Learning Matters

August 2016

In this Newsletter

- Curtin Staff Recognised by HERDSA
- Course Design
- Distributed Learning
- Curtin Challenge - Leadership in Sport
- Curtin Students Visit UCLA
- New Approach to Professional Learning for Teaching Staff
- International Study Tour for OUA Students
- English Language and Learning Operational Plan
- Meet the Faculty English Language Development Coordinators

Upcoming diary dates......

Curtin Academy Fellowship Nominations close 16 September 2016

The Curtin Institute for Computation Research Seminar: R for Spatial Statistics and Big Data - 14 September 2016

Curtin Staff Recognised by HERDSA

The Higher Education Research and Development Society of Australasia (HERDSA) is a scholarly association for the advancement of higher education and builds strong academic communities. HERDSA promotes the development of higher education policy, practice and the study of learning and teaching, encouraging and disseminating research on learning and teaching and higher education development. HERDSA has a Fellowship Scheme which recognises Members who have made a significant personal commitment to the improvement of learning and teaching in a tertiary education context. It is with pleasure that we recognise four Curtin staff who have been awarded HERDSA Fellowships in 2016, one of whom is our very own Craig Zimitat. A huge congratulations to all.

- Dr Susan Blackley, Lecturer, School of Education
- Dr Judith Dinham, Senior Lecturer, School of Education
- Dr Rachel Sheffield, Senior Lecturer, School of Education
- Professor Craig Zimitat, Director Course Quality, Curtin Learning and Teaching

If you would like to find out more about this Fellowship program visit the **HERDSA website**.

Course Design

Course review and transformation schedules have been developed in consultation with the Deans of Learning and Teaching and the relevant Heads of School in each Faculty. The schedules commence from 2016 and go through until 2020, encompassing all courses. In addition, the curriculum map and Course Portfolio templates have been revised and adapted to capture evidence of course quality such as English Language Proficiency (ELP) and Work Integrated Learning (WIL). A framework for embedding Indigenous perspectives in curriculum is in development and University-wide consultation will be undertaken when the framework is complete. Table 1 below provides a summary of completed Course Reviews, Course Reviews in process and New Course Concepts with which the Course Design team has assisted over the last six months.

Faculty	Completed Course Review	Course Review in Process	New Course Concepts
Centre for Aboriginal Studies	1	1	1
Curtin Business School	6	4	4
Health Sciences	0	10	1
Humanities	2	7	4
Science & Engineering	2	5	4
TOTAL	11	27	14

Table 1: Course Design activities January – July 2016

Distributed Learning

Curtin now has 25 spaces enabled for Distributed Learning. They have been technology-enabled for Distributed Learning, a flexible, interactive mode of learning and teaching which makes the classroom experience available to students wherever they are (any campus, any location and on any device) – a global experience.

In Semester 2, 2016, there now are 13 units distributing via WebEx from Bentley to individual online users and two class-to-class models in Sarawak and Kalgoorlie campuses. Of the 13 units, one is a postgraduate unit from Curtin Graduate School of Business. The session types being distributed include lecture, tutorial, seminar and workshop. Ten of the 13 units are being taught in a distributed mode for the full semester. If you are seeking information on Distributed Learning, please contact Dr Ratna Selvaratnam, Professional Learning Consultant (Learning Spaces) at Ratna.Selvaratnam@curtin.edu.au

Curtin Challenge - Leadership in Sport

Curtin Challenge is a mobile ready, interactive learning delivery platform that illustrates several features of game-inspired challenge-based learning. A new tool recently created, packages existing Challenge modules inside Blackboard units. The tool has been released into production which means lecturers can now access Challenge modules directly from their Blackboard unit.

The Leadership in Sport program is the first to use this tool, re-purposing Leadership Challenge modules for students with a focus on sports leadership that contributes to their Curtin Extra Award. This now provides a one-stop-shop for students who are combining their valuable volunteering work in the recreation community with five specific leadership modules to develop life skills to enrich their employability.
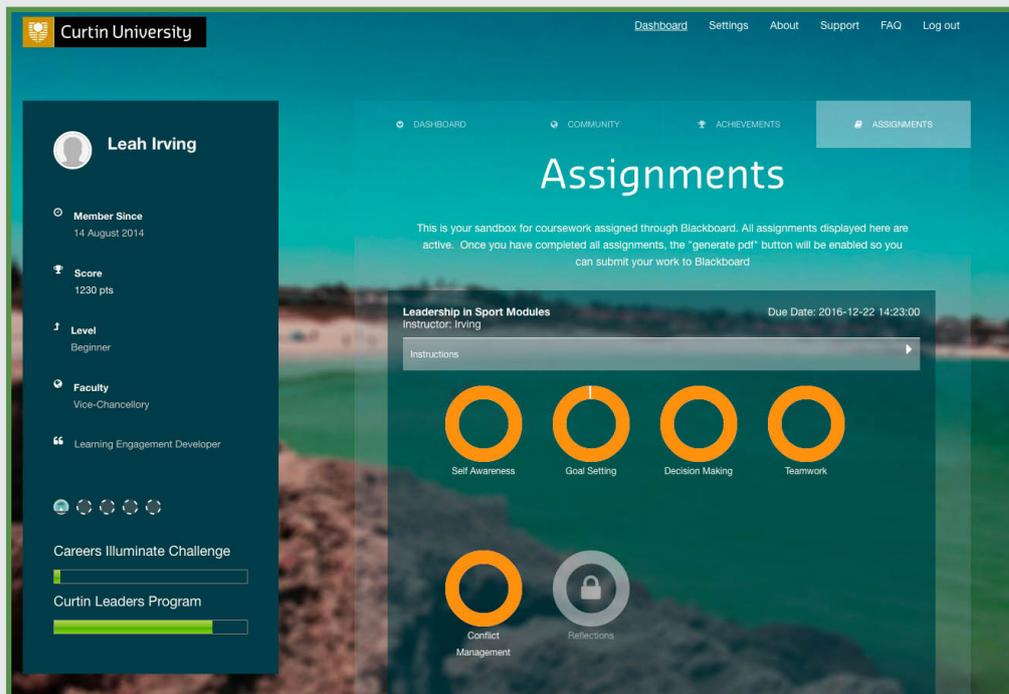
Any further information on this Curtin Challenge initiative, please contact Dr Leah Irving, Project Manager Curtin Challenge, Digital Futures Project at L.Irving@curtin.edu.au

Curtin Students visit UCLA

Curtin Leadership Centre partnered with *Leadership. Excellence. Accelerating Potential* (LEAP) Foundation to send 14 students to the recent LEAP Conference in Los Angeles, USA. These young community-minded leaders recently returned from the conference, where they attended a week of leadership development activities, mentor workshops and heard from inspiring speakers. The partnership secured local media coverage, with students profiled in the Southern Gazette, Kwinana Courtier, Wanneroo Times and Joondalup Times. Student feedback from the conference has been exceptional and the Curtin Leadership Centre looks forward to continuing its relationship with the LEAP Foundation.

New Approach to Professional Learning for Teaching Staff

Curtin Learning and Teaching is developing a new professional learning framework to provide a more sustainable, self-paced and adaptive model, allowing more flexible and broader professional learning to be provided for staff. This adaptive model will incorporate educational activities and experiences in the virtual environment, with selected offerings conducted face-to-face. The key principle is that there will be minimal essential professional learning identified as mandatory, and other programs as 'recommended' or in response to a problem/issue relevant to specific roles and responsibilities of the individual. In addition, professional learning will support staff to teach in both global and local contexts (including understanding digital learning, working in distributed learning spaces and using collaborative learning techniques). The new framework of offerings will be integrated with the iPerform system and a number of platforms for professional learning will be used (ie Blackboard, Challenge, edX). The aim is to have all professional learning held or linked to iPerform to facilitate single location analytics on staff learning and achievement badging, and will allow utilisation of resources external to Curtin.

Demonstrating this new approach, CLT has been collaborating with the Office of the Academic Registrar and the University Library to create two adaptive eLearning modules for Contract Cheating and Copyright, which will be ready for use by the end of 2016. They are also working with the staff in the Organisational Development Unit to deliver leadership training. The outcome will be a visible shared responsibility for Curtin's commitment to 'Learning for Tomorrow'. If seeking further information, please contact Associate Professor Beatrice Tucker, Director Curtin Learning Institute at B.Tucker@curtin.edu.au

International Study Tour for OUA Students

Curtin has been successful in securing an opportunity, for the first time for OUA students, to have a truly international practical experience in their Architecture and Built Environment online studies. This opportunity brings together OUA students from across Australia, with internal students to undertake an International Study Tour to India.

In Study Period 3, 2016, ten Curtin OUA Built Environment students and students from the courses Bachelor of Applied Science (Construction Management), Bachelor of Applied Science (Architectural Science) and Bachelor of Applied Science (Interior Architecture) were invited to apply for a place in the tour. Government funding in the form of ten scholarships were sought (and successful) through the New Colombo Plan Program (http://dfat.gov.au/people-to-people/new-colombo-plan/Pages/new-colombo-plan.aspx) where the cost of travel and accommodation is subsided by the Department of Foreign Affairs and Trade. As part of this study tour, these ten online students will join ten Curtin internal students on a community development-based field trip to Lakhnu, rural India. In conjunction with a non-government organisation, Indian university students and the local community, students will engage with the village to gain a holistic understanding of the issues Lakhnu faces as a developing rural village and empower the local community. There are four main focus areas: Sanitation projects; Education projects; Health and Environment projects; and Heritage projects.

If further details are required, please contact Mrs Natalie Beard, Acting Director OUA Built Environment, at N.Beard@curtin.edu.au

English Language and Learning Policy - Implementaion Operational Plan 2016-2017

The 2016-2017 English Language and Learning Policy Implementation Operational Plan is now available on the Curtin Learning and Teaching website. The development of English language proficiency is an integral part of studying at Curtin University. English language proficiency underpins effective and professional communication. For information regarding the development of English language proficiency and the ongoing implementation of Curtin's English Language and Learning Policy and Procedures, see the English Language and Learning Policy Implementation Operational Plan 2016–2017. Your comments are welcome and can be sent to the Manager, Course Design, Sonia Ferns at S.Ferns@curtin.edu.au

Meet the Faculty English Language Development Coordinators...

As part of Curtin University's English Language and Learning Policy and Procedures, each Faculty employs a Faculty English Language Development Coordinator to provide consultation services and assistance to students and staff in the area of English language proficiency.

Dr Patrica Dooey, Faculty of Humanities: Trish has extensive experience in English language development and assessment from her many years as a teacher of English, a Curtin lecturer and as an IELTS trainer and examiner. She offers support and development of student learning and literacy skills for undergraduate, postgraduate, local and international students, as well as delivery of student and staff workshops. Trish is actively involved in language testing, both nationally and internationally, and assists Curtin Faculty staff with embedding English language development into assessment tasks and programs.

Dr Reva Ramiah, Faculty of Science and Engineering: Reva has a PhD in Applied Linguistics and a Masters in English as a Second Language. She also has a background in science teaching and has been teaching for 29 years in cross-disciplinary, multicultural secondary and tertiary environments in Malaysia and Australia. Her trans-disciplinary background and PhD in Applied Linguistics allow Reva insights into the development of discipline-specific discourses, especially in science and engineering disciplines.

Dr Maggie McAlinden, Faculty of Health Sciences: Maggie develops, delivers and evaluates programs and workshops related to English language support for international students. She embeds intervention strategies within curricula to address areas of need and to provide a range of English language development opportunities.

Miss Kymberley Oakley, Centre for Aboriginal Studies: At the Centre for Aboriginal Studies, Kymberley is the Course Coordinator of the Bachelor of Education Regional and Remote Course and Foundational Year Coordinator of the Bachelor of Applied Science (Indigenous Professional Practices) degree. A part of her role at CAS is to conduct the Post Entry Language Assessment (PELA) and implement the English language support SUCCESS program for all new students. Kymberley also provides additional support for staff to help with embedding academic literacy in all courses.

Dr Janine Rutledge, Curtin Business School: Janine develops, coordinates and delivers programs and workshops related to language (and academic) development for undergraduate and postgraduate students. Janine is located at the CBS Communication Skills Centre and so, as a team, assess the Undergraduate PELA and Post Graduate PELA, plus deliver the SUCCESS and Advanced SUCCESS programs at Bentley campus. Janine also works with staff to address areas of need and to embed a range of English language development. strategies.

The Learning Centre - Online Programs for Students

The Learning Centre's Online Programs have been designed to cater for students wishing to improve their academic study, writing and numeracy skills through a series of self-directed interactive online tutorials. The programs have been developed from content provided by staff within The Learning Centre, who have tried and tested these materials with many students in their face-to-face workshops which have been adapted for interactive online learning. Hence, students unable to attend workshops can receive an equitable learning experience through these online programs.

Current programs include: Better Sentences; Better Essays; Better Grammar; Academic Integirty; Time Management; Thinking Matters; Better Math; and Better Tests. All these online programs are located on The Learning Centre, **studyskills website.**

Other online programs under development include: Reading for Writing; Reflective Writing; Research Writing; and Report Writing.

Professor Julianne Reid
Associate Deputy Vice-Chancellor, Learning and Teaching
31 August 2016