

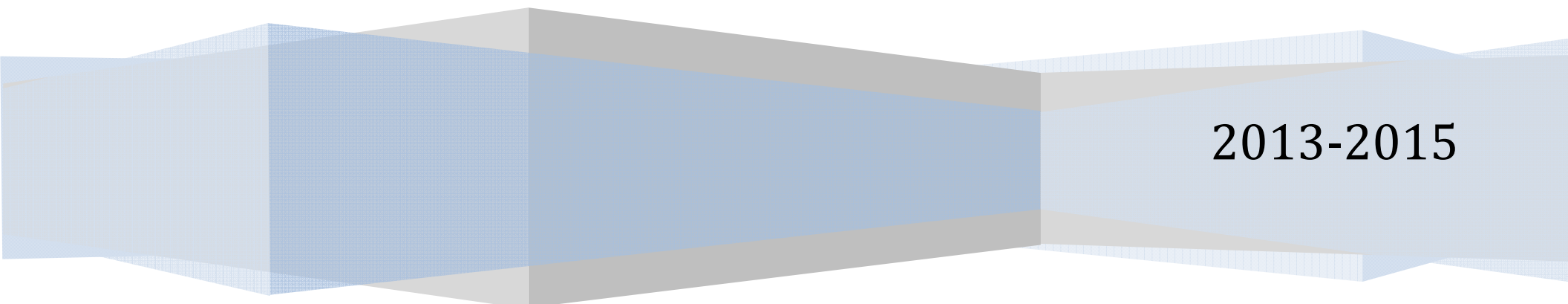
RMIT University

School of Media and Communication

Learning and Teaching Strategy

“Student success – in all dimensions of their experience – is the paramount concern.”

(McInnis, Ramsden & Maconachie, 2012, p.9)



2013-2015

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Summary of Learning and Teaching Priorities for 2013

The School priorities for learning and teaching are summarised below from the School Workplan. These priorities are based on analysis of student feedback in surveys and Student Staff Consultative Committees, and Program Annual Review (PAR) data. The School priorities also align with goals and priorities in the University Academic Plan, as follows:

Student Experience – Academic Plan Goal 1, Priority 1; Goal 2, Priorities 1, 2, 4; Goal 4, Priorities 1-2

*Enabler: Belonging Project, sense of community, selection, orientation, **transition and retention**, inclusive teaching*

Enabler: International Committee/workshops, internationalising the curriculum, mobility

*Enabler: Assessment Project, course guides, **assessment, moderation, results**, feedback*

Program Renewal – Academic Plan Goal 1, Priorities 3-4; Goal 2, Priorities 1-4, 6; Goal 3, Priorities 1, 3

*Enabler: **MC2015** with Postgraduate Review, pathways, equity, research/teaching links, AQF, VET industry training*

*Enabler: Teachers@Work, **transformation of delivery**, offshore, online, blended, new learning spaces, learning activities and resources, intensives*

Foster the Scholarship of Learning and Teaching – Academic Plan Goal 1, Priority 5; Goal 2, Priority 6

*Enabler: Community of Practice, **links between research and teaching**, mentoring/capacity development for scholarly teaching and publications, funded projects, awards*

Program Annual Review (PAR) – Academic Plan Goal 1, Priority 2

*Enabler: University PAR process, trend analysis, priorities, **action plans/Profile planning**, governance processes*

AQF quality and compliance of programs – Academic Plan Goal 1, Priority 3

*Enabler: University AQF process, all **HE program guides AQF compliant***

Learning and Teaching Strategy: 2013-2015

The overall goal is to foster the development of graduates as critical and creative thinkers, multi-skilled and collaborative practitioners, and responsible leaders with a global perspective (School of Media and Communication Workplan, 2012). **The aim** is for students to have a *positive learning experience*, and for our *programs to be innovative, competitive and underpinned by contemporary pedagogy*.

Learning is about change and transformation (Frye, Ketteridge, & Marshall, 2009). There will be an ongoing focus on ‘transition pedagogy’ and our students will develop a sense of belonging, empowerment and reward for success (Kift, Nelson & Clarke, 2010). In adopting the constructivist paradigm, our students will construct their own knowledge and make connections for themselves, rather than merely receive information (Biggs & Tang, 2007; de la Harpe & Peterson, 2009; Tagg, 2003; Weimer, 2002). In such a student-centred learning environment, they will be encouraged to develop self-management and self-regulated learning; they will be agile, flexible and adaptable. A social constructivist approach will also emphasise peer learning and the co-construction of knowledge (Woolfolk, 2008). Strong connections will be made within and between disciplines in collaborative learning environments, because “leadership, creativity and innovation are knowledge systems which can be more closely integrated for improved theory and practice within communities of practice” (Rickards & Moger, 2006, p.4). Strong connections between research and teaching will thus be embedded in the curriculum, to develop and shape future-oriented practice. The studio model will be explored further in this context (see for example Peterson, McWhinnie, Lawrence, & Arnold, 2012). Programs will make the most of industry and international links, and pathways, so that graduates are prepared for work in international settings.

The key objectives are 1) strengthening the overall student experience, and 2) innovation in program pedagogy and content. The Belonging Project will continue to report on success criteria for student experience initiatives and outcomes. Criteria for success in innovation will be developed by the disciplines. **The measurable objectives** across the program suite are also to have sustained or increased levels of demand, equity and retention; sustained or increased viability; and increased scores in student surveys. The expectation overall is an upward trend. Percentage improvement targets will be determined for each program. As a guide, GTS and OSI will be 70%+ in HE and 80%+ in TAFE.

The conceptual framework for developing a whole-of-school strategy, for both change *and* continuous improvement in learning and teaching, is the strategic knowledge network model. In this model there is a shared strategic intention and an outcome focus, with structure and governance (Leadership Practice). There is also a collegial environment with a focus on peer learning and mentoring, to improve and shape practice (Learning Practice). Leadership Practice is aimed at achieving strategic outcomes – this means being the preferred destination for internationalised media and communication education, based on an evidence-based reputation for excellence and innovation. Learning Practice is aimed at collaboration and peer support for teachers – this means ongoing improvement for scholarly teaching practice, supported by discipline related research and the scholarship of learning and teaching. The model as a conceptual framework is outlined in Table 1.

Strategic Knowledge Network Model for L&T in the School

<i>Model Dimensions</i>	<i>Leadership Practice positioning ourselves for the future</i>	<i>Learning Practice enhancing what we already do</i>
Rationale	Strategic outcome focus – to be the preferred destination for internationalised media and communication education, based on an evidence-based reputation for excellence and innovation	Learning focus – to improve and shape practice in learning and teaching
Environment	Structure and governance, monitoring and evaluation; school, university, government requirements; external and internal influences and imperatives e.g. budget, research, ongoing change	Community of practice in learning and teaching; flexible environment for teachers to interact, within and between disciplines
Practice	Strategic planning and positioning of program portfolio; curriculum design and development taking in national standards, university strategy, scholarship of learning and teaching, best practice/development trends, research and future-oriented international professional practice	Coursework: program guides, course guides, assessment; disciplinary, inter- and trans-disciplinary approaches to problem-solving and teaching; creativity, experimentation, research and innovation
Communication & Collaboration	Communicating the shared strategic intention through internal and external channels; strategic conversations and collaborations for individuals and groups with local, national and international institutions and professional networks (in education and industry); scholarship and dissemination	Communicating about practice through internal channels e.g. retreats, working parties, meetings, forums; peer learning, peer mentoring, peer review; individual and collaborative projects with other teachers/researchers
Outcomes	International learning activities and projects with industry/professions and other institutions; international course and/or program; learning and teaching research grants and publications; realisation of potential, leaders in the field	Definable, measurable objectives such as increased scores in teaching quality surveys, student recruitment and retention; graduate outcomes; international, industry-relevant learning experiences informed by research and planned across all programs systematically

Table 1. Conceptual Framework for Learning and Teaching Strategy, School of Media and Communication

Source: adapted from Peterson (2009)

Leadership Practice – positioning ourselves for the future

Programs that are innovative in content and pedagogy, internationalised, research informed, industry relevant, specialised and inter- or trans-disciplinary, viable, and easy for students to navigate with clear pathways, are the cornerstone of future competitive positioning for learning and teaching. Development of a suite of competitive programs, with a focus on pathways and links between research and teaching, will position us for the future. A refreshed suite of programs will be in place by 2015.

Program renewal – competitive programs

MC2015 and the Postgraduate Review are major projects to 2015. MC2015 is a renewal of the School’s Bachelor degrees for implementation in 2015. New programs are already being developed – the Bachelor of Design (Digital Media) for 2014 and a new offshore offering of the Bachelor of Communication (Prof Comm) in Indonesia in 2013. Postgraduate planning and development will include new programs in Strategic Communication and Journalism, with further exploration of international links such as Barcelona, UAL and Salford. The new Master of Animation and Interactive Media is already being developed, and all masters programs will be reviewed including AQF/duration.

<i>2013 development</i>	<i>2013 implementation</i>	<i>2014 development</i>	<i>2014 implementation</i>	<i>2015 implementation</i>
MC2015 – Bachelor suite, Postgrad suite, including Duration/AQF		MC2015 – Bachelor suite, Postgrad suite		MC2015 – Bachelor suite, Postgrad suite
BComm (Prof Comm), Dip M&C	BComm (Prof Comm), Dip M&C, Indonesia			
BDesign (Digital Media) new			BDesign (Digital Media), Melbourne and Vietnam	
M Media (new, approved)	GD Media		M Media	
M CC – new, leadership, joint award with Salford		M CC – new, leadership, joint award with Salford		
M AIM – new, discontinue MCM			M AIM	
M Advertising – for OUA?			M Advertising for OUA?	
M Games – new, for Europe?				
M International News – new		M International News		M International News?
All HE programs – AQF program guides, PG duration; pathways	All HE program guides – AQF	All HE courses – AQF; and program pathways	All HE programs – AQF and program pathways	PG programs – AQF duration

Table 2. HE Program Development Timeline

The following VET programs will also be reviewed in 2013:

Diploma of Screen and Media	C5216	CUF50107
Diploma of Audio Visual Technology	C5231	21923VIC
Advanced Diploma of Screen and Media (Screen Plan)	C6087	CUF60107
Advanced Diploma of Screen and Media (DIGIT Plan)	C6087	CUF60107
Advanced Diploma of Screenwriting	C6088	21894VIC
Certificate IV in Photo imaging	C4312	CUV40411

Table 3. VET Program Review Scope

The Certificate IV and Diploma of Audio Visual Technology will be moving to a new training package (Life Performance Training Package), which will be ready in 2014. Therefore the School will apply for an extension of the current Cert IV and Diploma of Audio Visual Technology.

The Advanced Diploma of Screenwriting is due for a mid-cycle review in 2015.

Pathways and making connections

As part of ensuring that programs are competitive, the tertiary strategy includes developing and implementing strong pathways. This will involve reconciling Profile management issues, with the need to open up pathways for students including equity.

The Diploma of Media and Communication is a new HE program to be delivered by VET. This Diploma has been developed for delivery in Indonesia from August 2013, as a pathway to the Bachelor of Communication (Professional Communication).

Offshore and onshore industry training will be another clear focus for VET.

In 2013/2014 there will be a spotlight on selection and retention analysis in HE, with action plans for improvement.

Stronger links will be built between research and teaching in the School, to enrich program development and teaching practice. The scholarship of learning and teaching will also be a stronger focus, to inform teaching practice and build publications, grant and award applications.

Learning Practice – enhancing what we already do

In 2013, based on student feedback in 2012 (from surveys and SSCC minutes), there will be a focus on the student experience. This includes improving course guides, assessment and giving feedback to students; refreshing learning activities and resources; and building community – detailed below. All program guides must also be amended as required for AQF compliance. Student feedback in 2013 will be monitored to inform further improvement plans for 2013/2014.

Student experience – attracting and retaining students

The links between selection, orientation, transition and retention will continue to be investigated.

Building a sense of community will be emphasised, particularly through the Belonging Project. Inclusive teaching principles and understanding students' learning needs will also be a focus. International, industry and alumni engagement will be a joint focus for Learning and Teaching and International.

Students need accurate, timely, internationalised course guides with clear instructions and criteria for assessment. Program Directors/Managers oversee assessment across their program. Amount and form of assessment in programs will be reviewed, and processes evaluated and monitored for both moderation and results management. Good communication is to be emphasised between course coordinators and their teaching teams. Feedback to students also needs to be monitored for clarity, consistency and timeliness.

Learning activities and resources need to be reviewed to ensure they are interesting and internationalised, clearly support assessment, and make connections between lectures and tutorials. Online resources need more work to ensure timely resources are provided for all courses, and the resources are interesting and current. Opportunities for large group and blended learning activities will be explored further including teamwork. Content and pedagogy of programs will be reviewed, in terms of supporting students in building confidence; developing communication and analytic skills; and preparing for individual and collaborative work in local and international settings.

Main priorities and action plan for 2013

- *student experience* (recruitment, retention, Belonging Project, learning/assessment)
- *program renewal* (MC2015, Postgrad Review, innovative content and delivery, links with research, clear pathways)
- *scholarship of learning and teaching* (scholarly teaching practice, publications, grants, awards)

The PAR is a significant activity within the normal cycle of quality, viability and relevance for continuous improvement and Profile planning.

Implementing the AQF (existing program guides, program renewal) is another significant activity required in 2013/2014.

The following detailed action plan is adapted from the School Workplan:

Priorities	Focus	Actions	Measure/Outputs	Responsibility
Student Experience	Selection, orientation, transition and retention	Belonging Project linked with School L&T Ctee Research project	L&T Forum, Belonging Project reports and presentations Analysis and report/recommendations on improvement of retention and viability Student feedback positive (surveys, SSCC)	Belonging Project team, HE Programs Director, Deputy Dean L&T
	Assessment and results	Improve assessment design and QA including Results Management process Implement new Assessment Policy and Procedures	Course guides (assessment information/constructive alignment of learning outcomes, learning activities and assessment/workload/inclusive teaching) Committees set up in line with new Assessment Policy; timely, accurate results entry Student feedback positive (surveys, SSCC)	VET Programs Director, Assoc Deans, Academic Services Manager, HE Programs Director (Overall: Deputy Dean L&T)

Program renewal	<p>MC2015 Bachelor degrees</p> <p>Postgraduate coursework</p> <p>VET program reviews</p>	<p>Establish MC2015 + Postgrad steering groups and peer review process</p> <p>Renewal workshops, planning and development Incl. links with research, interdisciplinarity, internationalisation + AQF compliance as catalyst</p> <p>Working parties</p>	<p>Bachelor degree program visions by May</p> <p>AQF compliant program amendments to School L&T by December</p> <p>Visible connections between research and L&T – program content and pedagogy</p> <p>Program guides, course guides, conversations about scholarly teaching, Teachers@Work</p> <p>Internal Review reports and action plans, alignment with NVR standards</p>	<p>MC2015 + Postgrad Steering groups; Program/s Directors; Assoc Deans, Deputy Dean International, Deputy Dean R&I (Overall: Chairs Steering Groups + Deputy Dean L&T)</p> <p>VET Director, Program Managers and Coordinators, relevant program staff , reporting to Deputy Dean L&T/L&T Committee (Overall: Dean)</p>
	Pathways	Explore implementation of guaranteed pathways	Agreements reviewed, planning in MC2015	VET Director, Assoc Deans, Deputy Dean L&T
	Diversified delivery: offshore, blended delivery, new learning spaces, OUA	<p>L&T Ctee Working Party – Offshore L&T</p> <p>L&T Ctee Teachers@Work – Learning Technologies</p> <p>LTIFs x 2: online VET and offshore HE</p> <p>Master of Advertising OUA</p>	<p>Offshore L&T governance/compliance coordinated and visible</p> <p>Student feedback + MC2015 deliverables</p> <p>LTIF reports, courseware</p> <p>Proposal, courseware</p>	<p>Deputy Deans L&T /Internat. co-chairs, Assoc Deans, Program Directors</p> <p>Chair MC2015, Assoc Deans, Deputy Dean L&T</p> <p>Terry Johal, Bronwyn Clarke, Glenn Blair, Clare Renner</p> <p>Program Director, Assoc Dean, Deputy Dean L&T</p>

Scholarship of Learning and Teaching	Capacity development and output: publications, funded projects, scholarly teaching	Keynote, School L&T Forum Staff mentoring for journal articles, grant applications Teachers@Work	Staff engagement in L&T Forum and mentoring program/community of practice Visible SoTL publications; applications submitted for grants, awards	Deputy Deans L&T, R&I
PAR	Trend data, priorities, action plans, Profile plans	Program reports; School report; College and University meetings (Dean/Deputy Dean L&T/Senior Manager)	PAR process completed and linked with Profile L&T governance processes reviewed (policy, AQF)	Program Directors/Managers, Assoc Deans, VET Director, Senior Manager (Overall: Deputy Dean L&T)
AQF	Program guides	All program guides to be revised	AQF compliant program guides	Program Directors (Overall: Deputy Dean L&T)

APPENDIX 1: Student Feedback Surveys 2012

Survey	Highest scoring results	Lowest scoring results
HE CES GTS 71.0% OSI 70.7%	Assessment 80.0% Workload 77.5%	Preparation for work in international setting 63.8% Staff comments on work 68.4% (but Feedback Q. scored 72.6%)
TAFE CES GTS 85.0% OSI 80.8%	Treated with respect 87.7% Opportunities to ask questions 88.4%	Online materials 65.4% Preparation for work in international setting 75.4%
HE SES GTS 58.8% Generic Skills Scale 62.4% Clear Goals and Standards Scale 54.5% Appropriate Workload Scale 37.4% Appropriate Assessment Scale 64.6% Overall Satisfaction 72.2%	Good Teaching Scale: Interesting course 67.0% Motivates me 64.0% Generic Skills Scale: Planning my own work 70.0% Problem solving skills 68.0%	Good Teaching Scale: Staff comment on work 47% Staff good at explaining 57% Generic Skills Scale: Confidence with unfamiliar problems 56.0% Teamwork 59.0%
TAFE SES GTS 81.3% Generic Skills Scale 74.4% Appropriate Assessment Scale 74.5% Learning Experience Scale 80.0% Overall 79.5%	Good Teaching Scale: Opportunities to ask questions 88.0% Treated with respect 88.0% Generic Skills Scale: Planning my own work 80.0% Confidence with unfamiliar problems 78.0%	Good Teaching Scale: Staff communicate course content effectively 73.0% Staff understand my learning needs 74.0% Generic Skills Scale: Written communication 64.0% Analytic skills 74.0%

Key issues highlighted in 2012 student surveys (CES and SES):	Key issues highlighted in University data:
<ul style="list-style-type: none"> • Preparation for work in international setting – HE and TAFE • Online materials – TAFE • Communication (explaining what is required/course content) – HE and TAFE • Commenting on work – HE • Learning activities (build confidence in unfamiliar situations, and teamwork) – HE • Develop written communication & analytic skills, and understand learning needs – TAFE 	<ul style="list-style-type: none"> • Retention • Results management

APPENDIX 2: RMIT Academic Plan 2011-2015

Goal 1: The University of Technology and Design

Priority 1: transform the student experience

Priority 2: support and develop high impact academic programs and Profile

Priority 3: encourage best practice in program and curriculum design

Priority 4: create a distinctive student experience by innovative use of new learning spaces and development of student cohorts

Priority 5: develop the academic workforce

Goal 2: The Global University

Priority 1: develop our global reputation with appropriate delivery and curriculum wherever offered

Priority 2: deepen and diversify program offerings in current and future partnerships and campuses

Priority 3: improve student communication skills

Priority 4: ensure that all students have an opportunity for an international experience as part of their studies

Priority 5: develop global careers guidance for students

Priority 6: support curriculum renewal related to global, urban and connected, with imaginative use of new technology and learning spaces

Goal 3: The Urban University

Priority 1: build relationships with a network of selected cities through program delivery including programs that focus on 'the urban age'

Priority 2: engage with each city's disadvantaged, indigenous and immigrant communities to support their aspirations and experience

Priority 3: ensure campuses are permeable and integrated with the cities with which we engage

Goal 4: The Connected University

Priority 1: build relationships with industry partners to support practical education and training aligned with careers

Priority 2: strengthen relationships with existing and new partners (international, institutional, industry) to collaborate for program delivery

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