Work-integrated Learning (WIL)

In November 2009, Griffith opened up its Third Annual WIL Symposium to a national audience for the first time and staged the first WIL Showcase. The very successful Symposium was attended by representatives from many major universities across Australia, and gave Griffith the opportunity to affirm its leading position in work-integrated learning. The WIL Showcase, however, generated considerable interest outside Griffith, with displays and presentations of excellent Griffith student work from diverse disciplines.

Also in the national spotlight is the new Bachelor of Commerce (Professional) which is strongly WIL-oriented. It is a national award for first Higher Education Qualification. Collaboration from the Business/Higher Education Round Table (B-HERT) for its outstanding achievement in the fields of research, development, education and training. It integrates a number of individual projects into one strategy. a best-practice document that sets out the responsibilities of all stakeholders that this Logan campus program will be a model of best practice for developers of many new programs.

The WIL Unit engages with academic and professional staff to develop policies, strategies, resources and guidelines for the expansion of a project manager and project officer. The WIL Unit engages in many part-time roles to contribute to the overall activities of the WIL Unit.

In 2010, watch for the GIHE Celebrating Excellence in Learning and Teaching (CETL) Symposium which will be held in November. It is a national conference which aims to promote innovation in teaching and learning.

The principles of the CETL Symposium are to:

1. Create an ongoing, motivating, and collaborative culture to support and promote teaching and learning.
2. Encourage the sharing of best practices and strategies to contribute to the development of the higher education learning and teaching environment.
3. Support the development of collaborative relationships between faculty and students.
4. Enable teaching staff to reflect on their practice in a meaningful and constructive way.
5. Support the development of a support and resource network for all faculty and staff.
6. Promote professional development and cultural diversity through the provision of resources for faculty and staff.
7. Support the development of a critical reflection of the range of teaching and learning strategies.

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In 2009, the Griffith Honours College again demonstrated its commitment to embedding graduate attributes in programs and courses. The full statement is in the Policy Library (policy 2.10.10), and the following attributes are among those embedded:

- competently in culturally diverse and international environments.
- socially responsible and engaged in their communities.
- knowledgeable and skilled in their disciplines.
- prepare them to be leaders in their fields.

Our revised Graduate Attributes focus our efforts on supporting mentors to Honours College students. In 2009, the Griffith Honours College was a finalist for the prestigious and competitive national award. As a Discipline Scholar, Professor Billett, who was awarded an Associate Fellowship success for Professor Billett, who was awarded an Associate Fellowship.

In 2008 the University supported, via the Griffith Grants for International Development, while supporting the local disciplinary context. Associate Professor Glenn Finger was awarded the National Teaching Recognition Fellowship success for Professor Billett, who was awarded an Associate Fellowship.

Griffith students were required to plan, implement and evaluate an event at the Queensland Curricula Studies Association. Julie has been the undergraduate teacher of the year at the University of Manitoba in semester 2. Meanwhile, Griffith students continued to score goals in the sporting arena with Griffith students finishing the record 75,000 strong field. Meanwhile, Griffith students continued to score goals in the sporting arena with Griffith students finishing the record 75,000 strong field.

Griffith has an outstanding year in the ACLT Awards scheme, taking second place overall nationally.

Griffith students have a significant impact on what students value in their learning experience. Griffith students have a significant impact on what students value in their learning experience.

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Graduate Attributes

Our revised Graduate attributes focus on our students developing: skills, knowledge, attitudes and behaviors that the workplace will highly value.

- effective and innovative problem-solving skills
- ability to think critically and to apply that thinking in different contexts
- ability to work with others to produce successful outcomes
- a national and global perspective
- being effective in complex, unstructured and novel environments
- component culturally diverse and international environments.

The Fulfilment in the Policy (policy [11.1.10]), and in any degree, that is implemented electronically. Created the policy in section [11.1.10] it will engage discussions between the students and professionals. The signing of this policy will be every year and the policy will be reviewed regularly to ensure it is being developed by the GAC with the inclusion of study.

In October 2009, Professor Amanda Henderson from the School of Humanities and Languages was announced as an Australian Learning and Teaching Council (ALTC) Scholar in the Humanities; Dr Analise O’Donovan, School of Psychology; National Indigenous University-wide Succeeding @ Griffith team; Dr Jock Macleod, School of Engineering; Dr Andrew Gossling, School of Psychology, National Indigenous; Dr Asim Khalid, School of Social Science; College of Business; Department of Business.

Mr Michael Balfour, School of Education and Professional Studies; Associate Professor Paul Bates, School of Biomolecular and Physical Sciences; Dr Eddo Coiacetto, School of Environment; Dr Don MacLean, School of Social Science.

Earlier in the year Griffith was awarded nine Citations for Outstanding Contributions to Learning and Teaching. The University received a third place nationally.

Two of Griffith’s undergraduate students have received the first Prime Minister’s Asia Australia Endeavour Award scholarships, which offer up to $41,500 to work and study in Asia. Both students, Sophia O’Brien and William Young, were selected after a rigorous selection process to receive the scholarship.

In 2010, the University won two prestigious Australian Learning and Teaching Council (ALTC) Discipline Scholar in the Health discipline. This is a very competitive and national award. As a Discipline Scholar, Professor Henderson will work with Griffith’s development of academic standards for the Health discipline with a strong focus on evidence-based practice.

In November 2009, the University won two prestigious Australian Learning and Teaching Awards, which recognise the nation’s top unWINdwards. Griffith won a second place nationally.

In the Australian Learning and Teaching Council (ALTC) awards, which recognise the nation’s top universities. Griffith University has once again produced a pool of high-quality Graduate Attributes.

Our Students

Test scores is a major highlight for all of Griffith University and 2009 was no exception.

- In 2009, Australia’s leading law school continued to strengthen its position in international rankings, with Griffith University being ranked in the world’s top 50 law schools.
- The School of Law was ranked 37th in the world, with Griffith University’s students ranked in the top 5% of law students globally.
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Course Quality Enhancement

The quality of our course delivery is key to our students’ experiences of learning and teaching here at Griffith.

To assure course quality the University’s course approval and evaluation process is supported by systems which have been upgraded in 2009 for university-wide implementation in 2010.

- The Course Profile System
  - Evaluations at Griffith
  - Course Profile System

[Image -1x-1 to 591x418]

Introduction of the Course Profile System enables integration and evaluation of improvements made to the course as a result of student feedback.

The streamlined and more automated process makes it easier for staff and managers to meet the requirements of evaluating every offering of a course. The integration of SET and ITE into one survey, delivered and collected online, makes it more convenient for students to evaluate their experience of learning and teaching at Griffith, and to identify staff whose performance is exceptionally good for our students’ experience of teaching and learning at Griffith, and to identify staff whose performance is exceptionally good. SET and ITE enable us to make continuous quality improvement in learning, teaching, and curriculum design.

The continual improvement of student experiences of teaching and learning is a key priority for Griffith. The new Course Profile System makes it easier to identify staff whose performance is exceptionally good, for our students’ experience of teaching and learning at Griffith, and to identify staff whose performance is exceptionally good. This makes it easier for us to make continuous quality improvement in learning, teaching, and curriculum design.

The new Course Profile System also brings improved performance and reliability, in the areas of assessment, and examination timetabling. The new Course Profile System enables integration and evaluation of improvements made to the course as a result of student feedback. The streamlined and more automated process makes it easier for staff and managers to meet the requirements of evaluating every offering of a course. The integration of SET and ITE into one survey, delivered and collected online, makes it more convenient for students to evaluate their experience of learning and teaching at Griffith, and to identify staff whose performance is exceptionally good for our students’ experience of teaching and learning at Griffith, and to identify staff whose performance is exceptionally good. SET and ITE enable us to make continuous quality improvement in learning, teaching, and curriculum design.

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In November 2009, Griffith opened up its Third Annual WIL Symposium to a national audience for the first time and staged the first WIL Showcase. The very successful Symposium was attended by representatives from many major universities across Australia and, gave Griffith the opportunity to affirm its position as the leading provider of student work to tertiary education. The third WIL Showcase generated considerable interest from universities and institutions committed to the display and presentation of excellent Griffith student work from diverse disciplines.

In addition, the new Bachelor of Commerce (Professional) which is strongly WIL–intensive. It is now a feature of the Bachelor of Education (Higher Education) – Collaboration from the Business/Higher Education Round Table (B-HERT) for its outstanding achievement in collaboration between business and tertiary education in the fields of research and education, adoption of best practices and development of best practice for developing and implementing new programs and initiatives.

The University’s commitment to WIL is evident throughout the introduction in 2009 of a new pilot and the appointment of a project manager and project officer. The WIL Unit engages with academic and professional WIL staff to develop policy, develop, project resources and assess the experiences and the understandings of WIL in all disciplines, in partnership with the Griffith WIL working party. In 2010, the new Griffith Graduate Certificate in Higher Education WIL, elective, offered online.

The key actions of the Principles are:

1. Create an engaging, motivating, and intellectually stimulating learning and teaching experience.
2. Emphasize the importance, relevance, and integration of learning and teaching, and our aspiration that studying at Griffith will be a distinctive experience, characterised by critical intellectual stimulation, acceptance of diversity, and cultural diversity through the use of all students.
3. Value and recognize individual and group creativity and cultural diversity through the use of all students.
4. Promote learning experiences that develop inter- and intracultural capabilities within an exploration of ethical and socially responsible global citizenship.
5. Develop effective teaching and learning management through the use of all students.
6. Encourage the spirit of critical inquiry, acceptance of diversity, and intellectual stimulation through the use of all students.
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The quality of teaching has always been important at Griffith University. We have some strong systems in place to ensure that we encourage and reward good teaching. Some examples of these include:

- The emphasis on good teaching in the appointment, promotion, annual review, and performance of academic staff.
- Expanded professional development opportunities in learning and teaching.
- Monitoring student feedback about teaching, courses, and programs.
- Closing the loop, by informing students about how we use their feedback to improve our courses.
- Group and University-level awards for good teaching.
- Grants and Fellowships to promote innovative practices in teaching.
- Developing the Griffith University Principles to Promote Excellence in Learning and Teaching Practices.

Here’s where you can find up to date information on the project: http://www.als.edu.au/research-red-report-semester-teachers-2009

Office of the Deputy Vice Chancellor (Academic)

Feedback from students indicates that they highly value the Lecture Capture service. This existing service provides streamed and downloadable audio and video of teaching material to students on their Learning@Griffith course site.

Staff can create content through three modes:

1. Automated recording of all lectures in situ; captures both audio and video content on the projected lecture.
2. Creation of content at desktop PCs using Desktop Capture – general advice and tips at the service of any audio/video file.
3. General audio/video upload to the service of any audio/video file.

Lecture Capture provides students with the opportunity to review material that they may have missed in the lecture, missed words and phrases, and to assess the teaching style and content. Lecture Capture provides an opportunity to engage in reflection informed by a range of sources.

The Principles to Promote Excellence in Learning and Teaching

Griffith University were generated during the MacCabe PLT project (MPLT) and its follow on project (MBL). They underlie the strategic objectives and have been identified as priorities in Academic Plan 3.

The Principles reflect both our commitment to continuous and thorough improvement in learning and teaching, and our expectation that the student experience of learning and teaching will provide an experience, characterized by critical intellectual stimulation, acceptance of diversity, and cultural diversity through the use of all students.

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- Monitoring student feedback about teaching, courses and programs.
- Closing the loop, by informing students about how we use their feedback to improve our courses.
- Group and university-level awards for good teaching.
- Grants and scholarships to promote innovative practices in teaching.

Developing the Griffith University Principles to Promote Excellence in Learning and Teaching Practices

It is fortunate-Griffith has been missing this direction for the past few years, as it is becoming even more important in the new era in which the quality of our teaching is closely monitored and funding is attached to our outcomes. Our performance measures, such as the Good Teaching Scale of the Australian Learning and Teaching Council (ALTC) and the Student Experience Questionnaire, will be made public and will be used to set targets against which our performance and funding of our learning will be measured.

2010 will be an interesting year as Griffith, along with all other universities, negotiates its targets with the Commonwealth Government for improvement in education relating to learning, teaching, student retention, and graduate employment. Sometimes I hear staff say that the University does not take teaching quality seriously I can assure you that we take teaching even more seriously and place even higher value on good teaching practices than in previous years, and this is certainly our future.

Sue Spencer

Deputy Vice-Chancellor (Academic)
Griffith University

The principles reflect both our commitment to continuous improvement in learning and teaching, and our expectation that they will result in a better student experience, characterised by critical thinking, ethical and professional behaviours and engagement with local and global issues.

The key actions of the Principles are:

1. Create an engaging, motivating, and exclusively educational environment.
2. Enourage the spirit of creative inquiry and creative innovation informed by context.
3. Emphasize the importance, relevance, and integration of learning and teaching through a partnership between students and the academic community.
4. Provide learning experiences that develop the intellectual, cultural, and spiritual capital of students.
5. Promote inclusiveness, diversity, and cultural diversity through the use of culturally appropriate teaching strategies.
6. Develop learning and research environments that encourage student engagement and critical reflection.
7. Create a culture for professional practice through academic staff professional development and institutional support.

In 2010, we look forward to exploring the implementation of these Principles.

The principles were developed in response to a request from the Commonwealth Government to develop a set of principles to guide universities in the design, development and implementation of strategies for enhancing the quality of teaching and learning.

You can find more information at:
http://griffith.edu.au/gihe/professional-development/teaching/principles/