

Learning and Teaching at USQ

Learning and Teaching Support Unit (LTSU)

Induction Workshop

SECTION 1: USQ Learning and Teaching Plan

INFORMING PRINCIPLES

1. creative partnerships between learners and teachers that foster a stimulating intellectual environment in which students engage actively in the learning process;
2. flexible modes of program delivery, both on and off-campus, including technology-supported and online learning as well as quality classroom teaching;
3. a range of pedagogies including constructivist pedagogy that scaffolds learning, problem-based learning, and authentic learning pedagogies that engage students in practical learning experiences;
4. shared and inclusive learning experiences for all students including preparation for life-long learning, employment and postgraduate research as well as the development of graduate attributes, internationalisation, Indigenous perspectives, academic integrity; sustainability; and numeracy, literacy and information retrieval skills;
5. quality assessment practices that provide opportunities for personal development planning and the documentation of students' achievements through portfolios that enhance opportunities for graduate employment and research;
6. a range of flexible pathways into and through higher education including flexible study and work patterns and negotiated learning contracts;
7. supportive learning contexts from pre-entry to graduation;
8. quality assurance of USQ learning and teaching processes based on a consistent cycle of student feedback, quality improvement and accreditation.

The USQ Learning and Teaching Operational Plan is outcomes focussed, action oriented and designed as three projects for implementation 2007-2012

PROJECT 1: Curriculum Project

Goals:

1. To provide streamlined, flexible, vertically integrated curricula with quality assessment, with particular reference to the top twenty programs
2. To facilitate students' course and program planning and negotiation through the provision of consistent and high quality options
3. To provide students with quality learning and choices within programs and courses

Sub-projects	Tasks
Course and Program Rationalisation Project	<ol style="list-style-type: none"> 1. <u>Establish a course and program rationalisation plan</u> that includes a set of principles, including activity based costing (ABC), for the reduction in the number of USQ courses and programs by a minimum of 30% in accordance with ABC and USQ strategic directions
Program Revitalisation Project	<p><u>Establish Program Revitalisation Implementation Project including:</u></p> <ul style="list-style-type: none"> ▪ Fleximode category ▪ Relevant pedagogies ▪ Quality assessment practice ▪ Graduate qualities and employability ▪ Embedded numeracy, communication, help-seeking and information literacy skills including academic honesty ▪ Curriculum innovation including work-based learning and negotiated learning contracts ▪ Internationalisation of learning ▪ Values-led curriculum development including: community engagement, environmental sustainability, and inclusivity with particular reference Indigenous perspectives, gender equity and widening access ▪ Integration of evaluation outcomes

PROJECT 2: Technology- enhanced Learning & Teaching Project

Goal: To provide a cost-effective framework for technology-enhanced, flexible learning options in all USQ courses and programs, with particular reference to the top twenty programs.

Tasks

Establish a Learning Technologies Project Implementation Plan that incorporates:

- the successful transition to Moodle of all online course materials and other associated materials used in the teaching of USQ courses and programs;
- the introduction of fleximode categories that delineate the particular type and level of resources to be applied to USQ courses;
- a formal investigation of the financial and logistical feasibility of 'flexilectures' whereby the key lectures in top 20 programs are made available online, and/or via CD or DVD for all USQ students;
- the continued investigation and evaluation of a range of current and emerging **synchronous communication tools** which can be used in nominated courses in the top 20 programs.
- the completion of the pilot and evaluation of the application Elluminate, and the adoption of recommendations regarding its suitability for mainstream use across USQ courses and programs;
- the investigation and progressive implementation of an e-portfolio system that provides all **students, alumni** and **staff**, including sessional staff, access to a secure space, within a virtual environment, in which they may store examples of their best work to enhance employment and promotion opportunities;
- the investigation and progressive implementation of appropriate mobile technologies into the top 20 programs and other programs by negotiation through LTSU processes;
- the investigation and progressive implementation of appropriate mobile technologies such as podcasting, blogging, wikis and other social networking software into the top 20 programs and other programs by negotiation through LTSU processes;
- the establishment of direct, collaborative links with the work undertaken by the Learning Futures Innovations Institute to provide cutting-edge learning experiences for USQ students;
- the ongoing use of the ACODE e-learning benchmarks and other benchmarking instruments to monitor USQ's progress against other institutions;
- the further development and implementation of activities related to Open Course Ware (OCW) as determined by the USQ Identity Project Board and formal course and program approval processes;
- remote access technology laboratories.

LEARNING & TEACHING PROJECT 3: Enabling Project

Goal: To create a supportive context for the enhancement of learning and teaching at USQ

Sub-project	Tasks
Professional Development Project	<p>Develop L&T PD Implementation Project to:</p> <p>Initiate innovative, portfolio-based, professional development events associated with key strategic directions:</p> <ol style="list-style-type: none"> 1. Flexible delivery 2. Generic skills 3. Evaluation 4. Assessment <p>LTSU PD Events to integrate:</p> <ul style="list-style-type: none"> ▪ Keynotes by Visiting Scholars ▪ Associated blogging ▪ Tailored PD ▪ Development of online resources ▪ Communities of Practice <p>Develop documentation on:</p> <ul style="list-style-type: none"> ▪ USQ frameworks for good teaching practice
Learning and Teaching Scholarship Project	<p>Develop L&T Scholarship Implementation Project that incorporates:</p> <ul style="list-style-type: none"> ▪ Learning Futures Innovation Institute ▪ Transformative Pedagogies Research Centre ▪ LTSU L&T Scholarship initiatives
Teaching Excellence Project	<p>Establish Teaching Excellence Implementation Project that includes:</p> <ul style="list-style-type: none"> • L&T Fellowships • Visiting L&T Scholar Program • Learning and Teaching Adjunct Program • USQ Teaching Academy • Processes to support applications for L&T awards, grants and fellowships
Learning Support Project	<p>Establish USQ Academic Learning Skills (ALS) Implementation Project that includes:</p> <ul style="list-style-type: none"> ▪ Orientation ▪ Virtual and physical learning centre ▪ ALS Online ▪ Aware
Learning Spaces Project	<p>Develop a Physical Learning Spaces Plan that includes but is not limited to:</p> <ul style="list-style-type: none"> ▪ Establish Space Planning Advisory Committee with academic and student input ▪ Development of a Learning Commons R Block ▪ USQ Laboratories ▪ Development of social indoor and outdoor learning spaces that also enhance community engagement opportunities ▪ Appropriate learning space provided, on all campuses, for self-timed viewing of flexilectures <p>Develop a Virtual Learning Spaces Plan that includes but is not limited to:</p> <ul style="list-style-type: none"> ▪ Personal Learning Environments ▪ Student portal

Learning and Teaching Evaluation Project	<p>Establish a USQ L&T Evaluation Implementation Project that:</p> <ul style="list-style-type: none"> ▪ Establishes one-stop coordination of USQ & DEST L&T evaluation in the Planning and Quality Office (PQO) ▪ Updates USQ evaluation and data collection processes ▪ Revises and aligns accreditation processes ▪ Provides a dissemination strategy
Course and Program Database Project	Develop a fully automated data base of USQ courses and programs for systematic dissemination of course specifications, including online approvals, notification of graduate attributes, fleximode category and referencing system for each course as well as automatic feed to handbook and Product Information Project (PIP).
Learning and Teaching Management Project	<p>Complete L&T Audit of USQ policies, committees, management and administrative processes in order to:</p> <ul style="list-style-type: none"> ▪ ensure that they facilitate flexibility in L&T ▪ specify shared expectations and standards for the production and distribution of learning resources ▪ update and simplify learning and teaching policies ▪ streamline L&T committees ▪ streamline communication and decision-making processes between faculties, Academic Board, LTSU, DAIS and SLC ▪ create common L&T management structures across faculties
Learning and Teaching HR Project	<ul style="list-style-type: none"> ▪ Audit HR processes and procedures to ensure that teaching is appropriately recognised in appointment, BUILD, performance and promotion and professional development processes

Leadership in Curriculum Enhancement

LTSU staff provide support for curriculum improvement across faculties by means of leadership roles as follows:

LTSU Curriculum Leadership Roles	
Course and Program Mapping Project	Michael Sankey
Assessment Project	Sara Hammer
The Vertically Integrated Curriculum Project	ALS Coordinator
Learning and Teaching Evaluation Project	Megan Kek
Technology Enhanced Learning Project	Peter Evans
The Academic Professional Development Project	Jacque McDonald
Learning and Teaching Scholarship Project	Todd Hartle
Teaching Excellent Project	Christie White
Learning Support Project	Lindy Kimmins
Learning and Teaching Management and HR Project	Lynne Hunt

USQ GUIDELINES FOR GOOD TEACHING

Approach

USQ is committed to quality teaching to facilitate high quality outcomes for students. The USQ Guidelines for Teaching are designed to synthesise expectations about what good teaching means at USQ and they accord with USQ policies and procedures, with which compliance is expected. They also reflect the expectations in USQ's Learning and teaching action kit <http://www.usq.edu.au/extrafiles/ltsu/LTActionKit/index.html> and professional development resources. The guidelines have been benchmarked nationally and they are aligned with the (emergent) USQ Benchmarking framework.

The guidelines will facilitate the realisation of the USQ 2020 mission to be recognised as a world leader in open and flexible higher education and USQ's statement of its competitive business advantage, which is to provide the highest quality educational experiences to students irrespective of their location or lifestyle.

The guidelines are aligned with those elements of the USQ mission statement which refer to learning and teaching, namely that USQ:

- offers quality professional education opportunities that are accessible, flexible and borderless;
- creates fulfilling experiences for all students based on the commitment of skilled and caring staff; and
- develops graduates who are positioned to meet the challenges of a rapidly changing world.

The guidelines focus on the responsibility of academic units and teaching staff and may be interpreted and customised to suit disciplines and contexts of learning. However, the guidelines identified in this document express common principles underlying staff creativity to develop learning activities that enable students to realise their academic and career aspirations.

They are predicated on the assumptions that students learn best when actively engaged in learning processes and that all students, regardless of their background or mode of learning, have an **equivalent** opportunity to access interesting and contemporary learning resources that will facilitate the development of the following graduate qualities and skills.

Graduate qualities

- Discipline expertise
- Professionalism
- Global citizenship
- Scholarship
- Lifelong learning

Graduate skills

- Ethical research and enquiry
- Problem solving
- Academic and professional literacy
- Written and oral communication
- Interpersonal skills
- Teamwork
- Cultural literacy
- Management, planning and organisational skills
- Creativity, initiative and enterprise
- USQ Guidelines for Good Teaching 2

Deployment

The USQ guidelines will be used to:

- disseminate good practice to USQ staff;
- induct new staff to good teaching at USQ;
- inform professional development activities;
- populate the USQ learning and teaching website with clear guidelines for good teaching;
- guide the development of learning activities, courses and programs;
- inform course and program review;
- help guide USQ individual performance reviews with respect to teaching;
- inform promotion criteria based on teaching; and
- improve learning and teaching policies through gap analyses and alignment of guidelines and policies.

Results

The USQ Guidelines for Good Teaching serve as a leading indicator that drives future performance (McKinnon, Walker & Davis 2000) because it:

- suggests or points to a future state or outcome and it leads to actions;
- echoes organisational goals;
- provides context; and
- creates meaning at all organisational levels.

Outcomes will be determined in terms of KPIs associated with retention, progression and overall rates of student satisfaction with teaching at USQ in the annual course experience questionnaire as well as staff engagement measures.

Improvement

Improvements and/or changes to the USQ Guidelines for Good Teaching will occur through recommendations made through USQ's review processes which include:

- Faculty Annual Reviews;
- Learning and Teaching Five-yearly Reviews; and
- LTSU five-yearly Review.

THE GUIDELINES

Teaching and Learning strategies

Good teaching at USQ means that teaching and learning strategies:

- utilise a range of pedagogies that actively engage students in the learning process;
- draw on the experiences strengths and needs of students and staff;
- include flexible learning opportunities to accommodate the diverse needs of all students regardless of
- location, campus, or mode;
- conform with quality assurance and quality improvement principles.

Program Design

Good teaching at USQ means that program design:

- is evidence-based and appropriately benchmarked;
- is coherent and integrated;
- is structured so that students progress through concepts with increasing levels of complexity;
- embeds USQ and professional qualities and skills through the process of customization, mapping and alignment of skills with course learning objectives and assessment at program or major level;
- embeds academic skills;
- fosters the relationship between research, scholarship and teaching;
- is situated in a global context, refers to relevant professional matters and contemporary issues identified in the University's strategic plan and is culturally sensitive;
- uses USQ program evaluation processes to inform subsequent program design and implementation; and
- provides flexible modes of program delivery, both on and off-campus and incorporates, as appropriate, a range of flexible pathways into and through higher education.

Course Design

Good teaching at USQ means that course design:

- is reflected in the course specification;
- aligns learning objectives, activities and assessment;
- includes academic skills development;
- identifies a USQ approved referencing system;
- includes content that reflects contemporary and relevant academic and professional issues as appropriate to context; and
- uses USQ program evaluation processes to inform subsequent course design and implementation.

Assessment

Good teaching at USQ means that assessment:

- is an integral part of the teaching and learning process;
- as designed to guide students' learning and provide opportunities for personal development planning and the documentation of students' achievements through e-portfolios;
- addresses the diversity of students' backgrounds, experiences and learning styles;

USQ Guidelines for Good Teaching 4

- is fair and equitable;
- informs students of progress through timely, constructive feedback that enhances learning;
- adopts a criterion-referenced approach;
- demonstrates alignment between learning objectives, learning activities and assessment tasks;
- assesses identified USQ graduate qualities and skills, along with disciplinary and professional knowledge;
- includes clear assessment criteria linked to learning objectives and provided to students at the same time as assessment tasks;
- is moderated in accordance with USQ policy and, where relevant, contractual arrangements with institutional partners;
- is designed to take into consideration students' overall workload; and
- is manageable from a staff workload perspective

Technology Enhanced Learning

Good teaching at USQ means that use of learning technologies:

- is based on sound educational research and examples of good practice;
- is embedded within the pedagogical framework of a course;
- reflects an understanding of learners' characteristics and needs as appropriate within different disciplines and contexts;
- is supported by responsive and coordinated student support mechanisms; and
- minimizes barriers to ensure fair and equitable access to technologies for students.

Course and Program management

Good teaching at USQ is facilitated by a context which expects that:

- learning materials are prepared and updated regularly;
- the moderator approves all course specifications, assessment schemes, tasks and grades;
- the Board of Examiners moderates outcomes in a consistent manner and in accordance with policy;
- courses and programs are benchmarked and evaluated in accordance with USQ policy;
- all teaching staff, including sessional staff, are appropriately inducted into teaching and learning at USQ;
- student attainment of skills are recorded in e-Portfolios as appropriate;
- staff and student workload policies and procedures are applied;
- equitable arrangements are made for staff and students with special needs;
- organizational structures are in place for the dissemination of strategic information from Deans, through Associate Deans to program leaders and Campus Associate Directors;
- the program team works strategically with the faculty support team (LTSU, DAIS) to engage with all stages of course and program design.;
- the program team works strategically with LTSU and the Careers Advisory service to ensure that students are fully supported in the development of academic learning and employability skills;
- the program team liaises with the Library to ensure that the library collection is commensurate with program needs; and
- appropriate physical and virtual learning spaces are provided to meet staff and students' needs.

Flexibility and USQ Planning

- Flexibility means that all students have the right to receive a comparable learning experience regardless of their mode of study, location, gender, race or ethnicity. In practice, flexible learning offers students choices in what to learn, how to learn, how their learning is assessed and where and when the learning occurs.
- Each year, USQ faculties submit Learning and Teaching Action Plans in which they describe their goals and strategies.
- Faculty Action Plans accord with the USQ Learning and Teaching Plan <http://www.usq.edu.au/resources/ltplan.pdf> which is designed to encourage flexibility in learning and teaching opportunities at USQ.
- The purpose of Faculty Learning and Teaching Action Plans is to determine what flexibility looks like at faculty level and what needs to be done to achieve it.

- Flexibility may be interpreted in a number of ways. These are described below to assist leadership in promoting the flexibility agenda at faculty level in ways that respond to the requirements of different disciplines.

Flexible Curriculum Design

- Flexible, negotiated and individualised learning opportunities
- Modular formats providing content alternatives and options
- Flexibility in pedagogy, including authentic and situated learning, problem-based learning and action learning
- Flexibility in learning styles, including self-directed learning
- Flexibility in assessment, including individual, team and negotiated assessment
- Self-and-peer assessment
- Work-based learning
- Service learning
- Short courses and a variety of diplomas, and tailored programs
- Curriculum design based on employability skills

Flexible delivery

- Multimodal learning materials including online delivery, print-based learning materials and multimedia resources
- Social computing - application of computer technology to support group-work and collaboration
- Open educational resources
- Personal broadcasting - capturing and sharing personal experiences
- Mobile Learning using hand-held devices
- Educational gaming
- iLectures
- Remote laboratories
- Access grid rooms
- Peer instruction

Flexibility in organising the Student Learning Journey

<http://www.usq.edu.au/resources/whatstudentswant.pdf>

- Flexible and holistic admissions processes that widen access to university including comprehensive credit recognition and credit for prior experiential learning (PLAR)
- Block-transfer agreements with partner colleges
- Diverse pathways to university study
- Flexibility in terms of place of study, including on-campus, off-campus and rural, remote and international locations
- Intensive and extensive teaching periods and self-paced study
- Equity in access to learning opportunities
- Fast-track opportunities
- Innovative and attractive learning spaces

Faculty organisation for flexibility

- Action learning teams to build improved approaches to the use of student feedback.
- Faculty-based curriculum improvement leaders
- Embedding the teaching-research nexus in learning and teaching practice

Key performance indicators

Faculties will know that they have improved flexibility when there is an increase in the number of courses and programs that:

- engage students in multi-modal and flexible learning;
- include negotiated processes including work-based or service learning, independent study or tailored curricula;
- have innovative and varied assessment practices;
- customise, map and assess employability skills; and
- respond to student feedback through annual course and program review.

Minimum Service Standards for courses

USQStudyDesk: USQ's Learning Management System

What is USQStudyDesk

- Each course offered at USQ has an associated USQStudyDesk space created in the Learning Management System.
- The student portal, USQConnect, facilitates access to the LMS by providing links for each course in which a student is enrolled, making the course StudyDesk a significant point of access to information relating to courses. It is important, therefore, for students to be well informed about the use of the StudyDesk facility in each course.
- USQStudyDesk provides students with access to online course materials, ongoing communications from the course team, asynchronous and synchronous discussion with peers and the team, assignment submission, quizzes and other activities. Courses may use different combinations of these facilities.
- The **course examiner** has the primary responsibility for managing the course StudyDesk space, but teaching and learning activities may be shared among the members of a course team.
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Why have Minimum Service Standards for Courses on USQStudyDesk?

- Minimum service standards for course facilities in USQStudyDesk are intended to ensure that students are appropriately informed about its learning and teaching application within that course.
- Minimum standards manage students' expectations, and ensure that those studying on-campus, off-campus and on-line have similar access to high levels of communication by teaching staff.
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The Minimum Service Standards

USQ requires minimum standards in the operation of StudyDesk to support student learning. Faculties may require higher standards that will be ensured through faculty quality assurance processes.

Course examiners should ensure that management of the StudyDesk space for each course provides the following minimum level of service. There are two minimum requirements:

- 1 An introductory message, posted before the start of semester, which:
 - welcomes students to the course;
 - introduces the teaching team for the course;
 - describes how the StudyDesk space will be used throughout the semester; and
 - explains how students may obtain support by appropriately directing academic or technical enquiries.

2 Checking of discussions and other student access areas on at least **three [3] working days per week** in order to:

- monitor and moderate comments and discussion by students;
- manage course operation by responding to student enquiries and learning activities.
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Student requests for clarification or assistance should be responded to as soon as possible, but certainly within 48 hours during the working week.

Need help?

Specific advice about the use of USQ*StudyDesk* in courses is available from various sources including Faculties and LTSU. Professional development will be available periodically:

- ICT Training Schedule <http://www.usq.edu.au/ict/training/default.htm>
- LTSU Academic Professional Development
- <http://www.usq.edu.au/ltsu/develop/default.htm>

SECTION 2: What is expected of USQ Students?

NB The USQ Graduate Attributes Policy is currently under review. The following statements reflect, in broad terms, the essence of the old and the revised policy.

Approach

The purpose of the USQ Graduate Attributes Policy is to framework curriculum development and the USQ student learning journey to facilitate the development of the following outcomes for graduating students.

- *Discipline expertise*: Evidence of analytical engagement with the theoretical knowledge of students' chosen disciplines.
- *Professional practice experience*: Evidence of the skills and practical expertise required for effective participation in students' chosen disciplines.
- *Global citizenship*: Evidence of students' ability to connect discipline-based theory and practice to the implications of their work in global and culturally diverse contexts.
- *Scholarship*: Evidence of students' capabilities to make a scholarly contribution in their workplaces and the wider communities.
- *Lifelong learning*: Evidence of students' academic and lifelong independent learning skills

Deployment

To facilitate the development of these outcomes, USQ curriculum planning will include the customisation, mapping and alignment of the following skills:

- Discipline knowledge and skills
- Independent and lifelong learning
- Ethical research and enquiry
- Written and oral communication
- Numeracy
- Information literacy
- Information technology literacy
- Cultural literacy
- Global citizenship
- Teamwork

SECTION 3: USQ Support Systems for Teaching and Learning provides:

- curriculum design services;
- professional development for learning and teaching;
- academic learning support for students, including online support (<http://www.usq.edu.au/learningcentre>) (from S1 2008)
- assistance with post-evaluation strategies;
- assistance with the development of vertically integrated curricula.

The USQ Support Centre

- includes Outreach Services (student support), the USQ Switchboard, the ICT Service Desk (staff and student IT support) and CRMC (prospective student enquiries).

Student Administration

- is responsible for applications for admission from domestic students, student enquiries including those related to fees and waive of penalty, all enrolment processes, as well as the management of examinations, results release and graduations.

Student Services

- provide personal and academic support, including counselling, health services and accommodation assistance.

The Distance and e-Learning Centre (DeC)

- develops and distributes all USQ Study Materials and manages a range of support services for off-campus students, including residential schools, and the Regional Liaison Officer (RLO) network.

The Library

- provides students with access to reference materials for research and assignments.

ICT Services

- provide information technology-related support to on-campus and off-campus students and staff.

Office of Research and Higher Degrees

- manages USQ's research and higher degree activities, including the enrolment, progress and examination of all postgraduate research students.

USQAssist

- provides assistance for students through answers to commonly asked questions. It links students directly to support sections across the university. Students access *USQAssist* via

The Centre for Australian Indigenous Knowledges (CAIK)

- assists Indigenous students with their studies and provides advice to staff on indigenous issues. <http://www.usq.edu.au/caik/>

USQ Learning and Teaching Regulations and Policies

<http://www.usq.edu.au/aboutusq/policies.htm>

SECTION 4: Evaluation of Learning and Teaching @ USQ

USQ Evaluation Instruments

USQ regularly evaluates both teaching and learning. This evaluation uses the Student Evaluation of Learning and Teaching (SELT) survey for on campus students and Student Evaluation of Distance Learning and Teaching (SEDLT) for off campus students. Typical questions about teaching include:

- The staff member made aims and objectives very clear from the outset.
- The staff member was extremely good at explaining things.
- The staff member worked hard to make the course interesting.
- The teaching materials were effective in helping me to develop knowledge, understanding and skills.
- The teaching materials were relevant and up to date.

Typical questions about courses surveyed through the Student Evaluation of Courses (SEC) are:

- The learning outcomes and the expected standards of this course were clear to me.
- The criteria used to assess student work were clear

The USQ Evaluation Cycle

Evaluation is an integral part of the learning and teaching cycle at USQ. It is important, not only as part of the University's accountability processes, but also because it forms the basis for personal and departmental reflection about the relative success of each semester's courses. LTSU will be working with Departments and Faculties to facilitate a cycle of end-of-year course and program evaluation.

Governmental Evaluations of Learning and Teaching

USQ participates in the Australian Government's Graduate Destinations Survey, which includes a Course Experience Questionnaire (CEQ). The governmental surveys are used as the basis for assessing university performance. Successful universities receive significant sums of money from the **Learning and Teaching Performance Fund**

http://www.dest.gov.au/sectors/higher_education/policy_issues_reviews/key_issues/learning_teaching/ltpf/

SECTION 5: Building a Track Record in Learning and Teaching

BUILD (Building Upon Individual Learning and Development) and promotion criteria normally require evidence of your success as a teacher. Consider building your career by participating in workshops, blogging, communities of practice and action learning programs.

LTSU Academic Professional Development (APD) framework for learning and teaching provides a range of opportunities for USQ staff. This is provided through the LTSU which is located on 3rd level of S block.

Induction

- a day dedicated to considering effective ways of teaching in the USQ context.

Foundation program

- Eight, self-paced, online modules modelled on USQ Open Courseware materials utilising ICE and the USQStudyDesk (Moodle). These courses will be available in 2009 and offer an insight into a range of teaching and learning aspects. Credit from successful completion of these can be transferred into the Graduate

Graduate Certificate in Tertiary Teaching and Learning

- Offered through the Faculty of Education and is designed to enable educators in the tertiary sector, who already have a degree or diploma, to acquire a recognised educational qualification. For further information about how your work in the induction workshop might contribute to this postgraduate qualification, please contact the faculty

Peak events

- an annual USQ learning and teaching forum, summits and visiting scholar events

Tailored professional development

- initiated by faculties and developed in collaboration with faculty LTSU staff

Communities of practice

- supporting teaching and learning for groups of practitioners

Continuing professional development is also encouraged through activities such as:

- Evidencing positive student evaluations of teaching and learning
- USQ and Australian Learning & Teaching Council (ALTC)
- (<http://www.altc.edu.au/carrick/go/home>) teaching and learning awards
- Successful applications for USQ or ALTC learning and teaching grants
- Development of a teaching portfolio that includes evidence of how you integrate your teaching philosophy with your practice
- HERDSA Professional Membership – as a University lecturer it is encouraged that you join the Professional Body in order to be able to continue your professional development. Recognition of teaching competence can also be achieved by applying for a HERDSA Fellowship.
- Scholarship of teaching & learning – continued professional development requires individuals to take a scholarly interest in their teaching and learning. It is therefore encouraged that teaching

staff keep informed about current theoretical underpinnings of teaching and learning through their personal research and publication and by reading relevant journals.

2009 TEACHING EXCELLENCE CALENDAR GRANTS

DUE DATE	PROGRAM AND KEY MILESTONES
17	
6 Nov 2008	ALTC COMPETITIVE GRANTS PROGRAM <ul style="list-style-type: none"> ⌚ Expression of interest & full proposals ⌚ 29 October 2008 – USQ internal deadline
19 March	ALTC LEADERSHIP FOR EXCELLENCE IN LEARNING & TEACHING PROGRAM <ul style="list-style-type: none"> ⌚ Expression of interest & full proposals ⌚ 19 February – <i>Intention to Apply</i> submitted to USQ ⌚ 11 March – USQ internal deadline
8 April	ALTC PRIORITY PROJECTS PROGRAM <ul style="list-style-type: none"> ⌚ Expression of interest & full proposals ⌚ 8 March – <i>Intention to Apply</i> submitted to USQ ⌚ 31 March – USQ internal deadline
30 April	ALTC COMPETITIVE GRANTS PROGRAM <ul style="list-style-type: none"> ⌚ Full proposals (requested from first round) ⌚ 22 April – USQ internal deadline
2 July	ALTC LEADERSHIP FOR EXCELLENCE IN LEARNING & TEACHING PROGRAM <ul style="list-style-type: none"> ⌚ Full proposals (requested from first round) ⌚ 24 June – USQ internal deadline
23 July	ALTC PRIORITY PROJECTS PROGRAM <ul style="list-style-type: none"> ⌚ Full proposals (requested from first round) ⌚ 15 July – USQ internal deadline

FELLOWSHIPS

DUE DATE	PROGRAM AND KEY MILESTONES
28 Nov 2008	USQ Associate Learning & Teaching Fellowships (second round)
6 February	ALTC Learning & Teaching Fellowships <ul style="list-style-type: none"> ⌚ 28 November 2008 – <i>Expression of Interest</i> submitted to USQ
30 June	USQ Learning & Teaching Fellowships

AWARDS AND CITATIONS

DUE DATE	PROGRAM AND KEY MILESTONES	
1 May	ALTC Citations for Outstanding Contributions to Student Learning ⌚ 1 February - past USQ award recipients submit intention to apply ⌚ 1 February - expressions of interest from other interested persons	
10 July	ALTC Australian Awards for University Teaching (AAUT)	
31 July	USQ Faculty Awards	⌚ Teaching Excellence ⌚ Teaching Excellence (Early Career) ⌚ Programs or Services that Enhance Learning
TBA	ALTC Citations for Outstanding Contributions to Student Learning Award Ceremony, Brisbane (QLD)	
31 October	USQ Awards	⌚ Teaching Excellence ⌚ Programs or Services that Enhance Learning
31 October	USQ Citations for Outstanding Contribution to Student Learning	
TBA	ALTC Australian Awards for University Teaching (AAUT) Ceremony, Canberra (ACT)	