

Faculty of Humanities and Social Sciences

Teaching and Learning Activities and Graduate Attributes

Description	Learning Function and Focus	* Relevant GAs except knowledge: 1a, 1b 1c	Resources
Case Studies, Simulations and Games			
Students engage in scenarios or rule-based strategic decisions that present real world problems in a discipline context.	Facilitates the appreciation of complex, real world problems and the skills to determine effective responses to them. May also demonstrate team work	2b, 3b, 3c, 3d, 4b,(4c) 8a	<p>In-Class Simulation Games: Assessing Student Learning http://jite.org/documents/Vol2/v2p001-013-59.pdf</p> <p>Simulated Worlds: Rapid Generation of Web-Based Role-Play http://ausweb.scu.edu.au/aw01/papers/refereed/ip/paper.html</p> <p>Fablusi http://www.fablusi.com/</p> <p>Simulating War: Studying Conflict through Simulation Games http://www.kcl.ac.uk/sspp/departments/warstudies/people/professors/sabin/simwar.aspx</p>
Debate			
Two teams take opposing positions on a topic and present arguments for their respective positions.	Facilitates development of higher order cognitive skills, the skills to research a topic and to understand it from a range of perspectives, and to present persuasive arguments orally to an audience.	2b, 3a, 3b, 3c, 3d, 4b, 4c, 6a, 8a,	<p>The How and Why to Debates - BSI Education http://www.google.com.au/url?sa=t&rct=j&q=forms%20of%20assessment%20debating&source=web&cd=2&ved=0CDAQFjAB&url=http%3A%2F%2Fwww.bsieducation.org%2Feducation%2Fdownloads%2Fijqs%2Fteaching-materials%2Fstand-alone%2FLecture-material-Hows-whys-of-debates.doc&ei=T5wWUtjAFoO_IQWHy4HICw&usq=AFQjCNF0xLshzGWMUreePFCfxtLQnuMPQ&bvm=bv.51156542.d.dGI</p> <p>http://www.docstoc.com/docs/71010843/Debate-Assessment-Rubric</p>
Field-based Learning			
Students engage in activities in real-world situations.	Facilitates the understanding of real world situations, and the development of skills in operating in professional contexts	3a, 3b, 3c, 3d, 4b, (4c), 6b, 8a	<p>http://www.queensu.ca/ctl/resources/topicspecific/fieldbased.html</p> <p>http://www.brighton.ac.uk/pabsstudyskills/essential-skills/field-trip-reports.html</p>

Lecturing			
The presentation of content in an oral form which may be accompanied by written material. Often the term 'lecture' is used to indicate a large group learning experience which uses more interactive teaching and learning techniques.	Facilitates the acquisition of knowledge and the development of skills in active listening and note taking.		http://www.deakin.edu.au/itl/assets/resources/pd/tl-modules/teaching-approach/effective-lecturing/effectivelecturing.pdf http://www.cadad.edu.au/largeclasses/
Micro-activities			
Brainstorming Students contribute ideas on a topic	Demonstrates ability to generate ideas on a topic	3a, 4c,	http://tep.uoregon.edu/resources/assessment/assess_inclass.html
Concept Mapping Involves identifying concepts and relating them to the network of other concepts	Facilitates development of conceptual; frameworks	3a,	http://tep.uoregon.edu/resources/assessment/assess_inclass.html
Problem Solving Students in pairs or groups are provided with a problem to which they must respond according to a direction. eg analysis of the issue, resolution, how it might be resolved, resources/ authors that are relevant.	Facilitates the development of problem solving skills in a group context.	3a, 3b, 3c, 3d, 4b, 4c	https://academicskills.anu.edu.au/resources/listing/96
Question and Answer Pairs (oral) Students ask the student next to them a question about the topic under consideration. May be: something the question needs to understand; a question that requires a response; a response/reaction to a concept; summary of an idea and a process.	Facilitates the understanding of content and the development of higher order cognitive skills	3a, 3b, 3c, 3d, 4b, 4c	
Question and Answer Pairs (written) The activity is the same as above except the answer needs to be written.	Facilitates the understanding of content and development of higher order cognitive skills	3a, 3b, 3c, 3d, 4b, 4c	
Question and Answer Pairs (reading) Students read a short piece and then explain it/answer a question about it to each other.	Facilitates the understanding of content and higher order cognitive skills.	3a, 3b, 3c, 3d, 4b, 4c	
Question and Answer Pairs (issue) Students write briefly and then share their answers with the person nearby. Triggers may be: a response to a student question in class, how to explain a commonly made mistake, an example of a model/pattern, an application of a particular idea.	Facilitates the understanding of content and the application of ideas.	3a, 3b, 3c, 3d, 4b, 4c	
Question and Answer Groups (oral) Each participant in a small group take turns in asking the group a question. The group confers until they have all agreed on the answer. The questioner nominates one person to give the group response.	Facilitates the understanding and articulation of content through group processes.	3a, 3b, 3c, 4b, 4c,	

Question and Answer Groups (written) Questions are written on butchers' paper and stuck on the wall. Small groups rotate through the questions and write their responses to the questions or provide additional ideas where there is already a response..	Facilitates the understanding and articulation of content through group processes.	3a, 3b, 3c, 4c	
Question Generator Students are presented with a brief scenario and are asked to generate the questions that would need to be explored in order to resolve the issues.	Facilitates the development of analytical skills.	3a, 3b, 3c,	
Quiz Formative assessment opportunity which provides feedback for staff and/or students.	Facilitates learning by identifying what is not yet understood.		http://tep.uoregon.edu/resources/assessment/multiplechoicequestions/mc4critthink.html
Role Plays Students assume an identified role within a scenario and play out that role.	Provides opportunity for students to see other perspectives.	3a, 3b, 3c, 4a, b, 4c, 8a, 8b	
Rotating Explanations Students sit in a circle and are Some time is given for students to individually consider the topic. A person is nominated to start the explanation/answer. Any person in the group can interrupt and take over the explanation by raising their hand and continue until another person takes over.	Provides opportunity for students to articulate understandings within a dynamic group context.	3a, 3b, 3c, 4a, 4b, 4c,	
Simulated Interviews Students in groups of three are given the task of interviewing each other about a particular topic. The interviewee is provided with a role to play which involves a number of pertinent issues not known to the interviewer. The third member provides feedback on the interviewer's approach	Facilitates development of interpersonal and problem solving skills.	3a, 3b, 3c, 3d, 4a, 4b, 7a, 8a, 8b,	
Online teaching			
Blog Online posts made by the owner(s)/author(s). Readers can comment. Documents opinions, views over time.	Facilitates personal responsibility for learning through sustained reflection and self-critique.	3a, 3b, 3c, 4b, 5b, 6a, 6b,	http://teaching.unsw.edu.au/printpdf/532 http://www.youtube.com/watch?v=NN2l1pWXjXI&feature=youtu.be http://www.adelaide.edu.au/myuni/staff/resources/tutorials/content/Differences_between_Discussion_Boards_Blogs_and_Wikis.html
Wikis Collaborative online tool which can be used by a group to achieve consensus through progressive iterations of documents.	Facilitates collaborative learning through creating shared documents in an online context	3a, 3b, 3c, 4a, 4b, 4c, 5b, 6a, 6b,	http://www.adelaide.edu.au/myuni/staff/resources/tutorials/content/Differences_between_Discussion_Boards_Blogs_and_Wikis.html http://blog.wikispaces.com/2013/04/wikispaces-classroom-formative-assessment.html

Discussion Boards Asynchronous group interaction involving short postings about set topic which are organised into threads.	Facilitates interaction with others on a specific topic in an electronic environment	4b, 4c, 5b, 6b	http://www.edutopia.org/pdfs/stw/edutopia-onlinelearning-mastering-online-discussion-board-facilitation.pdf http://www.brookes.ac.uk/services/ocslid/resources/briefing_papers/online_discussions.pdf http://www.adelaide.edu.au/myuni/staff/resources/tutorials/content/Differences-between-Discussion-Boards-Blogs-and-Wikis.html http://www.brookes.ac.uk/services/ocslid/resources/briefing_papers/online_discussions.pdf
Facebook Social networking website that facilitates online communication and sharing material such as photos, videos and stories.	Facilitates collaboration through the use of contemporary technologies a real world context.	3d, 5a, 5b, 7a, 8b	http://www.ejbest.org/upload/eJBEST_Backer_2010_4(1).pdf
Smart Phones An advanced form of a Wireless Mobile Device (WMD) that functions like a computer by providing communication facilities (mobile phone, internet access, email, and GPS) and devices such as camera, video, MP3 player.	Facilitates interaction, access to and sharing of resources, capturing images and sound.	2a, 2b, 4c, 5a, 5b,	http://www.teachthought.com/technology/36-smart-ideas-for-using-smartphones-in-the-classroom/ http://www.teachthought.com/technology/smartphones-in-the-classroom-working-smarter-not-harder/ http://plpnetwork.com/2012/11/21/teaching-smartphones/ http://www.elearning.uq.edu.au/content/virtual-classroom
Virtual Classroom Students engage in activities online in a simulated classroom.	Facilitates participate in an integrated online environment including discussion, blogs, wikis, working in groups, quizzes, presentations.	3a, 3b, 3c, 3d, (4c), 5b, 6b, 7a, 8a	http://www.elearning.uq.edu.au/content/virtual-classroom http://www.virtualclassrooms.info/
Quiz Formative assessment opportunity which provides feedback for staff and/or students.	Facilitates learning by identifying what is not yet understood.		http://tep.uoregon.edu/resources/assessment/multiplechoicequestions/mc4critthink.html
Past exam papers			
Students are introduced to typical exam questions and gain experience in useful strategies and approaches. May be provided within a group-based setting or as a resource.	Provides opportunity for students understand the nature of the exam and how to prepare for it.	3a, 3b, 3c, 6a,	
Peer Assisted Learning			
Students provide teaching and support to their peers. Formal arrangements use more senior students and include training and payment for peer tutors.	Peer teachers provide a student's insight into the topic. Reinforces learning for the teacher as well as the learner.	3a, 4b, 4c,	http://www.docs.hss.ed.ac.uk/iad/Learning_teaching/Academic_pastoral/Peer_support_toolkit/Options/PALS/Peer_Assisted_Learning.pdf http://www.gla.ac.uk/media/media_9269_en.pdf
Performance			
Students perform readings of poetry, plays etc as a means of understanding specific literary techniques or particular writings.	Facilitates an understanding of the creative work and its literary characteristics	3a, 3b, 3c, 4b, (4c)	

Readings			
Selected readings identified by the lecturer which may be the basis of resource-based learning or used in conjunction with face-to-face. May be accessed online.	Facilitates understanding of content through selected items	3a, (5b)	
Reflective Journals			
A cumulative record of learning and responses and reactions to these learning experiences.	Facilitates the formation of perspectives over time.	3a, 4b,	
Resource-based/web-based learning			
Students use already available resources for self-instructional learning. Generally replaces face-to-face (or part of it) and is facilitated through a study guide.	Facilitates the learning of content through resources generally developed for other purposes (eg journal articles).	2b, 3a, 3b, 3c, 6b,	http://www.teaching-learning.utas.edu.au/orientation/rbl http://library.queensu.ca/webedu/guides/subject/rbl/benefits.htm http://www.youtube.com/watch?v=oG4g7hYNgS0
Study guides			
Provides guidance in learning, often in association with resource-based learning.	Facilitates the learning process through accessing resources and analysis of ideas.	3a, 3b, 3c, 4b, 6b,	
Textual Analysis/Close Reading			
A range of methodologies are used to recover meaning from text. Includes what is said and how it is said.	Facilitates the development of skills in ability to analyse and synthesise text for	3a, 3c, 4a, 8b	http://www.scribd.com/doc/21333699/Techniques-for-Textual-Analysis-and-Close-Reading
Tutorial/Seminars/Small Groups/Workshops			
Small group session on a particular topic with the opportunity for interaction and discussion. . May include presentation of a paper on the topic by a student.	Provides opportunity for students to interact in small groups around a particular topic.	2a, 2b, 3a, 3c, 4b, 4c, 6a,	http://www.monash.edu.au/lls/llonline/speaking/presentations/1.xml https://academicskills.anu.edu.au/resources/handouts/giving-tutorial-presentation Speaking in tutorials [DOCX 21KB] http://www.brookes.ac.uk/services/ocslid/resources/small-group/index.html http://www.brookes.ac.uk/services/ocslid/group_work/principles.html http://www.deakin.edu.au/itl/assets/resources/pd/tl-modules/teaching-approach/effective-lecturing/effectivelecturing.pdf http://teaching.unsw.edu.au/sites/default/files/upload-files/small_group_ideas.pdf

Work Experience/Placements/Work-integrated learning			
Students spend time in an employment-related context as a formal part of their learning.	Facilitates development of real world application of knowledge and skills as well as work-readiness.	2a, 2b, 3c, 3d, 7a, 8a, 8b.	http://tls.vu.edu.au/scs/liw/case_stud.htm http://www.olt.gov.au/system/files/resources/GPR_Work_Integrated_Learning_Orrell_2011.pdf
Workbooks			
Learning activities selected by a lecturer for use in conjunction with face-to-face teaching or resource-based learning.	Facilitates development of skills through practice exercises.	3a, 3b, 3c, (4c), 6b,	
General Assessment Resources			
<p>Group Assessment Dealing with free-riders in assessed group work http://www.tedi.uq.edu.au/resources/dealing-free-riders-assessed-group-work</p> <p>http://www.deakin.edu.au/itl/pd/tl-modules/teaching-approach/group-assignments/topic01.php</p> <p>http://www.brookes.ac.uk/services/ocsltd/resources/assess_grpwk.html</p> <p>http://www.cshe.unimelb.edu.au/assessinglearning/docs/Group.pdf</p>			
<p>Online Assessment http://www.cshe.unimelb.edu.au/assessinglearning/03/online.html</p> <p>http://www.acousticlab.org/dots_sample/module2/RoblesAndBraathen2002.pdf</p> <p>http://www.cshe.unimelb.edu.au/assessinglearning/docs/Online.pdf</p>			
<p>Large Groups http://www.heacademy.ac.uk/assets/York/documents/resources/database/id12_Briefing_on_the_Assessment_of_Large_Groups.rtf</p> <p>http://www.cshe.unimelb.edu.au/assessinglearning/ppt/LargeClasses.ppt</p>			

*NOTE: The Graduate Attributes identified here are indicative only. Others may also be involved depending on the context, focus and whether groups are involved. They also omit the knowledge-based (1a, 1b, 1c) Attribute on the basis that this is highly variable depending on the all assessment task.