

Building capacities
DASSH Associate Deans’ Learning and Teaching Network Meeting
19-20 April 2018

Faculty of Humanities & Communication Arts
 Western Sydney University, Parramatta City campus,
 169 Macquarie Street, Parramatta

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The meeting will include workshops on *student wellness, contract cheating and assessment (the latest from the [Contract Cheating and Assessment Design: Exploring the Connection](#)) and building discipline capacity through collaborative accreditation processes*

There are also three sharing practice sessions: *collaborative assessment, WILing the BA and establishing critical contexts for cross institutional learning and teaching projects*. **We would ask members to bring with them a good practice example from their universities for each of these sessions.**

DAY 1

Building capacity: Peer Support

10:30–11:30	<p>Morning tea, welcome and housekeeping</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>
11.30 – 1.00	<p>Building connections through Collaborative Accreditation: the A-2/A-1 Process in action presented by Lindy Abawi, USQ</p> <p>The A-2/A-1 process involves a series of collaborative workshops resulting in artefacts that address curriculum elements required for accreditation documentation. Workshops are driven by facilitators and University discipline teams with substantial centralised support. The focus is on reconceptualising (re)accreditation to become a genuine quality enhancement process, owned by the University Departments running the programs, rather than as a necessary and burdensome administrative process. A key outcome is the justification and documentation of generic and discipline-specific learning outcomes, and a map demonstrating the achievement of those through individual courses designed to foster progressive and coherent achievement of the program.</p> <p>Beginning two years from (re)accreditation, A-2 focuses on the design and delivery of the program as a whole. Three workshops are conducted, followed by additional activities as needed. Academics collaborate (virtually or face to face), to reach shared understandings about various aspects of the program under consideration. The A-1 phase then builds on this collaborative work to ensure positive agreed changes are actioned at the course level clearly meeting program level needs.</p>
1:00–1:45	<p>Lunch</p>
1.45 – 2.45	<p>SHARING PRACTICE 1: WILing the BA <i>Rationale</i></p>

	<p>This session will build on learnings from the DASSH project in 2016 and the BA conference held in Brisbane in 2017.</p> <p><i>Process</i> Discussion of progress toward the WILing the BA as a group discussion about the status quo at each institution, including sharing examples of good practice from our own institutions.</p>
2:45–3.45	<p>SHARING PRACTICE 2: Collaborative assessment in online and on campus spaces</p> <p><i>Rationale</i> The increasing importance of collaborative assessment is being exalted in many spaces: those as diverse as 21st century skills, discipline threshold learning outcomes, institutional graduate qualities, graduate employability capabilities and pedagogical engagement principles. However collaborative assessment is often considered to be problematic by academic staff and students.</p> <p><i>Process</i> In this sharing practice session we will brainstorm collaborative assessment tasks and share good practice examples (and rubrics) from our institutions.</p>
3.45–4.00	Afternoon Tea
4.00–5.00	<p>Equipping students to manage their studies, personal and professional life This session is designed to unpack key issues tertiary students might face. This includes detoxing from technology and social media, navigating isolation and distance education struggles, healthy eating pattern tips and combating detrimental personality traits. Proactive approaches to managing the many issues faced by all students and maintaining your mental and physical wellbeing will be shared in the session.</p>
5.00-5.30	WRAP UP
Evening	<p>Dinner (not included in registration) @ <i>The Emporium</i> https://www.yelp.com.au/biz/the-emporium-parramatta?frvs=True</p>

DAY 2

Building capacity: collaboration

9:00–9.15	RECAP OF YESTERDAY'S DISCUSSION AND Parking Lot Issues
9:15–10:30	<p>SHARING PRACTICE 3: Establishing critical contexts for cross institutional learning and teaching projects</p> <p><i>Rationale</i> University staff are continually developing projects designed to build institutional, staff and student capability. These projects emanate from diverse sections of the university but are frequently initiated and developed in isolation, replicating others. While they are resourced with grants and/or organisational support, they not only remain quarantined from operational management but also routinely produced without key stakeholder consultation. Do Associate Deans (Learning and Teaching) have a role to play in assisting project teams to verify whether their projects are strategically and operationally embedded and sustainable?</p> <p><i>Process</i> Discussion of viability of developing tools to equip teams to plan projects in an informed and focused way, maximising available resources and building on previous experiences and capabilities, both institutional and pedagogical. Institutional examples of good practice will also be shared.</p>
10.30 – 11.00	MORNING TEA
11:00– 12:30	<p>CONTRACT CHEATING AND ASSESSMENT DESIGN Numerous contract cheating/ghost writing scandals have resulted in many universities around Australia taking steps to improve academic integrity policy and practice. In 2016 the Department of Education commissioned a two-year, Strategic Priority Project led by the</p>

	<p>University of South Australia, to investigate the problem of contract cheating and the role of assessment design. The project collected the largest dataset to date on this topic and is now in the process of developing evidence-based resources to assist the sector in addressing this threat to academic integrity. This presentation will cover the major project findings within the context of Australian higher education, and will discuss how these findings may influence the future of assessment design.</p> <p>The presentation will be delivered by Ms Sonia Saddiqui (UniSA), project manager of <i>Contract Cheating and Assessment Design: Exploring the Connection</i>. For more information on the project, please visit: https://cheatingandassessment.edu.au</p> <p>Sonia has worked in academic integrity student support and research for fifteen years. She is currently a Research Fellow at the University of South Australia Business School. She has managed three national Department of Education and Training projects in teaching and learning, and is currently in her final stages of a PhD in academic integrity at Macquarie University.</p>
12:30–1.15	LUNCH
1:15–2.00	Checking back to answer issues raised in Parking Lot
2.00–2:30	CONNECTING IT ALL TOGETHER <i>Where to next?</i>
2:30	CLOSE