



THE UNIVERSITY
of ADELAIDE



Strategy for Learning, Teaching and Assessment 2016-18

STRATEGY FOR LEARNING, TEACHING AND ASSESSMENT 2016-18

1. Introduction

1. The University's Beacon of Enlightenment Strategic Plan 2013-23 establishes a clear sense of purpose and focus in the development of a compelling, uniquely Adelaide educational experience that is highly attuned to the aspirations, expectations and needs of our students. It identifies not only deep discipline knowledge but also a wide range of professional and personal attributes as essential outcomes of our educational proposition. The University's pedagogy is grounded in the strong union of teaching and research, with the student experience of small-group discovery learning at its heart. At the same time, we are committed to embracing digital technologies to forge rich and engaging new approaches to learning and teaching, in ways that add flexibility and enhanced educational value to our high-quality, face-to-face learning and teaching interactions and environments.
2. This document sets out our Strategy for Learning, Teaching and Assessment (SLTA) 2016-18. The SLTA reflects and supports the distinctive educational vision and goals of the Beacon of Enlightenment, and incorporates the learning and teaching priorities of the Beacon Operational Plan (BOP) 2016-18. It also aligns with the priorities of other relevant institutional plans including Tarrkarri Tirrka (Future Learning) 2013-23, the Student eExperience Strategy 2013-17, the Learning Technologies Roadmap 2014-19, the Internationalisation Strategy 2016-2020, the Teaching Spaces Masterplan 2014-19, and the Research Strategy (under development). It is informed by trends in, and evidence from, the wider higher education environment, and by the staff/student consultation that took place during August and September 2015. The process of development and consultation for the SLTA is outlined in Appendix 1.
3. The development of the SLTA was based on a number of principles. It should:
 - > Recognise diversity in student aspirations and needs, and promote engagement and inclusivity in educational approaches;
 - > Promote the development of evidence-informed models of learning, teaching and assessment, enriched by appropriate and effective use of digital technologies;
 - > Mobilise creativity and innovation in curriculum refresh and in learning, teaching and assessment practices;
 - > Identify and support students as co-creators and partners in learning, and in learning and teaching enhancement;
 - > Prioritise staff development opportunities, and reward and recognition for teaching excellence;
 - > Result in a compelling, outcomes-based approach to enhancement and innovation, focused on the primary goal of student success.
4. In a context of dynamic change in the higher education sector nationally and globally, the Beacon of Enlightenment commits us unequivocally to a path of both educational excellence and transformation. It is worth taking stock, briefly, of key features of the wider context that frame the strategic direction we are taking.
5. Trends highlighted by the Beacon of Enlightenment are continuing to evolve. The rapid pace of change in higher education continues and is unlikely to slacken. The future of the

sector is difficult to predict, but what we can be sure of is the constancy of change itself. Higher education systems are expanding and student cohorts are diversifying. The sector is globalising and competition for international as well as national students is ever more intense. International league tables play an increasingly important role in the marketised environment, and although at present institutional reputation influencing student choice rests largely on research quality indicators, new initiatives such as the development of a national Teaching Excellence Framework in the UK suggest that teaching quality indicators may play a larger part in future. Digital technologies are bringing what many predict will be radical disruptions to traditional modes of delivery, and to traditional business models, in the medium term. Public expenditure on higher education is contracting, while the expectations of governments, employers, and those of students, increasingly are oriented towards return on investment and the contribution of a higher education to graduate employability and economic benefit.

6. These drivers are contributing to an increasing focus in government and institutions on quality and innovation in learning and teaching. This is accompanied by increasing interest in the 'professionalisation' of university teaching - as reflected in the setting of professional standards and of expectations relating to initial and continuing professional development - and in the measurement of educational outcomes and impact. At the same time, traditional educational paradigms continue in many parts of the world to shift toward much more student-centric approaches than hitherto. Informed by evidence of 'what works', higher education pedagogies, increasingly leveraged by digital technologies, are recognising and engaging students as active co-creators of knowledge. Similarly, universities are engaging students much more actively than in the past as partners in educational governance and enhancement.
7. There are clear challenges for us, as for all institutions, in the current environment. For Adelaide, the challenges include uncertainty on the national stage about the future funding of Australian higher education, constraints on graduate career opportunities in South Australia, and projected reduction in future domestic student demand. However, there also are many opportunities to be embraced. Building on the advances we have made during 2013-15, the SLTA aims to provide a cohesive framework for our next steps towards the Beacon of Enlightenment's goals. It identifies goals for educational enhancement and innovation by 2018, and prioritises transformative actions that will enable us to achieve these. It offers guidance for all those with roles as educators and as leaders, supporters and enablers of learning, teaching and assessment at the University, as we move into the next chapter in the development of our educational proposition.

2. Strategic Priorities

8. The SLTA offers *student engagement* as the central conceptual and theoretical point of reference for our quality enhancement and innovation initiatives over its three-year period. Scholarly evidence points clearly to the essential role of active engagement in learning, and in the life of an academic community, in the achievement of positive learning outcomes for students. As such, it is identified as a helpful focus for the SLTA, which groups our strategic goals and priority actions into seven broad, interconnected areas: curriculum; learning; assessment; teaching; transitions; community and co-creation; and, analytics and evaluation.

2.1 Curriculum

9. The Beacon of Enlightenment commits us to a distinctive education that equips our students not only with deep subject knowledge, but also with a wide range of qualities and capabilities of relevance to living, working and contributing to leadership in a complex,

uncertain world - with profound local and global challenges to be tackled, and opportunities for positive change and innovation to be seized. Recognising that development of these qualities and capabilities must be explicitly embedded into our programs and into co-curricular opportunities, we have established University-wide Graduate Attributes and faculty-level equivalents. We have made strides in ensuring that learning outcomes relating to these are integrated into the design and delivery of our programs.

10. We will continue the process of defining and embedding our 'attributes curriculum', including through provision of assessment tasks that align with its learning outcomes, such as tasks that assess students' professionalism in the professional disciplines. This will incorporate a continuing focus on inculcating global citizenship and inter-cultural awareness, and we will introduce a stronger emphasis on the development of our students' digital literacies in the service both of their academic studies and their readiness for graduate work.
11. In particular, we will further strengthen the support we provide for our students to develop and demonstrate their career-readiness. In this we are cognisant of the challenging environment in which our students currently find themselves, including South Australia's nation-leading unemployment rate. The performance of our provision against graduate employment outcomes is measured four months after graduation nationally by the Graduate Destination survey. The most recent survey showed our graduates performing well in terms of starting salaries, but only 65% of those wanting to find full-time work had done so at the time of the survey. This places us currently at the bottom of the Go8. We must place increased emphasis on developing in our students the key capabilities that employers want - and that our students increasingly expect to gain from a university education - as well as our students' abilities to communicate their achievements and potentials to the employment market. Building on our recent initiatives including a suite of online career-readiness modules, we will expand work-integrated learning for our students and outward-facing curricula that enable them to broaden their horizons and develop their professional skills.
12. We will continue to strengthen the opportunities and support for our undergraduate students to conduct research within programs and the co-curriculum, and we will create new channels for promoting and disseminating the outcomes and contributions of their work. We already have introduced Advanced Bachelor programs in which research activities feature from the first year, and we are ensuring that capstone experiences (or equivalents) are embedded in all undergraduate programs. We have strengthened the connections between curricular and co-curricular opportunities for undergraduate research by establishing an annual University of Adelaide Beacon Conference of Undergraduate Research, which was held for the first time in 2015. Among several new initiatives, we will explore ways of supporting and raising the profile of our existing undergraduate research experience schemes, and of enhancing opportunities for students from all faculties to participate in both staff- and student-led co-curricular research opportunities.
13. The ability to work across disciplinary boundaries is increasingly important in a world in which many problems and challenges cannot be tackled effectively by one discipline alone. For this reason, and in line with our commitment to further strengthening the University's interdisciplinary research capability, we will establish more opportunities for our undergraduate students to engage in interdisciplinary and interprofessional research projects. This will enable our students to explore different ways of understanding the world, experience where their discipline connects with others, and develop skills in interdisciplinary and interprofessional collaboration.
14. We will review our program structures and strengthen the program-level design of our curricula. There are several reasons for doing this. In particular, we will aim to enhance

the coherence of research and career-readiness skills development pathways, build academic cohort identity among our students, and improve program sustainability. The Beacon of Enlightenment anticipates that introducing the small-group discovery experience (SGDE), and a stronger focus on undergraduate research, will require refocusing of some programs through reduction of electives and revision of core courses. Recognising the very different program structures in existence across the University and the different requirements to which these respond, we will examine this issue further and, as appropriate, make adjustments to our portfolio. Through recalibration and streamlining, and without sacrificing flexibility, we will more effectively leverage structured progression in the SGDE and research experience for our students, and ensure equitable and effective pathways for skills development through programs.

TABLE 1: CURRICULUM		
Improved program-level coherence with integration of the University graduate attributes curriculum		
Actions	1.1 Strengthen program-level and team-based curriculum design through the program approval process and program review cycle, including a focus on enhancing students' cohort identity and providing structured skills development	Q4 2018
An integrated approach to students' career-readiness development across all programs, connecting curricular, co-curricular and extra-curricular opportunities		
Actions	1.2 Establish a flexible career-readiness framework supporting integrated program-level implementation of career-readiness initiatives including community and business engagement through the curriculum (see also Table 4)	Q2 2016
	1.3 Ensure all undergraduate programs include work-integrated learning	BOP Q3 2016
	1.4 Increase community and business engagement in curriculum development by engaging community stakeholders/employers in program design and review in all programs	Q1 2017
A clearly defined 'attributes curriculum' with priority given to embedding of career-readiness, global citizenship, intercultural awareness, and digital literacy development		
Actions	1.5 Embed Graduate Attributes at all levels in all programs and introduce individual 'Statements of Attributes Achieved'	BOP Q1 2016
	1.6 Review Graduate Attributes Statement to maintain currency	BOP Q3 2017
	1.7 Ensure all graduating students have completed one of: work experience, Study Abroad or Experience Adelaide e.g. through the introduction of a credit bearing course in all programs to embed work experience, Study Abroad or Experience Adelaide	BOP Q4 2018

	1.8 Pilot program-level, structured embedding of digital literacies development in all faculties	Q3 2017
More opportunities and support for undergraduates to engage in research and the scholarship of discovery within programs and the co-curriculum		
Actions	1.9 Embed final year capstone projects in all programs in all faculties	BOP Q1 2018
	1.10 Align undergraduate research activities with research priorities in each faculty	BOP Q4 2018
	1.11 Establish opportunities for undergraduate multi/interdisciplinary research projects in all faculties	BOP Q1 2017
	1.12 Embed enhanced support for research skills development in undergraduate programs in a structured progression	Q4 2017
New channels for promoting and disseminating our undergraduates' research and scholarship		
Actions	1.13 Establish a Conference of Undergraduate Research as an annual event; and explore feasibility of linked 'Posters in Parliament' events	BOP Q3 2016; Q2 2016
	1.14 Explore the feasibility of a coordinated co-curricular Undergraduate Research Experience aligned to University Research Strategy	Q1 2017
	1.15 Explore feasibility of establishing a University of Adelaide undergraduate research journal	Q3 2017

2.2 Learning

15. The Beacon of Enlightenment affirms student learning through discovery, and students' participation in the creation of new knowledge, as the heart of an Adelaide education. Our approach to the union of teaching and research commits us to infusing our curricula with the latest research advances of the disciplines and to ensuring that our students have opportunities to interact with leading researchers in their fields. But it also commits us to involving students in undertaking different forms of research, broadly and inclusively defined. We use discovery, or inquiry, approaches to learning that ask students to use the scholarly and research practices of their discipline in their exploration of existing knowledge. And we also provide opportunities for our students to conduct scholarly and research investigations with potential for the creation of genuinely new creative insight and knowledge. We aspire to make small-group discovery our signature approach to learning and teaching, to weave our major research questions into teaching, and to ensure that all of our students benefit from undertaking individual research as a key feature of their study in the final undergraduate, and postgraduate, years. We aim to ensure that appropriate research skills and experience are built progressively at earlier levels, including through SGDE. In taking steps toward achieving our ambitions for a distinctive Adelaide approach to the union of teaching and research, we have set minimum thresholds for SGDE in each year of study which we are well on the way to achieving.
16. We are committed to small-group discovery and undergraduate research because of their educational value; learning through inquiry and research offer powerful means of engaging students, fostering a sense of connectedness with the academic discipline and

community, supporting deep subject learning, and developing a wide range of intellectual, personal and professional capabilities. Over the next three years, we will extend and deepen our commitment to these approaches and, more broadly, to active, engaged and inclusive learning. The Strategy's priority actions in this area are designed to support further development of effective practice, including increased evaluation of the approaches we are developing and their impact on the student experience.

17. Research-mindedness and research skills are not only relevant to those students who want to progress to further academic study, but equally to graduate employment and life outside of the academy. In developing our practice, we will more extensively address the connections between SGDE and undergraduate research, and the development of our students' career-readiness. In so doing, we will more explicitly articulate and promote their value in relation to career-readiness to our students and to employers. As part of this, we will explore the feasibility of establishing a University-wide, interdisciplinary SGDE program, curricular or co-curricular, that fosters student engagement with real-life local and global challenges, and supports their development of career-readiness capabilities and the University's Graduate Attributes.
18. We have taken considerable strides in our development of blended and online learning over the last three years, guided by our Student eExperience Strategy 2013-17. Our students now benefit from provision of MyUni (or other Learning Management System) sites for the vast majority of our courses, and we have invested substantially in improving our web and mobile platforms and services. We have developed imaginative new learning and teaching approaches, including 'flipped classroom' and related approaches which enable us to deliver lecture content, assessment and feedback online, and shift toward more interactive learning in the face-to-face environment - a key approach in the development of SGDE. We launched five MOOCs (Massive Open Online Courses) in 2015, and this experience has begun to generate new digital resources, and illustrate new ways of designing online learning activity and content, that are transferable to our mainstream teaching. We know that having flexible access to recorded lectures is of fundamental priority to our students, and we have made advances in providing this, but not as rapidly as needed.
19. Further development of our blended and online learning approaches will continue to be a major focus of our enhancement and innovation activity over the next three years. We aspire ultimately to create a fully seamless, joined-up online experience for our students that provides flexibility of access both to high-quality digital content and to rich online learning interactions with peers and academic staff, reinforcing our students' engagement, cohort identity and sense of academic connection and belonging. To achieve this goal, we must continue both to develop our own digital content and exploit the availability of web-based open educational resources. But we must also focus much more on leveraging technology in the service of providing flexible access, active and collaborative learning tasks, varied and creative assessment tasks including those that engage students in creating sharable digital content, and adaptive and personalised support that meets diverse student needs. Our priority actions in this area are designed to support this developmental journey.
20. We will continue to modernise the traditional lecture and we will make more use of pre-recorded content, online assessments, interactive classroom techniques, interaction using social media, and the use of e-portfolios. This will enable us to maximise the value of face-to-face interaction in blended learning approaches. We will ensure that all learning events and tasks in all courses, including lectures, engage students in active learning. We will upgrade or replace our current LMS to make it easier to use and to innovate, and we will invest in a new media content system that will substantially improve the ease and quality of digital content creation by both staff and students, as well as enable automated lecture recording. We will move decisively and rapidly toward digital recording of all lectures, and ensure that recordings are of a high quality. We will increase support for

staff to experiment with new techniques and tools, and we will maximise the assets and knowledge developed through our AdelaideX MOOC program to enhance the on-campus student experience.

TABLE 2: LEARNING			
SGDE and scholarship of discovery for all students			
Actions	2.1	Ensure SGDEs for all students in each year of study	BOP Q3 2016 Bachelors; Q3 2017 Honours and Masters
	2.2	Ensure all undergraduate students interact with one of the faculties' leading researchers each year	BOP Q4 2017
	2.3	Explore feasibility of a University-wide SGDE program to engage all students and link SGDE explicitly to real life local and global challenges and career-readiness	Q4 2016
Blended and online learning			
Actions	2.4	Increase use of LMS and other digital technologies for active, collaborative and discovery-oriented learning ensuring all courses have an actively used LMS site and provide digital media content for self-paced use	BOP Q4 2018
	2.5	University positioned to mainstream lecture recording (record, and make available online, all face-to-face lectures)	Q4 2016
	2.6	By 2018 use active learning throughout all courses, e.g. 'flipped classroom' (or similar interactive) large group teaching approaches	Q4 2018
	2.7	Expand AdelaideX MOOC/SPOC (Small Private Online Course) program and demonstrate its value for learning and teaching at the University e.g. using MOOC learning assets and design principles to inform innovation in blended and online learning for University of Adelaide students	BOP Q4 2018
Enhanced digital learning tools and more integrated digital environment available to all students			
Action	2.8	Continuously improve digital learning tools and web services for all students including the LMS, to achieve the goals of the Learning Technologies Roadmap and respond to new emerging opportunities	BOP Q4 2018

2.3 Assessment and feedback

21. Assessment drives and shapes the quality and nature of student engagement with learning - what students focus on, when they study, how they study, and how much time they spend on task - and for this reason it must be a central focus of any educational development and innovation initiative. Our challenge is to ensure that our assessment practices - including formative assessment (feedback) as well as summative assessment - do justice to the learning outcomes we and our students expect from our programs and courses. This will include disciplinary learning outcomes and those that relate to our

Graduate Attributes and to our aims to equip students with career-readiness capabilities. We also must ensure that they reflect our commitment to active, engaged and inclusive learning. We therefore will review current practices and increase the variety of the assessments by which our students can demonstrate their learning. We will experiment with replacing traditional forms of assessment with new approaches, focusing in particular on designing 'authentic' assessment tasks which ask students to apply knowledge and skills to genuine discovery scenarios or real-world tasks such as problem-solving in workplace settings, and on using digital technologies creatively for e-assessment. We will share examples of effective practice widely across the institution. With flexibility and inclusivity in mind, we also will explore the merits and logistics of providing more of our students with increased choice among assessment tasks in particular courses.

22. Because of the importance of assessment in engagement and learning outcomes, we will ensure that all students gain regular opportunities for assessment of career-readiness capabilities. Similarly, because of the value of collaborative assessment tasks in developing our students' personal and professional attributes, we will ensure that all our students gain opportunities to engage in collaborative tasks in which the collaboration is assessed.
23. And finally, in acknowledgement that e-submission and e-marking are priorities for our students, in terms of the expectations they have of the flexibility of our provision, we will ensure that the very large majority of assessments in all programs will be submitted, marked and returned to students online.

TABLE 3: ASSESSMENT		
More varied, 'authentic' and flexible assessment tasks		
Actions	3.1 Conduct program-level review of assessment tasks including mapping of career-readiness assessments in all years of all programs	Q4 2016
	3.2 Pilot new forms of formative and summative assessment in at least one program in all faculties including creative e-assessment approaches and exploration of increased use of flexible assessment	Q4 2017
	3.3 Include tasks that assess career-readiness outcomes for every student across a program at multiple and regular points	Q4 2017
	3.4 Include at least one collaborative assessment task in each year of every program	Q4 2017
Increased e-submission and e-marking		
Action	3.5 Mainstream e-submission and e-marking for assessments	BOP Q4 2017

2.4 Transitions

24. Our approach to supporting student transitions will acknowledge and support the whole student journey, from pre-entry, through the levels of study, to graduate employment. As part of our career-readiness framework, we will establish an Award Scheme that enables our graduates to demonstrate their career-readiness capabilities to employers.
25. We will include a strong focus in our learning and teaching development initiatives on supporting student retention and success. Retention of commencing domestic students is related in large part to selectivity of admission standards. With a commencing domestic

student retention rate of 87% (and highly variable across our programs), we rank at the bottom of the Go8. At a time when we have had a particular focus on improving retention, our overall performance has fallen consistently over the last four years despite positive initiatives and signs of more encouraging trends in some areas. This coincides with the advent of the demand-driven system, when all institutions have become somewhat less selective; nevertheless, the rest of the Go8 have been able at least to maintain their level of retention and in some cases improve it.

26. In light of our commitment to providing an inclusive educational environment, and to responding to the increasing diversity and changing study patterns of our student body, the Strategy prioritises improved retention, and successful completion, as a key goal. It recognises that, along with provision of pathways and support for student groups with specific support needs, many approaches to improving retention are relevant to, and benefit, all students; interventions to improve student retention and success benefit from being mainstreamed into provision in which all students participate. We will review and refresh our retention strategy and make better use of institutional data and learning analytics, as well as increase sharing of practice across faculties, to inform what we do.
27. Our approach will recognise that - among a range of factors - a strong sense of belonging in higher education is at the heart of student retention, and that active student engagement in the academic sphere, which in turn promotes social integration, is critical to engendering this. Recognising also that nurturing a strong sense of engagement and belonging is especially important at an early stage in undergraduate careers, and building on our existing work on the first year experience, we will focus in particular on successful transitions into and through the first year. Effectively designed academic programs, high-quality, student-centred learning and teaching, and well-integrated guidance and support services including peer support, all play a role in nurturing a culture of belonging and redressing patterns of differential attainment among different student cohorts. By establishing a coordinated institution-wide framework for engagement and support, we will build on and refine our existing approaches to improved retention and success, leveraging the benefits of inter-faculty exchange and partnership with our preferred pathway providers, in order to achieve greater impact throughout the student journey.

TABLE 4: TRANSITIONS		
Improved student engagement and retention		
Actions	4.1 Review and revise institutional engagement and retention strategy, to establish a coordinated framework with clear faculty and institutional targets and central support for embedded academic/support interventions	Q1 2016
	4.2 Pilot an inter-faculty first-year experience enhancement project	Q4 2017
	4.3 Explore feasibility of piloting an externally provided after-hours on-line tutor support service	Q4 2016
	4.4 Implement an enhanced second cycle of externally provided retention support service	Q4 2018
	4.5 Enhance student success services for academic skills through increased integration (Maths Learning Centre, Writing Centre, Peer Assisted Study Sessions)	Q1 2016
Less complex, more streamlined and flexible, academic program structures and pathways		

Action	4.6	Review program structures and pathways in all faculties to establish principles for more streamlined and flexible models, without compromising benefits of cohort identity, to be implemented through the program review cycle	Q4 2016
Increased flexibility in modes of delivery			
Action	4.7	Expand intensive and non-traditional teaching modes and explore calendar innovations in all faculties	BOP Q4 2018
Improved transitions to graduate employment			
Action	4.8	Create Award Scheme enabling students to demonstrate career-readiness achievements	BOP Q1 2017

2.5 Teaching

28. The Beacon of Enlightenment identifies investment in staff capacity, development and support as essential if we are to achieve our institutional learning and teaching goals, to ensure capacity to lead the development of new approaches and maintenance of the high quality of our provision as learning and teaching continue to evolve. New initiatives include the creation of faculty-based academic roles (Stephen Cole the Elder Fellows) with responsibility for providing leadership in the area of e-learning, a team of eLearning Advisors, and a number of Communities of Practice. Our MOOCs strategy was designed with capacity-building in mind and at the end of our first MOOC production cycle we are beginning to see beneficial knowledge-transfer across to the mainstream of blended and online learning for our students.
29. We will build on these initiatives to further strengthen support for initial and continuing development of academic and other staff who teach and support learning, and will prioritise a focus on SGDE, e-learning and digital literacies, and assessment practices in the enhanced support provided. We will provide greater coordination and a wider range of formal and informal opportunities for initial and continuing professional development, within a supportive institutional framework for teaching quality and excellence that will include peer review, and reward and recognition. This will provide all staff with a clear view of the University's expectations in relation to teaching standards and professional development, and of the support available for professional development and scholarship of teaching at all points of academic careers, from early career teaching to senior strategic leadership. There will be a specific focus on clarified expectations and better support for sessional teachers. We also will explore the potential benefits to our staff of gaining professional recognition for teaching against the UK's international professional standards framework or equivalent. In order to support development of the University's leadership capacity in teaching and to recognise the aspirations of those staff who wish to make their principal contribution through teaching, we will establish a new Education Specialist career pathway which will develop and provide leadership in teaching for the institution.

TABLE 5: TEACHING			
Institutional framework for teaching quality and excellence			
Action	5.1	Develop and implement a clear institutional framework incorporating teaching quality and excellence standards, support and development, peer review, reward and recognition, and career pathways	Q2 2017

Increased staff confidence and expertise in teaching, including blended and online approaches			
Actions	5.2	Review existing initial and continuing professional development opportunities for staff who teach and support learning	Q2 2016
	5.3	Establish coordinated approach to initial training, continuing professional development, leadership development and teaching-related scholarship, with updated policy, to support faculty needs and delivery, and facilitate knowledge-sharing and collaboration between faculties, including key role for Education Specialists	Q4 2017
	5.4	Continue to support Communities of Practice aligned with strategic priorities and Stephen Cole the Elder Fellow roles in faculties to lead blended and online development; increase e-learning advisory capacity	Q1 2016
	5.5	Establish SGDE Fellow position to lead and support development of high quality and innovative SGDE, and evaluation activity	Q1 2016
	5.6	Establish strategic staff development grants in SGDE	BOP Q2 2016
	5.7	Review and update web-based institutional resources for best practice and innovation in learning and teaching, including enhanced resources for SGDE and blended/online learning	Q4 2016
Enhanced reward and recognition for teaching			
Actions	5.8	Review institutional teaching awards scheme and introduce student-led learning and teaching awards; create award for SGDE	BOP Q3 2016; Q4 2016
	5.9	Establish Education Specialist roles and strengthen recognition and career path for teaching	BOP Q3 2016
	5.10	Pilot, and mainstream as appropriate, professional recognition against international standards for learning and teaching (Higher Education Academy)	Q4 2016

2.6 Community and co-creation

30. The need to strengthen our students' sense of belonging and community within the University, in particular at the level of academic programs and disciplines, is a pervasive theme of this Strategy which was highlighted strongly through the consultation with staff and students. The Strategy recognises the importance of a sense of connectedness in forging student engagement, retention and success, and identifies our existing ethos of partnership and co-creation among staff and students as a powerful springboard for further development in this area.
31. Our Statement of Mutual Expectations, developed under the auspices of the Beacon of Enlightenment, explicitly recognises the University and our students as partners in creating a unique educational experience at Adelaide. Building on this, we will continue to nurture our commitment to partnership through practical initiatives, both in learning and teaching, and in educational quality enhancement and innovation. Our strong commitment

to including students as full participants in the research mission of our University, through SGDE and the scholarship of discovery, combined with our commitment to working with students as co-creators and change-agents in the development of new learning environments such as Hub Central, reflects this ethos and positions us to take a distinctive lead in the sector in a progressive approach that is receiving increasing attention in other Australian institutions.

32. This aspect of our Strategy is based on recognition of the benefits to educational outcomes when student-centred learning approaches that treat students as active partners - with each other, and with staff - and co-creators of knowledge are used, and when students gain co-curricular and extra-curricular opportunities to contribute to the life of their academic community. Acknowledging the multiple ways in which student engagement through co-creation and community-building may be understood and implemented across the University, we will explore existing approaches and perspectives to inform and support development in this area, within a flexible framework as appropriate to differing disciplinary practices and faculty needs.
33. The scope of existing and future activity may, for example, include a range of active learning and teaching methods, approaches to strengthening program cohort identity, or student involvement in areas such as the co-design of courses, the creation of learning resources, the development and evaluation of new learning and teaching initiatives, peer-learning and support, or institutional research relating to learning and teaching. We also will seek to learn more about our students' experiences of engagement and belonging. From there, informed by developments in the wider sector, we will take forward a number of actions designed to strengthen students' sense of connection to their academic program, and their participation in learning and teaching support and enhancement. This will include further exploration and development of the role of digital technologies in supporting connection and community-building at program level and beyond.

TABLE 6: COMMUNITY AND CO-CREATION		
Students' sense of belonging to their academic community and pathway has strengthened		
Actions	6.1 Evaluate student engagement including sense of belonging to establish 2016 baseline and repeat in 2018	Q3 2016, Q4 2018
	6.2 Embed focus on strengthening cohort identity and formation of learning communities into all programs including through use of digital technologies	Q4 2018
Enhanced role for students as partners in: learning and teaching governance; learning and research; curriculum development and review; learning and teaching enhancement; peer support		
Actions	6.3 Review student engagement strategies across the University and establish student engagement framework to guide future development (see also Table 4)	Q4 2016
	6.4 Explore existing approaches to co-creation and partnership in learning and teaching at the University and provide support for further development	Q4 2016
	6.5 Increase student participation in areas including: learning and teaching governance; program development and review; learning and teaching enhancement and innovation; mentoring and peer support	Q2 2017

	6.6 Pilot student-led learning and teaching champions/leaders forum and include students in communities of practice	Q2 2017
	6.7 Provide training and support for students in representative roles	Q4 2016

2.7 Analytics and evaluation

34. We will review and strengthen our approaches to using evidence to inform improvements in the quality of our educational provision and to guide the directions we take in development and innovation. A key focus here will be on leveraging current advances in learning analytics as a key enabler for our educational goals. We will provide personalised student support, drawing on data on learning behaviour generated through students' engagement with digital resources. This is a new area of institutional capability-building for us. The aim will be to enable teaching staff to use data from MyUni and other sources to investigate and more effectively respond to the learning patterns and experiences of their students. We also will explore ways of providing students with access to data about their own learning, to provide them with additional tools and information to develop their awareness and skills in independent learning. We will work toward this initially by establishing an institutional learning analytics roadmap to guide development in this area, and by providing support to academic staff in the use of analytics tools to enhance their students' engagement and success.
35. At present, we measure our performance on educational quality primarily through a focus on student satisfaction. Overall student satisfaction is measured nationally for current students and recent graduates through the Student Experience Survey (SES) and Course Experience Questionnaire (CEQ) respectively. For current students, we have performed at or near the Go8 average in both of the two years the SES has run. Ten years ago, the University rated consistently at or near the bottom of all Australian universities in the CEQ; in the most recent edition 2014 we rated 2nd in the Go8. The improvement in this survey appears to be in part a result of adopting survey administration practices consistent with other well-performing institutions, but there appears to be an underlying improvement in performance. This is reflected in our electronic internal satisfaction survey, Student Experience of Learning and Teaching (eSELT), where in 2014 84.5% of respondents overall agreed or strongly agreed that they were satisfied with the quality of the course. This figure has improved on average 1% per year for the last nine years. While the SES and CEQ are open to international students, response rates tend to be low. We do, however, perform well on the International Student Barometer, with better than 90% satisfaction overall, which is well ahead of national and international benchmarks. Indicators on which we perform significantly lower than benchmarks include opportunities to make local friends and to gain work experience.
36. Student feedback on their learning expectations and experiences provides essential guidance for quality enhancement of learning and teaching. Student satisfaction is widely accepted as a valid measure of educational quality, providing useful information to inform enhancement actions at faculty and institutional levels as well as improvements in individual programs and courses. However, measures of student engagement focus more specifically on students' participation in types of learning activity that are known to encourage engagement and thereby positive learning outcomes. Although widely recognised as valuable, we currently gather little data at institutional level on student engagement. In order to ensure alignment with our new Strategy, and in view of the establishment of the new national Higher Education Standards Framework (2015), it will be important to review eSELTS, and revise as appropriate, to ensure that we are gathering the most useful feedback on the learning experience at both program and

course level. At the same time, we must ensure that all students can be confident of receiving timely responses to their eSELT feedback and provide improved opportunities for them to provide feedback during, as well as after, course delivery.

37. In order to inform the development of our educational proposition, and improve our support for the professional development of teaching staff we will examine student and staff experiences of learning and teaching, monitor students' priorities for improvements and developments, and benchmark against other institutions. It will be timely to focus, in particular, on evaluating student experiences of SGDE and blended learning approaches, and to explore ways of understanding the impact of embedding career-readiness into the curriculum.

TABLE 7: ANALYTICS AND EVALUATION			
Improved use of data to support learning and teaching, engagement and retention, and inform enhancement strategy			
Actions	7.1	Review current state of learning analytics activity across the institution and establish a learning analytics strategic roadmap and governance structure to guide improved institutional implementation of learning analytics including new systems, tools, practices and support	Q2 2016
	7.2	Pilot and, as appropriate, mainstream new learning analytics tools for staff and student use	Q4 2016
	7.3	Provide enhanced support to staff for use of learning analytics in teaching	Q4 2016
	7.4	Use learning analytics in at least 5% of all courses	BOP Q4 2018
Improved mechanisms for student feedback on program, course and teaching quality			
Actions	7.5	Review eSELTs and refresh as appropriate to provide enhanced feedback on student engagement and experience	Q4 2016
	7.6	Establish requirements and mechanisms on all programs and courses to provide students with timely responses to their feedback	Q4 2016
	7.7	Pilot, and mainstream as appropriate, mechanisms for students to provide feedback during, as well as after, course delivery	Q4 2017
Improved evidence base on student and staff experiences of learning and teaching at the University, including of SGDE and blended and online learning			
Action	7.8	Conduct baseline and on-going evaluation of student and staff experiences of learning and teaching, and staff development requirements including for blended and e-learning, aligned to strategic priorities for enhancement	Q3 2016, Q4 2018
Improved impact evaluation of learning and teaching developments and innovations			
Actions	7.9	Evaluate impact of SGDE and blended learning approaches	Q2 2016, Q4 2018
	7.10	Pilot measurement of 'learning gain' relating to students' career-readiness development	Q4 2017

	7.11 Benchmark the University's 'eLearning Maturity' using eMM model	Q2 2018
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3. Conclusion

38. Given direction by the University's Beacon of Enlightenment Strategic Plan, the Strategy sets an ambitious but achievable learning and teaching enhancement and innovation agenda. It prioritises key goals and actions, to be enabled by strategic deployment of available resources. We have unique strengths as a teaching and research institution and we have made considerable advances in recent years in strengthening our educational vision and practices. We are well-positioned to respond to the challenges and opportunities of the changing higher education environment and, in focusing squarely on the engagement and success of our students, to achieve our goal of providing a distinctive learning experience of the highest value and quality.

Appendices

Appendix 1 Strategy Development and Consultation

Appendix 2 Working Group

Appendix 1

PROCESS OF DEVELOPMENT AND CONSULTATION FOR THE UNIVERSITY OF ADELAIDE'S STRATEGY FOR LEARNING, TEACHING AND ASSESSMENT 2016-18

A small Working Group convened by the Pro Vice-Chancellor (Student Learning) was established to guide the development of the Strategy. Members were invited from each faculty and provided representation from a range of learning and teaching leadership roles (Appendix 2). The Working Group met six times during the development of the Strategy, and members also participated in a number of the consultation activities.

Consultation process

The Working Group agreed a Development Plan incorporating consultation with staff and students, with the aim of ensuring that the Strategy would be established with reference to a transparent, collaborative process encouraging open communication and engagement across the University community as a whole.

The consultation process utilised a structured framework for development of change initiatives that supported an impact - and outcomes - focused approach to stakeholder-based planning and evaluation. The framework encourages the emergence of an informal 'theory' of change, amenable to testing, based on identification of activities and resources deemed to be required for the achievement of agreed strategic priorities. It was used to guide discussions at each stage of the process and participants were invited to consider the need for prioritisation among goals and activities. After exploring vision and goals for 2023, participants were asked to consider what outcomes we could aim to achieve by 2018 that would be most helpful in moving the University towards our achievement. Participants discussed the current situation and what could be changed, areas that should be given most priority, and whether there were things that we should stop doing. The final stage of each discussion invited development of ideas for potential actions and projects that could have real impact within the next 3 years.

A series of consultation events took place in August and early September 2015. In total, over 150 staff and students participated. The events stimulated lively debate that demonstrated that staff and students care passionately about the future of learning, teaching and assessment at the University and seek to engage with enhancement and innovation initiatives.

Reference Group

Over 80 invitations were extended to staff and students, from all areas of the University, to participate in the Reference Group for the Strategy development. These included invitations to staff in leadership roles in key areas relating to learning and teaching. Effort was made to ensure balance between academic and professional staff participation, and between faculties and divisional areas. Invitations also were extended to students in leadership and representative roles - including learning and teaching committee members, Student Union representatives - and MyUni Assist/PASS leaders.

The Reference Group met twice, with 46 staff and 11 students attending one or both of the half-day workshops. In cases where members were unable to attend one of these, most arranged for proxies to attend in their place. Student attendance at the second workshop was considerably lower than at the first, but a number of those student members attended an additional student-led discussion forum that took place in-between the Reference Group workshops. The first Reference Group workshop was held on 27 July 2015. Following a preliminary presentation introducing the context and scope of the planned Strategy, participants worked in groups using a structured discussion

framework to reflect on, and debate, their vision for learning and teaching at the University in 2023, and the outcomes needed in the three-year time frame of the 2016-18 Strategy in order to achieve 2023 goals. They then were invited to propose initial ideas for actions to enable achievement of desired outcomes. Notes made by groups subsequently were collated and used as a starting point for discussion at the second workshop.

The second Reference Group workshop was held on 7 August 2015. This workshop focused on outcomes in 8 key areas identified previously and, working in groups, participants generated and explored ideas for activities and projects to address these.

Student Forum

Student Reference Group members were invited to organise a student-led event of their own design. Reference Group member Ethan Dutcher, Chair of the Student Affairs Committee and Member of Council, hosted a discussion session on 3 August 2015. Approximately 50 students were invited. Twelve attended, 5 of whom had attended the first Reference Group workshop. A summary paper of the discussion was generated and key points of discussion shared with members of the Reference Group at its second workshop.

Open Sessions

A condensed version of the structure for Reference Group discussions was used for the Open Sessions, to which staff and students of the University were invited. One session was held at each campus in late August. Interest in attending the North Terrace workshop was particularly high, so 2 additional sessions were held there in early September.

Twelve staff attended the Roseworthy session (24 August 2015) and 6 attended the Waite session (27 August 2015). Participants were primarily academic staff, along with a number of professional staff in student support roles. The first North Terrace session (25 August 2015) was attended by 45 staff and students. Participant composition was evenly split between academic staff, professional staff, and students. The second North Terrace session (1 September 2015) was attended by 35 staff and students, and the third (3 September 2015), was attended by 20 staff and students. Participants in the final two Open Sessions were predominately professional staff, along with strong representation from our 'preferred pathway' partners, Bradford College and University Senior College. A small number of students attended each of the sessions.

Participants in the Open Sessions were introduced to the themes that had emerged from Reference Group workshops and, working in groups, were invited to respond to, debate, and build on these from their own perspectives. Perspectives on desired outcomes, actions and resources for the Strategy were developed in relation to themes of particular interest to the group.

Heads of School, University Learning Committee (ULC) and Executive Deans

Heads of School were consulted through a Quality Enhancement Committee workshop (19 August 2015). In the 1-hour session, Working Group members led discussion around these questions: where do you want your School to be in relation to learning, teaching and assessment developments by 2018? What are your priorities for change? Are there things the school/faculty/University should stop doing, as well as new things we need to do? What would make it easier for you to achieve your goals for learning and teaching development?

A preliminary draft of the Strategy was presented to ULC in October 2015 and Executive Deans consulted subsequently.

Website and blog

A website and blog were created to keep staff and students informed of events and developments related to the Strategy, and to provide an avenue for additional feedback and comments. A small number of email submissions were made, primarily from staff who had participated in one of the consultation sessions and wished to provide additional input.

Consultation Report

A report was developed following the consultation process, which summarises the themes that emerged from the discussion. Feedback was invited on a draft version of the report, which was made available to consultation participants via the Strategy website. Consultation participants were also invited to respond to a preliminary version of the Strategy document, which outlined the proposed goals and priority actions.

Appendix 2

Strategy for Learning, Teaching and Assessment Working Group

Membership

Professor Philippa Levy, Pro Vice-Chancellor (Student Learning), Convenor

Dr Lucy Potter, Associate Dean (Learning and Teaching), Faculty of Arts

Professor Peter Ashman, Head, School of Chemical Engineering, Faculty of Engineering, Computer and Mathematical Sciences

Associate Professor Mario Ricci, Stephen Cole the Elder Fellow, Faculty of Health Sciences

Professor John Williams, Dean of Law, Faculty of the Professions

Professor Simon Pyke, Deputy Dean (Learning and Teaching – Quality and Assurance), Faculty of Sciences

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