

## *Building capacities*

### **DASSH Associate Deans' Learning and Teaching Network Meeting Wednesday 12 September 2018**

Australian National University  
China in the World Building (188),  
Fellows Lane, Acton  
Contact: Jill Lawrence [Jill.Lawrence@usq.edu.au](mailto:Jill.Lawrence@usq.edu.au)

The theme of the network meeting is building capacities and includes sharing practice sessions where colleagues are invited to share their practices and resources and collaborate in discussions relating to the issues that are emerging in their roles.

There are also four sharing practice sessions: *incentivizing teaching*; *curriculum evaluation frameworks*; *capstone evaluation*; and *equity and equality in the learning and teaching space*.

**We would ask members to bring with them a good practice example from their universities for each of these sessions.**

#### **Building capacity: Peer support, sharing and collaboration**

9.00 – 10.00	<p><b>Morning tea, welcome and housekeeping</b></p> <p>INTRODUCTIONS: whole group discussion and introduce Parking Lot for key issues Members introduce themselves and discuss one issue they are currently dealing and about which they would like advice from their peers.</p>
10.00 – 11.00	<p><b>Group Discussion:</b></p> <p>“DASSH is currently looking at the projects that we have previously been attached to and what we might be interested in focussing on over the next few years. One project we have underway at the moment is mapping the HASS degrees in our universities to get a benchmark on what degrees are being offered, how this has changed/is changing and the spread of students across our degrees.</p> <p>We sometimes get a query from the ADLT Network about an update of Deanne Gannaway’s work on Benchmarking the BA. This work was originally commissioned in 2007, with an update that was released in 2012. Deanne has also done work around WIL and the BA”.</p> <p><b>Discussion topics:</b></p> <ul style="list-style-type: none"> <li>• Is the Network interested in this research?</li> <li>• Have its outputs been utilised by the Network?</li> <li>• Would an update of this research be of benefit to the Network?</li> <li>• Is it something that the Network would make use of?</li> <li>• What are your thoughts on the project?</li> </ul>
11.00 – 12.30	<p><b>SHARING PRACTICE 1: Incentivising teaching</b></p> <p><i>Rationale</i></p> <p>In this era of increased managerialism and the loss of a National Learning and Teaching Office the role and purpose of learning and teaching in higher education has been diminished in some universities. However the importance of learning and teaching at the grass roots level is gaining potency as casualization has</p>

	<p>intensified, QILT data gains prominence and students' activism/criticism is escalating.</p> <p><i>Process</i> Discussion about the role and impact of HEA Fellowships, UA role, SOTL, teaching awards</p>
12:30–12:30	<b>Lunch</b>
1.30 – 2.30	<p><b>SHARING PRACTICE 2: Curriculum evaluation frameworks/analytics/course renewal/ benchmarking</b></p> <p><i>Rationale</i> This topic lies at the heart of our work and practice.</p> <p><i>Process</i> Discussion about the practices/approaches/status quo at each institution, including sharing examples of good practice from our own institutions.</p>
2:30–3.30	<p><b>SHARING PRACTICE 3: Capstone course evaluation</b></p> <p><i>Rationale</i> Capstone assessment is gaining currency in many institutions to demonstrate capabilities as diverse as 21st century skills, discipline threshold learning outcomes, institutional graduate qualities, graduate employability capabilities and pedagogical engagement principles.</p> <p><i>Process</i> In this sharing practice session we will brainstorm capstone evaluation and share good practice examples from our institutions. Here is an example from USQ: Hammer, S., Abawi, L., Gibbings, P., Jones, H., Redmond, P., &amp; Shams, S. (2018). Developing a generic review framework to assure capstone quality. <i>Higher Education Research &amp; Development</i>, 37(4), 730-743. doi: 10.1080/07294360.2018.1453787. Retrieved from <a href="https://www.tandfonline.com/doi/pdf/10.1080/07294360.2018.1453787?needAccess=true">https://www.tandfonline.com/doi/pdf/10.1080/07294360.2018.1453787?needAccess=true</a></p>
3.30–4.00	<b>Afternoon Tea</b>
4.00–5.00	<p><b>SHARING PRACTICE 4: EQUITY AND EQUALITY IN THE LEARNING AND TEACHING SPACE</b></p> <p><i>Rationale</i> This session is designed to complement the DASSH agenda through a discussion of the place of equity and equality in a "post truth age" where evidence-based discussion is overturned, discrimination is applauded in the social media and the relevance and rationale for universities in terms of their roles as 'critic' and 'conscience' are downplayed.</p> <p><i>Process</i> In this sharing practice session we will brainstorm how we, and our universities, are approaching these issues and share good practice examples from our institutions.</p>
5.00-5.30	<p><b>Checking back</b> to answer issues raised in Parking Lot</p> <p><b>CONNECTING IT ALL TOGETHER: Where to next? Place, timing and topics for next network meeting in 2019?</b></p>
5.15-6.00	<b>Conference Registration</b>
6.00 – 7.30	<p><b>Welcome Reception</b> Drill Hall Gallery, Kingsley Street, Acton</p>