Welcome to this first issue of *Teaching and Learning Matters* for 2009. I am new to the LTC and part of my role is to edit this newsletter. I am very much looking forward to this role as it provides me with the opportunity to learn more about my colleagues in the LTC and across ACU.

In the short period of time that I have been with the LTC, I have had the opportunity to see just how much ACU staff have enjoyed and appreciated the workshops we offer. Such enjoyment and appreciation comes from a skilled and dedicated LTC team committed to developing ACU staff members’ teaching and learning capabilities so as to enhance our students’ learning. Throughout *Teaching and Learning Matters* you will see quotes (in italics) from some of the feedback we have received about the workshops. Not only have ACU staff found the workshops ’very informative’ and ’food for thought’, they found the staff to be ’very approachable and patient’. So give us a call if you would like us to assist you in enhancing your teaching, especially with online teaching! There is an LTC staff member based on each of the six ACU campuses and you will find their contact details at the end of this newsletter.

This issue of *Teaching and Learning Matters* includes a welcome from the LTC director, Yoni Ryan, with a brief overview of the LTC and information on a major initiative, the appointment of a new Graduate Attributes Project Coordinator to support staff in implementing recommendations of the AUQA review. A welcome for this new staff member, Dr Kym Fraser, is also included in the newsletter. Yoni also outlines compulsory professional development courses for new academic staff. This newsletter includes a detailed discussion on graduate attributes and generic skills by Yoni, which will help you to meet ACU’s GA requirements, so don’t miss that article.

ACU has been fortunate to lead an exciting international project. Dr Nereda White was ACU’s lead researcher in the joint project, with Batchelor Institute of Indigenous Tertiary Education, ‘An Institutional Leadership Paradigm’. This project included eight national and international education institutions. This is a fundamental project as it provides new insights into the ways sectors can support Indigenous staff and students to succeed in tertiary education, a major thrust of the recent Bradley Review of Higher Education.

The list goes on and on of exciting features in this newsletter. LTC staff member Hannah Forsyth tells us about a recent fun workshop she ran which resulted in developing “etiquette rules” for online discussions. With more and more staff and students communicating online, these guidelines are timely and relevant.

Graduates of the LTC Graduate Certificate in Higher Education course were proud to be among the many ACU graduates at this year’s graduation ceremonies. Margaret Carmody tells us what it means to have completed the GCHE. Congratulations to all ACU graduates!
WOW! ACU Staff can win $1000 just for doing their job. Ann Applebee gives us a sneak preview of the NETSPOT PRIZE. So don't miss reading this article.

Finally, *Teaching and Learning Matters* outlines upcoming national and international conferences, symposiums and workshops. It also outlines ACU and external grants and awards.

Future LTC newsletters will showcase outstanding staff and student activities. So, *if you have a teaching or learning story about your own teaching, or your students’ achievements*, and would like us to tell the story, just let me know and we will feature it in our next newsletter.

I hope you enjoy reading the newsletter as much as I have enjoyed editing it.

Kind Regards
Jo Caffery

**Welcome from the Director, Learning and Teaching Centre**

Welcome to this first issue of *Teaching and Learning Matters* for 2009! All contributors hope you find it an interesting and informative read!

You may have missed some of the changes in academic development that occurred over the summer.

The old Institute for the Advancement of Teaching and Learning became the Learning and Teaching Centre on 1 January. Check out our fresh logo on the new website at [http://www.acu.edu.au/acu_national/the_university/learning_and_teaching/learning_and_teaching_centre/](http://www.acu.edu.au/acu_national/the_university/learning_and_teaching/learning_and_teaching_centre/). There you'll find our workshop program so you can plan your professional development, locate resources for learning and teaching, find out how to order student evaluations, and much more.

With the new portfolio of Students, Learning and Teaching, the responsibility for academic staff development has been moved from the PVC (Academic) to the PVC (Students, Learning and Teaching). However, that position has not yet been filled at the time of writing, and the infrastructure for the position has not yet been established, so the LTC Committee roles are using makeshift arrangements for Secretariat support – our thanks to all the ‘temporary’ helpers we have had!

ACU was delighted to receive over $1 million from the 2009 Learning and Teaching Performance Fund. The Vice-Chancellor has earmarked this for projects designed to enhance the student experience. The Pro-Vice-Chancellor (Academic) has announced the activities and projects to further the strategic focus on the student experience, and the positions associated with these projects are to be located within LTC pro tem.

The new position of Graduate Attributes and Generic Skills Project Coordinator has been created to ensure that ACU Graduate Attributes are embedded in all programs and all units across the University. The appointee is Dr Kym Fraser: see more about Kym below. Her role will involve working with Heads, Course Coordinators and Review panels on fully and accurately mapping Graduate Attributes across curricula, with an initial focus on First Year programs.

As such, she will work closely with Laurine Hurley as full-time First Year Coordinator, also based in Melbourne. Laurine held this position .5; clearly, our first years need more attention, as the results of our First Year student surveys indicate room for improvement across the
University in both the teaching and support areas of student experiences.

LTC therefore now has staff on all campuses. As a result, we are able to offer a more comprehensive professional development program. Evaluations of the programs we have offered this year indicate that staff found them highly worthwhile, and they have used the suggested teaching strategies to good effect. We are working to put workshop resources on our website, so if you cannot make a workshop, at least search the website for a topic of interest.

Other changes of which you should be aware:

- new staff with less than two years’ experience in teaching in higher education must undertake professional development in learning and teaching. A full program will be offered from 2/09.
- sessional staff will be paid to attend a required program in learning and teaching, and new(ish) sessional staff will need to undertake a student evaluation within two semesters of employment in order to be offered a further appointment.

These changes have been made in response to AUQA recommendations on ACU processes to ensure quality teaching; to DEEWR requirements regarding student evaluations and data on evaluations; and to the fact that we are currently one of only three universities not having a Foundations of University Teaching program for new academic staff.

Regards
Yoni Ryan

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Welcome to Dr Kym Fraser

One recommendation of the AUQA review of ACU in 2008 was to urge the University to ensure that its distinctive Graduate Attributes were fully embedded into all units and courses. It has been a requirement for Commonwealth funding since 1992 that universities publicly state the characteristics their graduates can demonstrate as they leave the university. Yet few universities have made much progress in terms of being able to ‘prove’ that their graduates actually have been taught the Attributes or other Generic Skills all graduates should possess, like appropriate IT skills for their intended profession, and verbal and written communication skills. Our ACU graduates also rate us in CEQ surveys as not quite meeting the mark in developing their work skills (like problem solving).

When we were successful in gaining over $1 million in Learning and Teaching Performance Fund money for 2009, the Vice-Chancellor was determined to spend the bulk of the funding on improving our attention to Graduate Attributes and Generic Skills. A highly-skilled and experienced Project Manager, Dr Kym Fraser, has been appointed as Graduate Attributes and Generic Skills Project Coordinator.

Kym comes to us with a wealth of experience in coordinating and implementing university and faculty wide curriculum renewal projects. She gained her Masters and PhD, the latter in Education and organisational change, at Cornell University, and has since worked at Monash; as Head of Educational Development at the University of Oxford; as Director of Education at the Medical School at the University of Warwick; and more recently as Director of Teaching and Learning
Development at Charles Darwin University. We are fortunate that family reasons brought her back to Melbourne!

Kym is currently located in Room 2.56 on the Melbourne campus, phone 3055. She will be travelling to other campuses as staff identify the priority courses to target for development work regarding Graduate Attributes.

An ACU International Project report

‘An Institutional Leadership Paradigm: Transforming practices, structures and conditions in Indigenous Higher Education’. The final report for this joint project conducted by ACU and Batchelor Institute of Indigenous Tertiary Education was recently released by the Australian Learning & Teaching Council (ALTC). ACU project team members were Dr. Jack Frawley, Dr. Tony D’Arbon & Dr. Nereda White.

The Institutional Leadership Paradigm (ILP) project networked Australian and International higher education institutions to provide new insights into the ways the sector can support Indigenous students and staff to succeed in tertiary education. Eight Institutions, five from Australia (Batchelor Institute of Indigenous Tertiary Education; Australian Catholic University; Griffith University, Flinders University, and University of South Australia) and three international (University of Calgary, Sitting Bull College (North Dakota), University of Victoria (British Columbia)) were brought together to pool their collective wisdom and experience and produce an ILP to guide, change and renew institutional structures, practices and conditions.

The approach taken in the Institutional Leadership Paradigm Project was to strengthen the leadership capacity of Participant Institutes (PIs) in the area of Indigenous teaching and learning programs through a series of planned activities centred on developing an Institutional Leadership Paradigm (ILP).

The ILP consists of keywords that capture the common values, philosophy and principles guiding the work of participants to improve higher education for Indigenous students and staff.

The modelling and trialling of a process to strengthen the capacity of individual participating institutions to provide effective Indigenous teaching and learning programs remains a ‘work in progress’.

The project has had an instant impact on most of the participating institutions, ranging from increased institutional awareness of the benefits of implementing a process for Indigenous leadership; increased involvement of Indigenous communities in schools, and increased use of Indigenous knowledge across all curriculum areas.

To read the full report click here https://www.batchelor.edu.au/research/institutional-leadership
“Do not use CAPITALS because it can be interpreted as shouting” and “remember that your postings are permanent so be careful what you say” were two of the rules that staff collaboratively compiled in an online discussion on online etiquette during March. This activity – creating a list of “rules” for online discussions that would help guide appropriate online behaviour – was one of the discussions that took place during the online workshop ‘Moderating Online Discussions’, offered by the LTC this year. Twenty staff members registered for the workshop, which asked participants to set aside around an hour per week to do some readings and contribute to an online discussion. As there are no comprehensively useful set of guidelines for etiquette in educational discussions online, the list created by these participants is likely to have enduring value at ACU.

Participants in this workshop created around a dozen rules, then discussed the three principles that they thought held the rules together: 'Respect and professionalism', 'Empathy and emotional sensitivity' and 'Timely and relevant'. Many felt that they will use these guidelines, or a variation on them, in their own online discussions activities. The staff-compiled guidelines will be available on the LTC website shortly.

Moderating Online Discussions was a Level 2 workshop, which means that participants already knew how to use the discussions tool in Blackboard. As well as ethics and etiquette, topics were: Designing online discussion activities; Provoking and extending online discussions; and Assessing online discussions. Each topic took one week, but feedback from the workshop suggests that it might be more helpful for each topic to be offered over two weeks, extending the overall length of the workshop. The flexibility of online discussions meant that staff could choose times they participated – even in 10 minute grabs if need be.

Moderating Online Discussions will be offered again in Semester 2 of this year. Staff interested in participating will be invited to register early in Semester 2. If you are unsure whether you have the prior knowledge expected of Level 2, please contact Hannah Forsyth hannah.forsyth@acu.edu.au who will be happy to discuss it with you.

Other Level 2 workshops this year include Teaching using Live Chat, which was offered in April and an upcoming online workshop Reflection and Reflexivity in Teaching – which will be equally relevant to on-campus and online teachers and especially useful for those considering ways of improving their teaching or conducting teaching research.

ACU Graduate Attributes and generic skills

Each university in Australia has a set of Graduate Attributes which it aspires to develop in all its graduates over their course of study. There are also the usual Generic Skills any society would expect of a university-educated person – that they can write a coherent argument (including with correct spelling!), that they can speak intelligibly and present a reasonable argument in support (or not) of an opinion, that they can read and comprehend items in their discipline area, and that they have appropriate IT skills (these days, word processing abilities are essential in almost every job). Often the Graduate Attributes will overlap with the Generic Skills, for example, all universities have a GA regarding communication skills, which are also Generic Skills. Most Australian universities have very similar GAs. This is to be expected when we broadly share an understanding of what a university should be and do, and what its graduates (no matter their discipline) should be
able to do. ACU’s GAs are arranged somewhat differently from those of other universities, and are divided into ‘Intellectual’, ‘Professional’ and ‘Values’. The biggest difference between ACU GAs and those of other universities is our far greater emphasis on values, social justice (via the Mission) and equity. For example, most universities talk about ‘internationalising’ so their graduates can become world citizens. For ACU it is developing the values of equity and human rights that is important in understanding globalisation/internationalisation – so our ‘lens’ or approach is different.

Here are ACU’s Graduate Attributes:

(i) Intellectual
- critical and analytical abilities
- enthusiasm to search for further knowledge and understanding
- open-mindedness and receptiveness to new ideas
- expertise in chosen academic field.

(ii) Professional
- knowledge and skills to meet relevant professional requirements
- understanding of and commitment to professional ethical standards
- information literacy, communication and interpersonal skills.

(iii) Values
- commitment to values consistent with the University’s Mission
- a spirit of service to the community
- commitment to good citizenship, including respect for individuals, empathy with persons of differing cultural and religious backgrounds, community responsibility and concern for the environment
- a high regard for equity and human rights in the context of a broad understanding of globalization.

These generic graduate attributes will be adapted to the context of each course and field of study.

I have devised this list of generic skills as well, as a guide.

Communication skills – written (including spelling, sentence structure, paragraphs, essay construction, correct genre for discipline – the importance of this will vary with discipline)
- oral (clear and coherent – importance will vary with discipline)

Comprehension skills: ability to read/listen and understand most concepts once these have been explained properly, and ability to read material in tertiary-level discipline area

IT skills: ability to use word processing applications at least at a basic level, easily manage the IT requirements for university (online registration, Blackboard access, library access etc), PowerPoint, and other more specialised applications in the discipline, such as Excel.

Applying the GAs and Generic Skills
Most Australian universities have struggled to incorporate the GAs in their curricula, and to demonstrate that they are indeed a characteristic of their graduates. After all, while it’s relatively easy to test ‘critical and analytical abilities’, it’s not easy to ‘prove’ that graduates truly have a ‘high regard for equity and human rights’, because people can assert their commitment to these in essays without actually doing anything!
(As an example of how difficult it is to even get agreement about the idea of GAs, the Australian Learning and Teaching Council (ALTC) has commissioned a generously-funded grant project ‘GAP’ (GA Project) which has spent its first year trying to define GAs and codify how far different universities have gone in ‘embedding’ them and testing them – see http://www.itl.usyd.edu.au/projects/nationalgap/introduction.htm).

So we need to recognise that to a certain extent, our GAs are aspirational: we hope our graduates will develop these qualities/skills, and we give them opportunities in our curriculum design to learn them. However, we are also obliged to ‘embed’, and as far as possible, to ‘test’ that our students are on their way to achieving them by the end of their studies.

There are five key principles in regard to GAs and Generic Skills here:

1. no single unit in a course could cover all GAs and GSs
2. no Unit Outline should therefore cut and paste the list of GAs from the ACU website and simply state in the Outline that they are developed
3. the GAs are to be adapted and interpreted to the particular discipline/field of study/unit/professional association requirements
4. attainment of the GAs and GSs is intended to be incremental – that is, a sophisticated demonstration of them cannot be expected in Year 1; you wouldn’t expect a student to meet ‘professional requirements’ for a beginning nurse in a hospital in the first year of their study; neither would you expect an 18 year old first year to necessarily have ‘a commitment to good citizenship’ when they haven’t even had a vote!
5. in each Unit Outline, a selection of GAs and GSs should be listed in the Learning Outcomes in terms appropriate to that unit, at a level appropriate for the year level of the students, and in developmental terms. These GAs should be discussed with the Course Coordinator and other Course staff – it is the CC’s responsibility to ensure that all GAs are covered in all programs by the time a student has graduated. The LIC’s job is to make sure students know what the GAs are, which particular ones they are developing, and how they will be ‘tested’.

Let me give an example. Let’s say I have a First Year Undergraduate unit in primary school education, ‘School Experience’. In such a unit, the students have to do several assessments: prepare a specialist lesson plan, spend two weeks observing in a primary school and acting as a teacher aide as well as writing up their observations, then writing an essay on the school’s curriculum for Years 1-3. There’s no way I can expect them to meet ‘expertise in chosen academic field’ (under ‘Intellectual’) or ‘knowledge skills to meet relevant professional requirements’ – they’ve just started! And they shouldn’t be expected to know the intricacies of ‘understanding of and commitment to professional ethical standards’. But I could expect them to be developing towards achievement of those GAs. So my Learning Outcomes could be stated as follows (in addition to any specific ‘content’/skills outcomes):

‘On successful completion of this unit, you will be able to:

1. .............
2. .............
3. demonstrate your knowledge of three core primary education theories, as part of your attainment of Graduate Attribute ‘expertise in the academic field of education’
4. explain in simple lay terms the state curriculum documents for Years 1-3, as you progress towards Graduate Attribute ‘knowledge and skills to meet relevant professional requirements’
5. act in accordance with the protocols of the school’s standards for its teaching staff, demonstrating your Graduate Attribute
‘understanding of and commitment to professional ethical standards’.

If you were testing communication skills in these assignments, you would also need to clarify that you didn’t expect perfect referencing conventions – they probably won’t be able to do this in first Semester. If they still can’t do it after 3 years though …. you have to ask yourself if they should graduate!

So GAs and GSs need to be adapted to the discipline, the program/course, the unit, and the year level. They also need to be explained to students, and you need to explain how assignment topics and criteria relate to GAs.

ACU scores under the sector average for its students’ perception of whether they had developed nominated Generic Skills in their studies. AUQA, the quality agency with ‘inspects’ universities, has also in its 2008 audit of ACU recommended that we pay urgent attention to including the GAs explicitly in our Learning Outcomes and in making sure they were assessed. The Learning and Teaching Plan commits us to this.

We are convinced that part of the problem is that staff simply cut and paste all the GAs into their Unit Outline without thinking about how they could be developed for a particular discipline/level. And we don’t talk to students about them – so of course they’re not going to report that they know and can exhibit them!

The best ‘test’ of whether you now understand the place of GAs in your teaching is to take one of your Unit Outcomes, and check it for meeting the five key principles above! And re-write the Learning Outcomes if you don’t meet them. The new Unit Outline template to be introduced for Semester 2, 2009 will help a lot with doing this. Academic Board has approved that GAs can be incorporated into Learning Outcomes without re-submitting the Unit Outline to Faculty Boards and Academic Board for approval, as would be required normally when Learning Outcomes are changed.

Yoni Ryan

Learning and Teaching Evaluation Program. Bill Franzsen

Unit evaluation requests for the first half of 2009 closed on 21st April. A total of 607 units have requested evaluation of some sort, a 50% increase on the number of requests for the second half of 2008. Over the next few weeks Sulo Jeyapalan will be printing and dispatching nearly 35000 forms.

The reports for the evaluation undertaken in the second half of 2008 were sent to Lecturers-in-Charge in January and February. If you have not received your report for 2008 please get in touch with us. The updated format for the evaluation reports has been well received.

Among plans for the future is the production of a report that indicates those units that should be evaluated using the LTEP in the following half-year.
Graduate Certificate in Higher Education Graduates

Congratulations to all of the graduates of the first and second cohort of ACU's Graduate Certificate in Higher Education.

Graduates who celebrated in the ACU’s Brisbane Graduation ceremony were (left to right) Dr Anne Drabble, Liz O'Brien, Jan Grajzonek and Rachel Jacobs pictured here with Dr Yoni Ryan, Director of the Learning and Teaching Centre (middle front).

ACU’s Graduate Certificate in Higher Education graduate Margaret Carmody celebrated in the Great Hall of Parliament House in Canberra.

Here’s what Margaret had to say about her experience in doing the GCHE.

I was fortunate to be awarded a scholarship for the GCHE. Over two years, I studied various units including one where I worked with another student on an online and face to face academic skills and library information program, Ready Set Go! I also wrote the Englishelp Report where I researched the effectiveness of the Academic Skills support for first year B Ed students on this Campus. The GCHE was a wonderful way of avoiding the ironing for two years.

ACU's Graduate Certificate in Higher Education is now taking enrolments for Semester 2, 2009. Don’t miss this opportunity to enhance your teaching skills. Contact Dr Annette Schneider by email Annette.Schneider@acu.edu.au or phone her on x 5349 for further information on the course and on how to enrol and apply for an ACU scholarship that will pay your fees!
DO YOU WANT TO WIN $1000?

Have you created a Blackboard site to enhance your students’ learning??? If so, you could win the NETSPOT Prize.

NetSpot has been working with Australian Catholic University for more than five years to help us to focus on our core mission by managing our eLearning technology and by running our Blackboard helpdesk support. They are generously providing a prize of $1000 for ACU staff for the ‘best use of the LMS that supports student-centred approaches to learning’.

The NetSpot prize is designed to support creative teaching and learning approaches that support a student-centred approach to learning in ACU.
(No externally created Blackboard units will be considered in this round.)

Applications
Applications must address sections 1 to 11 on the Nomination Sheet (below). Applications will be assessed by a Selection Committee comprising two external and three internal members, and chaired by the Chair of the University Flexible Learning and Teaching Committee. The application should be submitted to:

NetSpot Prize
c/- Director of Flexible Learning and Teaching
Level 1/23 Berry Street
North Sydney
Ann.Applebee@acu.edu.au

Closing Date for Applications: 1 July 2009
Results will be announced by the end of August 2009


AWARD OPPORTUNITIES

ACU National’s Learning and Teaching Centre’s Mission aims to:

- Promote the role of teaching in higher education, recognising and rewarding staff for their work.
- Support research and development work in higher education through grant funding of projects and networks of scholars.

ACU National improves its learning and teaching through engagement with the Australian Learning and Teaching Council (ALTC). You can benefit from this engagement through the ALTC’s awards and grants programmes.

Project Officer Phoebe Palmieri from ACU National’s LTC supports the University’s work in this area. Phoebe’s work is funded (along with similar initiatives in most other universities) by ALTC through the Promoting Excellence Initiative. Email phoebe.palmieri@acu.edu.au to find out more.


Grant Opportunities

ALTC – A call for EOI for the ALTC Competitive Grants will be sent out shortly.

ACU – See the website for information on ACU grant opportunities. http://www.acu.edu.au/about_acu/the_university/learning_and_teaching/learning_and_teaching_centre/learning_and_teaching_grants/teaching_development_grants/
**External Grants**

NCVER on behalf of the Australian and State/Territory Governments, invites researchers with innovative ideas that are relevant to the contemporary environment and focus on research that is pertinent to policy and how the tertiary education sector operates to submit a funding proposal.

Funding for several research projects in the vicinity up to $100,000 per project is available through the National Vocational Education and Training Research and Evaluation Program (NVETRE) competitive selection process. An information kit is available below or contact Renee Lukeman on + 61 8 8230 8661 or renee.lukeman@ncver.edu.au

Proposals must be submitted by close of business 11 May 2009

For more information and to obtain an information kit and proposal template please visit the NCVER website http://www.ncver.edu.au/newsevents/tenders.html

**The National Archives of Australia** is offering research grants to promote archival research and encourage scholarly use of the National Archives collection. Grants are available for emerging scholars (up to $10,000) and established researchers (up to $15,000).

The awards are designed to help scholars complete an innovative and quality research project that (1) is significant for Australian audiences, (2) makes substantial use of the National Archives collection and (3) produces as its outcome: articles, a book, website, exhibition, film or event to promote the National Archives collection

Applications close on Friday 26 June and grants will be awarded in September. Further information click here: http://www.naa.gov.au/about-us/research-grants/index.aspx

**2009 Conferences and Workshops**

**ACU - Learning, Teaching, and Social Justice in Higher Education**

**Learning, Teaching, and Social Justice in Higher Education**

CALL FOR PAPERS
Symposium: "Learning, Teaching, and Social Justice in Higher Education"
Australian Catholic University, School of Arts and Sciences, Melbourne
Wednesday, 18 November 2009

In recent years, there has been widening concern with social and social justice issues among students, researchers, and lecturers in academia. Lecturers have taken a wide variety of approaches to incorporate social justice issues into broad courses, specific units, and to open the doors of the academy to allow better access and connectivity with disadvantaged communities. This interdisciplinary symposium will explore a variety of ways in which social and social justice concerns are being incorporated and explored in higher education teaching and learning settings. We invite scholars and higher education practitioners from across all fields to discuss their work and its impact in higher education classrooms and in the broader community.

Case studies from academics’ own research are welcomed and encouraged, as are panel and group presentations. Abstracts of no more than 150 words should be submitted to Noah.Riseman@acu.edu.au by 30 June 2009. Postgraduates and Early Career Researchers are especially encouraged to send abstracts. Details about possible publication opportunities will be forthcoming.

Accompanying the symposium will be an evening debate over the question of an Australian Bill of Rights. The debaters will be ACU Vice
Chancellor and public law expert Professor Greg Craven and Institute of Legal Studies Director and human rights law specialist Professor Spencer Zifcak.

Any enquiries may be directed to:
Dr. Ellen Warne
(Ellen.Warne@acu.edu.au)
Dr. Sue Rechter
(Sue.Rechter@acu.edu.au)
Dr. Noah Riseman
(Noah.Riseman@acu.edu.au)

EDNA Visit http://www.edna.edu.au/edna/go/highered for up to date Higher Education news

London International Conference on Education (LICE-2009)

November 9-12, 2009, London, UK
(www.liceducation.org)

The London International Conference on Education (LICE) is an international refereed conference dedicated to the advancement of the theory and practices in education. The LICE promotes collaborative excellence between academicians and professionals from Education.

The aim of LICE is to provide an opportunity for academicians and professionals from various educational fields with cross-disciplinary interests to bridge the knowledge gap, promote research esteem and the evolution of pedagogy. The LICE-2009 invites research papers that encompass conceptual analysis, design implementation and performance evaluation. All the accepted papers will appear in the proceedings and modified version of selected papers will be published in special issues peer reviewed journals.

For further information visit LICE-2009 at www.liceducation.org

HERDSA


UNESCO Four Global Education Conferences - 2008-2009

UNESCO is holding a series of landmark international education conferences in late 2008 and throughout 2009 on inclusive quality education, education for sustainable development, adult learning, and higher education.

A shared vision runs through these four events: one of education systems that encourage inclusion, quality learning, flexibility and innovation. They are anchored in the conviction that education is a right, a foundation for development and that learning happens throughout life. The conferences offer a unique global opportunity for broad dialogue on educational priorities, and will provide guidance to policy-makers and other stakeholders on paths for transforming education systems. Each conference brings together representatives from UNESCO Member States, UN agencies, multi-and bi-lateral cooperation agencies, civil society organisations, the private sector and academia.

Quality Education, Equity and Sustainable Development
A holistic vision through UNESCO’s four World Education Conferences 2008-2009.

“The World Conference on Education for Sustainable Development – Moving into the Second Half of the UN Decade”
31 March-2 April 2009, Bonn, Germany
The conference will review what has been achieved during the first half of the UN Decade of Education for Sustainable Development and will look ahead to strategies that further promote awareness and progress in this field. Special emphasis will be placed on enhancing North-South and South-South dialogue and cooperation. The conference is organized by UNESCO and the German Federal Ministry of Education and Research, in cooperation with the German Commission for UNESCO.

“Living and Learning for a Viable Future - The Power of Adult Learning”
The Sixth International Conference on Adult Education (CONFINTÉA VI)
19-22 May 2009, Belem, Brazil
The Sixth International Conference on Adult Education (CONFINTÉA VI) will provide an important platform for policy dialogue and advocacy on adult learning and non-formal education at the global level. It will build on the holistic understanding of adult learning and non-formal education established by CONFINTÉA V twelve years ago. The conference is being organized by UNESCO’s Institute for Lifelong Learning.

“The New Dynamics of Higher Education”
The World Conference on Higher Education
6-8 July 2009, UNESCO Paris
A global platform for innovative thinking, the World Conference on Higher Education organized by UNESCO will take stock of the changes in higher education and research since the first conference held in 1998. It will address the dynamics shaping the development of higher education and identify concrete actions to meet national development objectives and individual aspirations.

“inclusive Education: the Way of the Future”
The 48th session of the International Conference on Education 25-

EDNA
I recently attended two EDNA workshops which were fantastic. The workshops I attended were ‘Educating the Net Generation’ and the general EDNA workshop. Through these workshops I have learned much about global education, the net generation and on-line free tools that enhance teaching. I highly recommend you keep an eye out for workshops offered by EDNA in your region. You can easily access their conference and workshop calendar by clicking on http://www.edna.edu.au/edna/go/events/cache/offonce/pid/2014;sessoid=FE2CZ39B3B4B631A36257454F85246F6

Interesting and supportive links
ALTC reports and resources are now available on the ALTC website: http://www.altc.edu.au/resources

The ALTC website is worth a visit as it has numerous educational support activities and advice. It is free to register!
**Tomorrows-professor newsletter**

*Tomorrow's professor* discusses a range of interesting educational topics and provides lots of great advice. Some recently FAQs were

Q: Will I really be able to have the perfect first semester?

A: No. You won’t, because students are human beings, and human beings never do what books tell you they are going to do.

Q: Students are not coming to class, or they come late. Do I leave those choices up to them, since they are adults, or do I become an enforcer and start each class with a daily quiz?

A: 2005 survey of first-year undergraduate students by the Higher Education Research Institute at the University of California at Los Angeles showed that while a majority of college students spend 11 or more hours in class per week, 33 percent reported skipping class and 63 percent said they come to class late "occasionally" or "frequently." A similar survey showed that the proportion of students who report coming late to class has jumped from 48 percent in 1966 to 61 percent in 2006.

The first principle is to ensure that you are creating a classroom experience which students could not duplicate by copying someone else's lecture notes, or by listening to a recording of your lecture. Students, in other words, should play a role in the classroom. If you are giving students a role to play, say through discussions, group work, in-class writing, problem-solving, and so on, then you have every right to say that the success of the course depends upon the presence of the students, and to require that presence.

You can register at this site for their regular newsletter to come to your desktop. [Add link with tips](http://cgi.stanford.edu/~dept-ctl/cgi-bin/tomprof/postings.php)

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**LTC - e-Learning CALENDAR of events**

[click here](http://www.acu.edu.au/about_acu/the_university/learning_and_teaching/learning_and_teaching_centre/academic_development_programs/) for information on upcoming workshops.

Please note that this program changes subject to the needs and request of ACU National staff. Please check this site regularly to see if a course you are interested in is on offer.
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