Teaching and Learning Policy

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1.0 Purpose
The purpose of this policy is to provide a framework for teaching and learning across all EIT higher education courses. It reflects the values and strategic objectives of EIT.

2.0 Scope
This policy applies to all members of EIT’s higher education community. It is related to other policies and procedures in the area of learning and teaching in EIT.

3.0 Objectives
EIT aspires to be a learning organisation in which all students, staff, and members are committed to their own learning and to that of others. EIT is committed to the continuous improvement of its courses and services to be an effective and recognised higher education provider. The setting of objectives for the quality of teaching and learning practices is underpinned by the philosophies of scholarship and the teaching/research nexus. Scholarship is defined by Boyer as follows:

**Scholarship:** (Boyer, 1997) This is wider than research and denotes the maintenance of currency in discipline-based knowledge in order to underpin teaching and provide a challenging, relevant and up-to-date curriculum, and also includes activities undertaken with employers that may strengthen student learning or generate additional sources of income. Scholarship may be undertaken at many different levels and may include a wide range of activities, for example:

- Activity that maintains mastery of a specialist part of a discipline
- Publications that review or consolidate existing bodies of knowledge
- Activity that maintains currency of engagement with employers
• Scholarly and creative work, jointly planned and carried out by university and community or business partners
• Artistic, critical, and historical work that contributes to public debates the development of new programmes and the critical evaluation of their success.

EIT is committed to the following principles that underpin this policy:

**Focus on student centred learning**
EIT is committed to provide an environment that promotes high quality learning. It will develop and deliver courses that are responsive to the needs of its students and actively engage students in learning to enable them to apply their skills and knowledge.

**Encourage critical thinking and academic freedom**
EIT will promote free intellectual enquiry, enhance the ability of its students to think critically while accepting a diversity of beliefs, and behave ethically to make informed decisions.

EIT is committed to promoting reasoned dialogue and debate amongst a diversity of beliefs and understandings in a global environment.

**Lifelong learning**
EIT will enable access to education for a wide range of students that accommodates diverse backgrounds and needs.

EIT will actively encourage lifelong learning by promoting further learning and developing learning skills via an effective teaching-research nexus.

**Continuous improvement of learning and teaching**
EIT will ensure that learning and teaching are continuously improved using its review processes, including feedback from key stakeholders, both internal and external.

EIT will support teachers in scholarship and endeavours to improve learning and teaching, and to undertake professional development activities.

**4.0 Implementation**

**Curriculum**
EIT is committed to the following three key elements in designing its curriculum, and promoting quality teaching and learning, according to the ‘Teaching-Research Nexus: A guide for academics and policy makers in higher education’:

“As you develop or review your curriculum, consider ways in which you might create opportunities for students to connect with the research of the discipline. Three key ways in which these links might be made during the course of study are:
• Learning about others’ research (research-informed learning)
• Learning to do research (research skills and methods)
• Learning in a research mode (enquiry-based learning)”
EIT will benchmark the content of its higher education curriculum against other leading higher education institutions to develop robust content and review the latest engineering higher education research and professional research on engineering content and online teaching. Graduate attributes will be incorporated and mapped to the Australian Qualifications Framework (research-informed teaching).

Students who are admitted to EIT’s postgraduate courses will have already learned research skills and methods from their undergraduate degree. However, these research methodologies will be enhanced during their postgraduate study (research skills and methods).

Students will be encouraged to undertake their learning based on evidence-based practices and strongly encouraged to undertake their own research about others’ research to build enquiry-based learning.

Graduate attributes have been developed by benchmarking other higher education engineering courses and against the Australian Qualifications Framework. The graduate attributes underpin the learning outcomes for the courses and their subjects.

EIT’s courses and subjects will:

- Have clear statements outlining course aims and learning outcomes
- Have a coherent program of subjects/units
- Have assessment activities that are aligned to learning outcomes
- Be equivalent across all sites and modes of delivery
- Focus on employment-related outcomes
- Have defined access and articulation pathways
- Be subjected to regular formal review to enable continuous improvement
- Be taught by teachers with appropriate levels of knowledge and skill
- Be optimized for the online engineering environment
- Maintain technical relevance through the regular updating of materials and the strengthening of the practical components as part of its commitment to continuous improvement.

**Online Delivery**

The mode of delivery for all EIT’s higher education courses will be via online technologies and all higher education courses have been developed for an online delivery method (with a particular emphasis on hands-on remote and virtual labs). EIT is committed to providing a dynamic and interesting online learning experience. An essential part of this is the “live” component of the online classes (synchronous learning).

To achieve this, EIT will use the latest web-conferencing software for live sessions, supported by an advanced learning management system. Students will be able to listen and speak to the instructor and fellow students, send questions via instant text messaging, participate in web “tours”, and more. The software will also allows students to take part in remote practical sessions with access to remote laboratories or application sharing. EIT will facilitate easy access to lecturers and fellow students and provide opportunities for those wishing to balance work, study and other commitments.
Students
EIT will support students by providing:

• quality learning resources
• timely and quality feedback on student work that promotes learning and facilitates improvement and growth
• fair and transparent assessment that is consistent and aligned to stated learning outcomes
• promotion of life learning through the encouragement of critical thinking and free enquiry
• work-integrated learning opportunities
• seamless access to all courses through the online environment
• recognition of prior learning (RPL) and credit transfer arrangements.

Staff
EIT will enhance the effectiveness of its teachers by:

• encouraging the scholarship of teaching and learning
• recognising and rewarding excellent teaching and teaching support
• encouraging continual review and improvement of teaching via feedback from students and peers
• providing and maintaining resources and facilities to support learning and teaching in an online environment
• developing educational technologies to support learning and teaching
• ensuring access to ongoing training and development opportunities for staff in order to further improve academic performance in the area of teaching and learning and scholarship.

Monitoring
EIT will regularly seek feedback from students, staff and stakeholders on the effectiveness of this policy via evaluations of courses, teaching staff and other supports. Performance will be monitored against the following:

• Student retention rates
• Course pass/fail rates
• Student progression
• Student satisfaction
• Teacher evaluation
• Graduate destination
• Employer satisfaction

5.0 Definitions

Articulation:
Creating a defined pathway that enables a student to progress from a completed course of study to another course of study with admission and/or partial or complete credit.

Learning outcomes:
Learning outcomes are the expression of the set of knowledge, skills and the application of the knowledge and skills a person has acquired and is able to demonstrate as a result of learning.
Recognition of Prior Learning:
Assessment of an individual’s relevant prior learning (including formal, informal and non-formal learning) to determine the credit outcomes of an individual's application for credit.

Scholarship of teaching and learning:
An evidence-based approach to improving student learning based on teacher inquiry into learning and teaching and the sharing the results of this inquiry within local, state, national and/or international communities of practice.

6.0 Related policies and procedures
The following policies and procedures are related to this policy:

- Staff Development Policy
- Academic Scholarship Policy
- Course Review and Quality Assurance Policy
- Assessment, Moderation and Student Progress Policy
- Teaching and Learning Resources Policy - Development and Review

7.0 Accountabilities
The Academic Board is responsible for review and approval of this policy.

The policy is to be implemented via induction and training of staff and distribution to students and EIT’s community via the website and other publications.