing number of colleagues across the Australasian region to achieve fellowship status.

QUT's Professional Standards Framework (PSF)

Areas of Activity

- A1** Design and plan learning activities and/or programs of study that are aligned to the Real World Learning 2020 Vision
- A2** Teach and/or support learning
- A3** Utilise authentic assessment methods and feedback to actively support student learning
- A4** Develop effective learning environments and approaches to student support and guidance
- A5** Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practice

Core Knowledge

- K1** The subject matter and its application in contemporary professional contexts
- K2** Effective design and methods for teaching, learning and assessing in the subject area and at the level of the course
- K3** How students learn, both generally and within their subject/disciplinary/professional area(s)
- K4** The use and value of digital technologies and data to enhance learning
- K5** Methods for evaluating and reflecting on the effectiveness of teaching and supporting learning
- K6** The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching and supporting learning

Professional Values

- V1** Respect individual learners and diverse learning communities
- V2** Promote participation in higher education and equality of opportunity for learners
- V3** Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development
- V4** Acknowledge the wider context in which higher education operates recognising the implications for professional practice
- V5** Promote collegiality, collaboration and cooperative working within and across traditional boundaries



Expert Peer Review of Educational Practice



Our vision for QUT graduates

QUT graduates will thrive in volatile environments over the long term, contribute productively as individuals and in teams and combine depth in professional knowledge with broad perspectives based on exposure to new ideas and different cultures. (adapted from Blueprint 4)

Our graduates will...

- be curious, agile and resilient learners
- employ different ways of thinking, broad perspectives and evidence-based decision making to inform practice, and to imagine and realise change
- contribute to, and impact on, the world around them in ethical and sustainable ways
- be effective collaborators and communicators in disciplinary and interdisciplinary contexts
- employ digital literacies and technology strategically to leverage information and to collaborate
- interact in local and global cultural contexts with knowledge of and respect for diverse cultural perspectives.

Enabling strategies



Investing in curriculum and learning transformation...

- using the five year transformation and reaccreditation cycle to strengthen and assure the QUT learner experience
- providing strategic support and resources to curriculum leaders and teams to enable high impact transformation in courses
- expanding on market driven, high quality, continuing professional learning offerings
- using a broad evidence base and multiple perspectives to inform our decision making.



Investing in our staff through...

- team based, situated approaches to capability building, to imagine, create and facilitate engaging, relevant real world experiences in online, blended and face to face contexts
- building and maintaining real world currency and connectedness in the QUT workforce through recruitment strategies and Professional Development Leave (PDL)
- aligning workforce planning, reward and recognition of excellence with real world learning vision.



Encouraging and enabling new ways of thinking and working through...

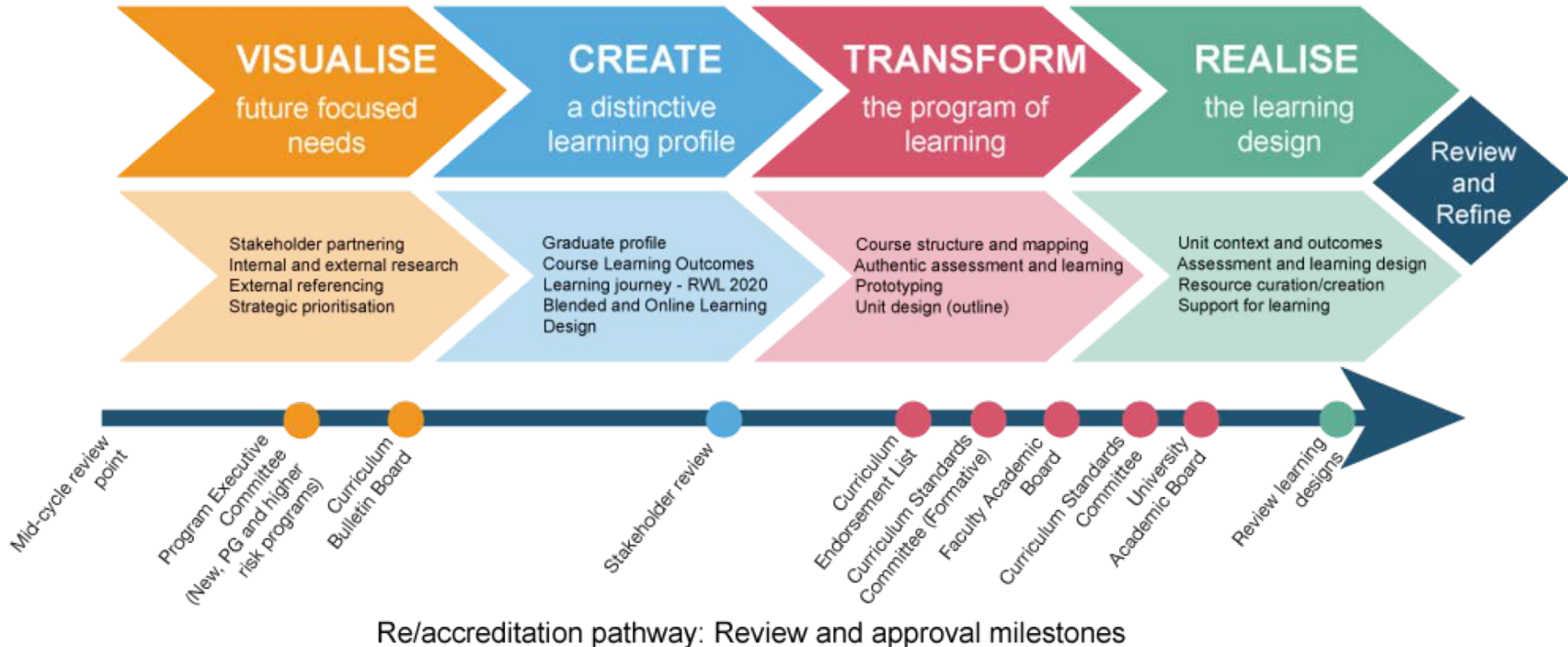
- supporting and rewarding cross 'boundary' collaboration within and beyond QUT
- enabling collaborative partnerships with students, industry and community throughout the process of change and transformation
- investing in and rewarding innovation, and building tolerance for failure as a necessary part of innovation
- creating lean, flexible and streamlined policies, processes and technology solutions to support real world learning priorities.

Our vision for the QUT learner experience

QUT's real world learning experience will reflect the physical and digital nature of the world in which we live and work. The QUT learner experience, encompassing curricular and co-curricular activities, will:

- provide authentic learning and assessment in all units
- have work integrated learning (WIL) in all courses
- value our learners and the knowledge and experience they bring
- enable learners to develop depth in professional knowledge with broad perspectives, including exposure to other disciplines and ways of thinking
- purposefully engage learners with diverse cultural perspectives, with specific inclusion of Aboriginal and Torres Strait Islander knowledges
- support learners to develop their professional profiles, networks and employability to find and create meaningful work and self manage their careers
- enable learner connectedness and support
- be personalised, flexible and adaptable to better meet learners' ongoing learning needs
- be enhanced through online and blended learning and use of technologies and tools.

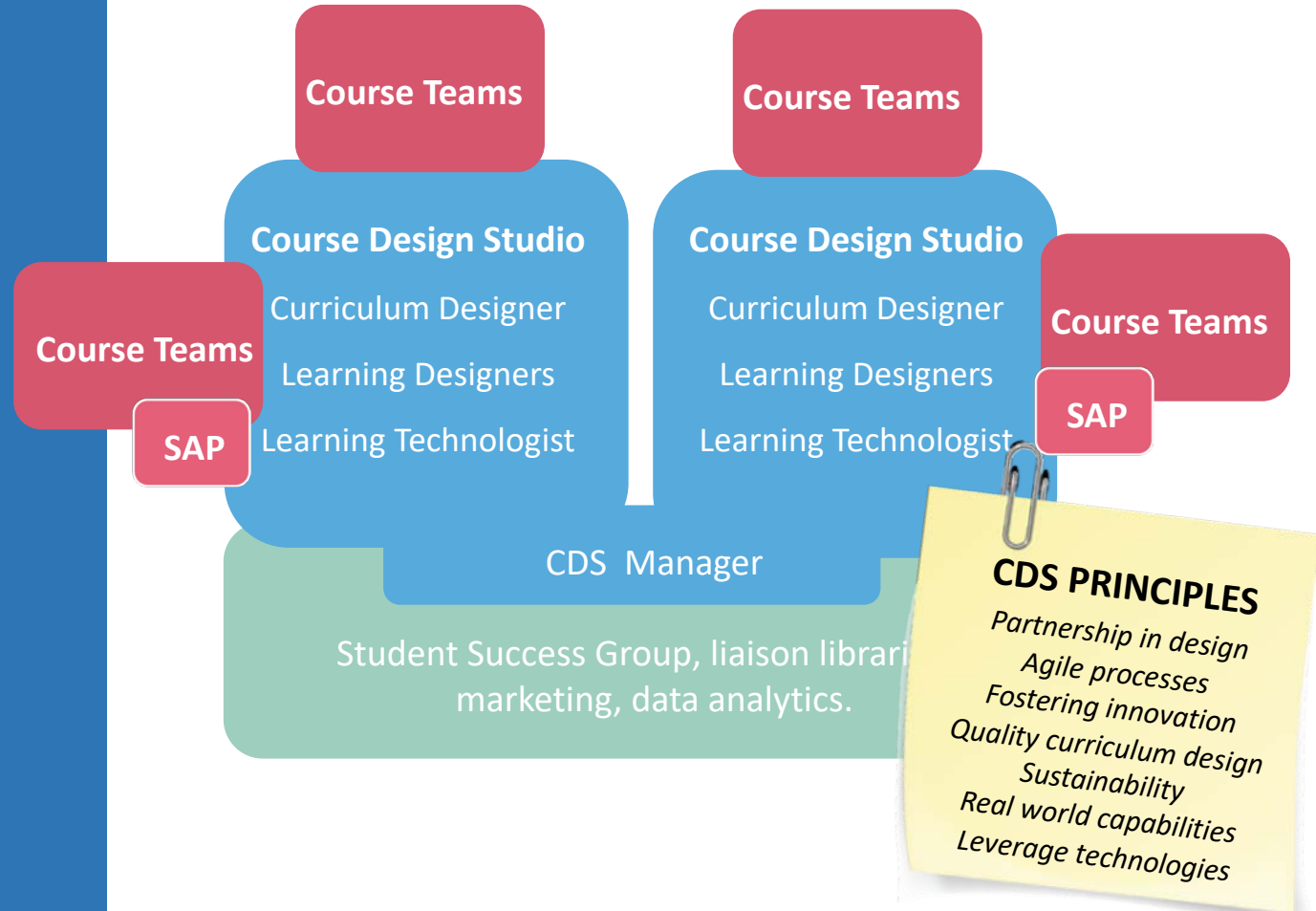
An emphasis on future-focused course transformation



Educational innovation today invites, even requires, levels of preparation, imagination, collaboration, and support that are not always a good fit (to say the least) with the inherited routines of academic life.

The Scholarship of Teaching and Learning Reconsidered:
Institutional Integration and Impact. Pat Hutchings, Mary Taylor
Huber and Anthony Ciccone, 2011

Pilot
Course Design
Studios providing
intensive support
for curriculum
innovation



Course Design Studio engagement



COLLABORATIVE DESIGN INTENSIVE WORKSHOPS

Whole of course, major or
discipline-related design.

PEER ACTIVITIES

Check progress against design
objectives and milestones with
peers and leaders.

EVALUATE IMPACT ON LEARNING

Analyse data and outcomes to
inform future design.

ORIENTATION TO COURSE DESIGN STUDIO

Clarify roles, resources and
course priorities. Establish
milestones and partnerships.

DESIGN CONSULTATIONS

Regular planning and design
activities with partners.

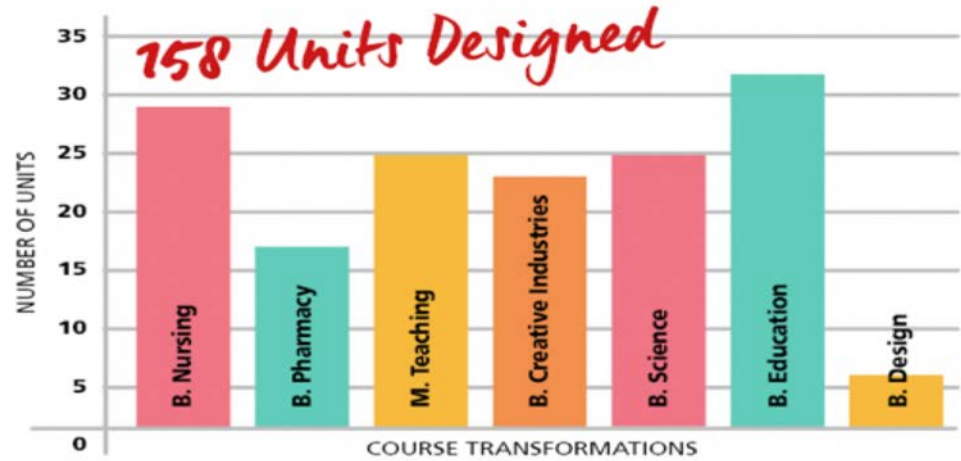
CAPABILITY BUILDING

Supporting innovation and
technologies for teaching
and learning.

SHARED LEARNING

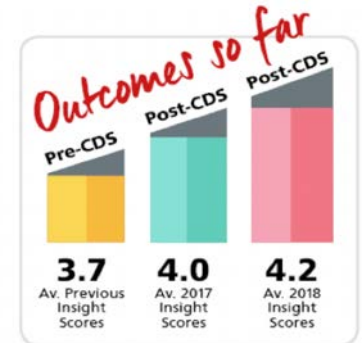
Share successes, innovation
and lessons learned.

Outcomes after 12 months



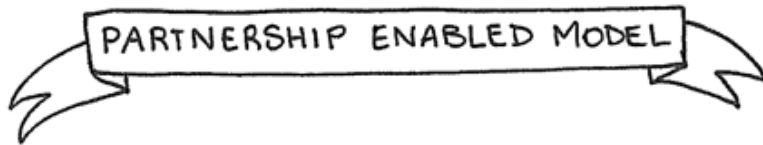
Course Design Studio teams have supported curriculum transformation in 158 units across seven flagship courses.

This has had a direct, positive impact on the **learning experiences of almost 10 000 students.**



Student Success Group

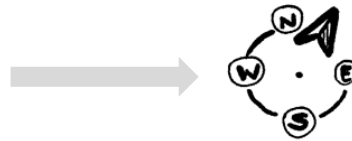
faculty integrated teams



Language & Learning



Maths, Science & IT



Career Development & Engagement



Student Retention & Learning Analytics



Student Partnerships & Leadership Development

2. Why invest in academic development?

Because, quite simply, we can't afford not to.

3. What's the value of academic development to universities and to the future?

Between now and
the end of 2030..

At any one time (*if nothing much changes*) the QUT community is likely to be made up of around 50,000 students & thousands of staff, many of whom are sessional staff.

Our courses are likely to generate more than
\$8billion.

At least 180,000 students will
graduate from QUT.

And every one of them will have experienced authentic, applied and work integrated learning in at least one discipline, many of them in two disciplines.

That won't just happen by chance.

Learning

organisations are ones in which people at all levels, individually and collectively, are *continually* increasing their capacity to produce results they really care about.

http://www.see.ed.ac.uk/~gerard/MENG/MEAB/lo_index.html

Across
Australia,
we're
recognising
the need
for change.

Now we need to
help people make
change happen.

We owe it to the future.

Thank you.

Any questions?