Foreword - DVC Academic

Macquarie University has a unique opportunity. Its capabilities and culture give it the potential to be one of the very few universities in the world not only to excel in research but also to offer a superb student experience. And the core of the student experience is to be found in the classroom.

Our university has a history of good learning and teaching and was a national leader in areas that are now common across the sector such as flexible unit-based programs, semesters and the publication of exam results to individuals. In recent years this has continued with the People, Planet and Participation approach to curriculum design. This Green Paper builds on this tradition and takes it to another level by presenting a program which will make our university stand out among Australian universities and be distinctive for its approach on a global level. In addition, this strategy returns the university to its founding principle. Macquarie University was set up to extend the boundaries of educational orthodoxy and to be, 'like Stanford', a university which was deeply and richly connected with smart industry partners to form a distinct social, cultural and economic region within its city.

The key question facing any organisation is ‘why do they hire us?’ Not all organisations have the courage to ask this question and, if they do ask it they may not have the courage to face the answer. The evidence shows that our chief stakeholders, our students, hire us because they think (and the statistics show they are right to think it) that by becoming graduates they will get a better job than if they went straight into work from school. Whether better means more highly paid, more personally fulfilling, more challenging is for each individual to decide. By putting a determinate commitment towards employability at the core of this strategy we seek to answer this question more fully, more boldly and more authentically than any other Australian university. By asking the question at all we are distinguishing ourselves. What is being proposed here is not placement, not weak models of work integrated learning, but a core focus on authentic partnership between the student, the university and the employers to change the landscape of what it means to be a graduate.

This is not a small ambition.

We have significant assets by which this ambition can be achieved. The Professional and Community Engagement program (PACE) has gone from a standing start to over six thousand engagements every year and continues to grow from its existing network of more than a thousand partners. In Macquarie Park, we are part of the fourth largest CBD in Australia and not only is the local population increasing but also planned transport links will better connect us to the chief growth corridors of greater Sydney. If we cannot do this then no Australian university can do this. We are in the right place at the right time.

This is not a short-term project and it has a long term horizon. Universities where this has been done supremely well, such as Drexel and Northeastern in the USA and Waterloo in Canada, took a decade or more to achieve full implementation of their employability schemes. As a result of their success not only do they have better employability than other universities but their general positions have improved: they have shot up the research league tables; they get better scores for student satisfaction. I am confident that the same benefits will accrue over time to our university.
This document contains a wealth of information and this responds to the feedback to be concrete we have received in the development phase. Please don’t get lost in the detail. This is a strategy for the future based on student aspirations to be more employable, the recognition that the most effective learning is done in partnership and a view that the affordances of digital technologies are more than simple delivery tools.

Above all this is our chance to reclaim what we were founded to be. To define ourselves against and beyond other universities in Australia and to make the global reputation as a university with unique assets and culture.

Professor John Simons  
DVC Academic  
March 2015

This Green Paper is designed to spark collegial discussion on Learning and Teaching at Macquarie University. We encourage all colleagues to engage with its ideas and provide input and feedback that will inform the development of the final Learning and Teaching Framework. There are a number of mechanisms to do this.

An online form at: http://goo.gl/forms/0RFq4Koea1  
An email to pvclt@mq.edu.au  
Feedback to Associate Deans Learning and Teaching in your Faculty, and Directors in your Offices.

We will also be holding a number of events and attending Office, Department and Faculty meetings to provide a face-to-face opportunity for conversation.

The last day to provide feedback is June 30, 2015

Thanks to all the people who have been involved in the consultation towards this Green Paper. In particular, thanks to the Reference Group consisting of the Associate Deans and Directors of Learning and Teaching and the Associate Deans of Quality and Standards; The Chair of Academic Senate, The Directors of PACE, LTC and COE and the Project Officer in the Office of the PVC L and T.

Professor Sherman Young  
PVC Learning and Teaching  
March 2015
1. Introduction
Drawing on the priorities and values outlined in *A Framing of Futures*, this strategic framework maximises our strong and growing reputation in Learning and Teaching and provides a foundation through which the university can respond to emerging local and global challenges and opportunities. The vision and values statements in *A Framing of Futures* declare our aspirations; as a university of service and engagement, Learning and Teaching at Macquarie will serve and engage by:

- Offering experiences, within formal settings and beyond, that change the lives of our students, support them in achieving their aspirations and provide an incubator for the next generation of leaders.
- Expanding PACE as a signature program that distinguishes this University
- Infusing cutting-edge technology into our learning environment to deliver world-class learning and teaching on campus and online
- Developing and leading teaching models that promote enquiry-driven learning and prepare students for productive professional and civic lives
- Imbuing our academic and professional staff with a culture of transformative learning, expanding their horizons and nurturing their capabilities.

As well as having a reputation for excellence and innovation in learning and teaching, Macquarie is known for its friendly, nurturing and welcoming environment. Our staff care about our students - their experience at university, and their success afterwards. We have an opportunity to build on those strengths with a characteristic vision. In an increasingly connected world, more traditional universities can appear isolated and increasingly irrelevant. By virtue of its established approaches and cultures, Macquarie is uniquely positioned to transcend that perception and instead become known for its connectedness - a connectedness that enables a distinctive positioning for the quality of our teaching, the participatory nature of our learning, the effectiveness of our graduates and the excellence of our graduate outcomes.

Our Learning and Teaching vision is to be a **Connected Learning Community** characterised through the ways in which we connect staff, students, alumni, industry and community partners, and the broader society with resources, research and expertise. Through these connections, students will engage in learning opportunities that will empower them with the necessary knowledge, skills and abilities to thrive in a rapidly evolving world – a world that requires perseverance, endeavour, creativity, innovation and a desire to make a difference.

Importantly, the centrality of research in the role of the university is reinforced by this connectedness. By more directly involving coursework students in research projects, we expand the potential of both the student learning, and that research. By better connecting teaching within and across disciplines, we can build a more dynamic and creative research environment. And by connecting with corporate and community partners in experiential learning opportunities, we enable relationships that will lead to innovative research collaborations. Connectedness will tie together our research, teaching and community engagement, aligning the various strands of the work we do.

An integral part of this connectedness is the rapidly evolving use of technologies in life and in education. Our students will increasingly expect an experience that is digitally connected – so we need to build on our strengths in blended and online learning to ensure that experience.
Technologies have triggered the ubiquity of educational content; not only is the curation of content now as important and useful as its creation, but there is much to gain from connecting and collaborating rather than expending energy on duplicating the efforts of others.

Building on these connections, this L&T Strategic Framework ties our students' learning more directly with their futures by focusing on employability as a graduate attribute. Yorke\textsuperscript{ii} defines employability as 'a set of achievements – skills, understandings and personal attributes – that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy'. Much more than training for a specific vocation, employability encompasses the capacity to remain employable throughout their lives and to contend with a variety of employment opportunities.

Additionally, many graduates may require entrepreneurial skills to forge their own distinctive career paths, and perhaps become employers themselves. As educators we can build on our already strong curricula and extra-curricular offerings to help our students develop the skills, creativity, attitudes and values that will sustain them in these endeavours. This includes scaffolded and supported work-integrated learning, as well as opportunities for learning for employability and entrepreneurship embedded throughout curricula.

A mature Professional and Community Engagement (PACE) program (with over 1200 partners, and 6000 undergraduates having a PACE experience each year), a campus which enables rich interaction with its immediate neighbours in Australia’s 4\textsuperscript{th} largest CBD and a history of community and corporate engagement and enquiry-driven learning suggest a clear way forward. We are in a unique position to address the academic, career and employability demands of our students and have the opportunity to distinguish Macquarie as a university that embeds the development of discipline, employability and enterprise throughout the curriculum, by deliberately connecting the various strands of the Macquarie experience.

**The Connected Learning Community** has three dimensions. A connected curriculum, connected learning experiences and connected people, each of which will be explored in more detail throughout this paper.
Key Objectives, Goals and Supporting Strategies

**Key Objective 1. A Connected Curriculum**

Our undergraduate and postgraduate curricula will be known for coherent, relevant, research-led degree programs that lead to outstanding graduate outcomes. We will use a program-based approach to curriculum development and teaching to ensure that our graduates emerge with the most appropriate knowledge, skills and experience. We will expand our experiential learning programs to offer an internship opportunity in all of our undergraduate programs and progress our effectiveness in developing the employability of our students.
Goal 1.1 Embedded Work and Life Skills

Market intelligence, including surveys of our 2015 enrolling cohort, suggests that the majority of students are motivated to come to university to improve their employability. At the same time, employers suggest that the skills they require of graduates are not generally focused on content, but on broader graduate attributes and professional orientation. These valuable skills and attitudes are gained through communication and collaboration and the formal educational environment of the university promotes the work ethic and the ability to persevere through even the toughest challenges, both social and academic.

We also know that employment is increasingly varied, confirmed for example by 2013 ABS data on labor mobility which reports that only 27% of men and 23% of women had been with their employer for ten years or more. Our graduates require the attributes to thrive in that context - as entrepreneurs and employers themselves, and with the ability to keep learning and developing as needs and opportunities evolve.

Targets:

<table>
<thead>
<tr>
<th>Embedded Work and Life Skills</th>
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<tbody>
<tr>
<td>1.1.1 By 2018 all program development to include Industry or Community Advisors</td>
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<td>1.1.2 By 2020 employability and entrepreneurship knowledge and skills will be embedded in all undergraduate and postgraduate curricula</td>
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<td>1.1.3 By 2020 at least one assessment task per program to have the involvement of relevant external partners in its design or implementation</td>
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<tr>
<td>1.1.4 By 2025 all undergraduate programs will provide students with the opportunity of an internship (staged implementation beginning 2016)</td>
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<td>1.1.5 Improved outcomes in Government Quality in Learning and Teaching (QILT) indicators</td>
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Supporting Strategies

- Identify major employers, industry or community partners and establish regular collaborative events, including program design support (DVC CEA, DVC A, DVC I)
- Build on PACE to enable all undergraduate programs to provide students with the opportunity of a full internship (PVC LT, PACE, Careers, DVC CEA, Faculties)
- Program teams to demonstrate the inclusion of key employability and entrepreneurship content and skills in curricula (Faculties, Careers, students)
- Establish collaboration spaces for formal and informal engagement with partners and students (DVC CEA, DVC A, DVC R, IT, Property)
Goal 1.2 Program-based curriculum with coherent Program Learning Outcomes and Constructive Alignment

Our programs will be informed by scholarship and research. They will be developed and organised to enhance coherence, quality and viability and to provide students with a sense of belonging to a cohort of learners. Opportunities for innovation, cross-disciplinary work and sharing across units are encouraged.

A program-based approach will require clearly defined roles, responsibilities, leadership and accountabilities within a structured program development, review and accreditation cycle. Cross-institution teams using appropriate methodologies will implement and support a rolling schedule of program development and review designed to promote quality, innovation and sustainability. A program-based approach provides an opportunity to streamline our unit offerings and to take a more holistic approach to content and assessment, with benefits for both student learning and staff workloads. Macquarie’s tradition of flexibility can be maintained with an independent studies program option and more fluid and student-centered schedules.

Targets

| Program-based curriculum with coherent Program Learning Outcomes and Assessment using Constructive Alignment vi|  
|---|---|  
| 1.2.1 | In 2015 develop and establish a refreshed graduate capabilities statement and policy |  
| 1.2.2 | In 2015, formalise statements for responsibilities, workloads and accountabilities for the roles of Heads of Department, Program Directors and Unit Convenors in learning and teaching |  
| 1.2.3 | Establish a cycle of enhancement of our programs utilising team-based, program-centric design thinking approaches by 2016, with all programs engaged in the cycle by 2020. |  
| 1.2.4 | By 2016, provide supporting structures and resources for the curriculum development, review and reaccreditation cycle encouraging ongoing reflection using analytics, peer review, and other evidence, the sharing of practice and resources, and the support of innovation in teaching and learning. |  

Supporting Strategies

- Develop and establish a refreshed graduate capabilities statement and policy for mapping program learning outcomes (DVC A, PVC LT)
- Devise formal statements for responsibilities, workloads and accountabilities for the roles of Heads of Department, Program Directors and Unit Convenors in learning and teaching (DVC A, PVC LT, Faculties, HR)
- Agree on a program development, review and accreditation cycle to ensure program quality and viability (PVC LT, Faculties, Senate)
- Develop a curriculum standards framework and protocols for program development – including (1) viability criteria for programs and units, (2) program-based, authentic and aligned assessment processes (3) RPL schedules (4) recruitment and enhancement plans etc. (PVC LT, Senate)
• Develop integrated approach to program evaluation that includes student and peer feedback, reflection and ongoing professional learning (PVC LT, Senate, Faculties)
• Develop coherent and aligned institutional approach to Learning Analytics (PVC LT, Faculties, LTC, Analytics, IT)
• Build cross-institutional program design teams and processes to encourage program development and innovation (PVC LT, LTC, Faculties, Library, Offices)
• Establish regular curriculum design and celebratory events for Faculties and Departments (PVC LT, LTC, Faculties, Students, Library, Offices)
• Explore the development of an appropriate and viable program option for those students who wish to construct their own, more flexible ‘independent studies’ program (DVC A, Faculties, Senate)
• Develop program level approaches to timetabling and organisation of units (PVC LT, Faculties, Property)
• Review relevant policies (Quality Enhancement, Assessment, Grading etc.) to align with priorities (Senate)

Goal 1.3 Research and enquiry-led discipline specific program content

We will prepare all of our students for the complex and challenging decisions they are likely to encounter throughout their lives. Enquiry-based learning is one of the strategic priorities of the university and we will develop and embed teaching models and practices that support this. All students need to engage in the process of acquiring and creating knowledge, to understand how it is produced and to critique it as required.

We will bring our teaching and our research together within the curriculum through teaching which is informed by staff research, through integration of disciplinary research into courses (Research-enhanced teaching); and by providing opportunities for students to participate in and conduct research, learn about research, develop skills of research and enquiry and contribute to the university’s research effort (Research-based learning).

Targets:

<table>
<thead>
<tr>
<th>Research and enquiry-led discipline specific program content</th>
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<tbody>
<tr>
<td>1.3.1 By 2017 identify undergraduate units/pathways for students who wish to pursue higher degree research and embed specific activities and assessment as appropriate</td>
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<tr>
<td>1.3.2 By 2020 enquiry-based experiences included within all undergraduate and postgraduate coursework programs</td>
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<td>1.3.3 Provide opportunities for all coursework students to engage with the university’s leading researchers</td>
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<tr>
<td>1.3.4 Embed a broad based culture of enquiry and knowledge creation into teaching approaches</td>
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</tbody>
</table>
Supporting Strategies

• Encourage the development and inclusion of research-appropriate assessment tasks throughout the curriculum, with a view to enabling future MRes and higher degree research (HDR) study (Dean HDR, Faculties, students)
• Define, scope, identify and extend research opportunities for undergraduate students (PVC LT, Dean HDR, Faculties, Students, Library, PACE)
• Development of an award for enquiry-led teaching to showcase the best practice of academics who thoroughly integrate their teaching and research (DVC R, DVC A)
• Establish and support an internal interdisciplinary undergraduate research conference and journal (PVC LT, Dean HDR, Faculties, Students, Library)
• Ensure opportunities for student involvement in research projects and in internal and external research events, including increasing contact opportunities between our academic research and undergraduate studentsviii (DVC R, Faculties, students)
• Establish systems, support and professional development for sharing research knowledge and research-enhanced teaching practices across the community (seminars/learning commons) (DVC R, DVC A, PVC LT, Marketing, Faculties, LTC)

Goal 1.4 Embedded Breadth and Context of Knowledge

Higher education has the civic purpose and goal of producing engaged global citizens. For students, this can exist alongside and in alignment with a more focused approach within disciplines. In a connected curriculum, there is overlap - individual learning activities will inevitably contribute to a number of graduate outcomes but ensuring breadth and context as well as depth is an essential part of the transformational learning experience. The connected curriculum will ensure that there are embedded understandings of key literacies – around internationalization and inter-cultural considerations, sustainability and Indigenous areas. Providing opportunities where learners are personally challenged can, and often does, provoke meaningful life changes. As well, irrespective of what path students choose to take in their career upon graduation, they will be living and working in a culturally diverse setting. Breadth of knowledge and experience will be critical in preparing them for their futures.

At undergraduate level, Macquarie has embraced this need for breadth with its People and Planet units, and this philosophy endures. However, the current approach to People and Planet is complicated and often results in administrative confusion for both students and staff. A simplified approach to People and Planet is needed. Big History provides an opportunity for both simplification and ensuring that that the goals of People and Planet remain fulfilled. Big History is a unique contextual approach to understanding that has received global recognition, and is strongly identified with Macquarie University. As such, it will be included in the undergraduate curriculum, as a substitute for our existing People and Planet units. The delivery of Big History will be at scale, and as an appropriate development of the Big History MOOC due to be launched in mid 2015. More details about Big History can be found here:
**Targets**

<table>
<thead>
<tr>
<th>Embedded Breadth and Context of Knowledge</th>
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<tbody>
<tr>
<td>1.4.1 For 2017, the large-scale online provision of Big History instead of existing People and Planet offerings</td>
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<tr>
<td>1.4.2 By 2017, as part of program design criteria, all programs to have space for at least one elective (achievable with the introduction of a single Big History unit in lieu of existing People and Planet units)</td>
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<tr>
<td>1.4.2 By 2018 contextually relevant themes across sustainability, internationalization, inter-cultural considerations and Indigenous understandings embedded in all programs</td>
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<tr>
<td>1.4.3 By 2018 at least one 300 level (or above) interdisciplinary project in every Faculty</td>
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<td>1.4.4 By 2018 enable every undergraduate and postgraduate student to have an inter-cultural or international experience*</td>
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**Supporting Strategies**

- Adapt and develop Big History MOOC as a ‘breadth’ offering and engage widely with all Faculties in this development (Big History Institute, PVC LT, Faculties)
- Ensure consultation with sustainability, internationalisation and Indigenous experts in program design teams (PVC LT, DVC I, Offices)
- Expand Study Abroad and PACE International Offerings (MI, PACE, Students)
- Further develop intercultural offerings (Faculties, GLP, Students)
- Establish regular interdisciplinary activities and events (Faculties, Marketing, Students)

* Exchange, local placement, study remotely / abroad, language units, PACE International, short course, GLP, student group activities
Key Objective 2: A Connected Learning Experience for Students

There is a wealth of research around student retention, success and completion and where resources are best applied for maximum benefit\(^\text{x}\). Much of this involves enhancing the student experience and engagement. There is compelling evidence that experiencing a strong ‘sense of belonging’ supported by connections with peers, teachers and disciplines are key factors\(^\text{x}\). We will nurture their experience by connecting our students deeply with their learning, and recognising the deep connections that exist within and outside the formal curriculum.
**Goal 2.1 Students are Partners and Co-creators in their formal learning**

A key challenge facing higher education is how to best engage our students, at a time when cohorts are growing in number and diversity. The research identifies a number of things we do know about learning:

1. The Learner is not a “receptacle” of knowledge, but rather creates his or her learning actively and uniquely.
2. Learning is about making meaning for each individual learner by establishing and reworking patterns, relationships, and connections.
3. Every student learns all the time, both with us and despite us.
4. Direct experience decisively shapes individual understanding.
5. Learning occurs best in the context of a compelling “presenting problem”.
7. Learning occurs best in a cultural context that provides both enjoyable interaction and substantial personal support.

Ensuring that students are actively involved in their learning increases engagement. We know for example that collaborative learning activities situated in real or simulated environments promotes engagement and motivation. Increasingly many universities are incorporating students as partners in areas of curriculum design, governance and other aspects of learning, teaching and research to the benefit of the student engagement and their satisfaction with the university experience. Our own student cohort may also represent an untapped resource for developing and sustaining learning and teaching innovations.

**Targets:**

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<tr>
<th>Students are Partners and Co-creators in their formal learning</th>
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<tr>
<td><strong>2.1.1</strong> By 2017 systematic student involvement in program development and review</td>
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<td><strong>2.1.2</strong> By 2017 establish student run Learning Centre, using informal learning spaces (MUSE) for coordinated peer assisted learning (PASS/PAL) sessions</td>
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<td><strong>2.1.3</strong> By 2018 clearly identifiable expectations for collaborative and active learning promoted through assignments and projects throughout curricula</td>
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<tr>
<td><strong>2.1.4</strong> By 2019 all programs designed to encourage cohorts and formation of learning communities involving staff and students</td>
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**Supporting Strategies**

- Student involvement in program review, development and accreditation processes (PVC LT, Faculties, Senate, Students)
- Opportunities for students and staff to collaborate on research or teaching activities (DVC A, DVC R, Students)
- Greater student involvement in academic governance including representation on all learning and teaching committees (DVC A, Senate, Faculties, Students)
- Training and support for students involved in representative roles (DVC A)
- Student-led evaluations and student nominated learning and teaching awards (PVC LT)
• Alignment and revision of policy to ensure best practice and allocation of resources across student support roles e.g. PAL, PASS, Coaching, Mentoring (Senate, Faculties, PVC LT)
• Explore the establishment of Student Ambassador positions to identify key student representatives in Learning and Teaching (PVC LT, Faculties)
• Establish spaces and regular fora for undergraduate students, postgraduate students and teachers to discuss teaching (e.g. modeled on Teachmeet) (PVC LT, Faculties)
• Development of partnerships for student involvement in both industry or community workplaces and research (DVC CEA, PACE, DVC R, MI, Students)
• Review programs and curricula to encourage and promote educational practices that have been empirically shown to increase engagement and success (Senate)

Goal 2.2 Connecting Learning Activities

In our connected learning community, the opportunity exists to link various strands of learning and teaching, building connections between disciplines, and developing deeper links with co-curricular engagements (Global Leadership Program, Merit Scholars, Peer-Assisted Learning etc.). The formal curriculum can build on informal activities and extra-curricular engagements to support the broader learning outcomes of a program. For example, how might participation in the university debating team contribute to a student’s broader learning? How can we link the learning from a casual workplace? Or create opportunities for engagement by connecting and recognising seemingly disparate pursuits? Connecting and translating learning activities in this way and having students able to record and have them recognised may be an important aspect of development for employability.

Targets:

<table>
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<tr>
<th>Connecting Learning Activities</th>
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<tr>
<td>2.2.1 By 2017 systems to enable the formal recognition of appropriate learning achieved through extra-curricular activities developed and implemented (eg student portfolios)</td>
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<td>2.2.2 By 2017 Recognition of Prior Learning (RPL) schedules for each program to include informal learning</td>
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<td>2.2.3 By 2020 all programs to identify non-formal learning opportunities</td>
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Supporting Strategies

• Program design processes to include consideration of co-curricular and extra-curricular opportunities (PVC LT, DVC SR, Faculties, Senate, Library, Students)
• Recognition of Prior Learning (RPL) schedules developed (Faculties, Senate)
• An annual cross-institutional, co-curricular ‘Week’ designed to promote new connections between students and their studies (PVC L&T, Faculties, Campus Life)
• University opportunities (employment, governance) to articulate connections to Program Learning Outcomes (PLOs) and the graduate capability statement (DVC SR, PVC LT, Senate, Library)
• Develop systems to enable students to create an enduring record or portfolio of achievement and capability (PVC LT, LTC, IT, DVC SR)
Goal 2.3 Connecting Technologies and Spaces

Macquarie has a tradition of embracing technological innovation in its learning and teaching. Most recently, the iLearn blended learning environment - incorporating Moodle, Echo360 Lecture recording, online assessment etc. has become a central part of the student experience with over a billion page views a year. Engaging with technology is a journey, not a destination and we need an approach to technologies that continually balances our excellent physical spaces with the flexibility that virtual spaces enable.

Our goal is to privilege connectivity, and utilise those technologies and spaces that best enable the connections we require. For example, traditional tiered theatres (and lectures) may not be the best option when promoting active learning and meaningful collaboration. If the pedagogical aim is to present content, there may be digital solutions that are far more accessible and engaging. Similarly, teaching online may constrain fluid groupwork and small face to face activities may be more appropriate. Learning technologies will continue to develop, and we must be nimble enough to embrace and explore innovation in all areas of delivery and activity – for example simulations or game-based learning, such as the ‘Reading Game’, developed here at Macquarie.

A key aspect of connecting and collaborating is the use of shared resources and we will explore how best to reduce effort by sharing our own work and using the work of others (such as assessment tasks and rubrics) where appropriate. Additionally, student feedback supports increased flexibility across time and space – this will be further explored.

We will also connect our digital and physical spaces to best engage our students and staff. In short, we need to design our learning and teaching for a digital age, in the understanding that those digital tools must be used appropriately and effectively. Designing for digital allows greater flexibility and opens up new possibilities. Of course, this requires skills that differ for educators and learners. Teaching with technology is inherently different from learning with it. We will provide support that addresses digital fluency in teachers, along with the students they teach.

Targets:

<table>
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<tr>
<th>Connecting Technologies and Spaces</th>
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<tbody>
<tr>
<td>2.3.1 By 2016, integrated plan for the development of spaces and technologies which prioritise collaboration and connection – design for a digital age.</td>
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<td>2.3.2 By 2017, refinement of blended learning implementation towards a more seamless integration of delivery modes (online and on campus) for maximum flexibility for all students</td>
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<td>2.3.3 By 2017, build a Learning Innovation Centre - including a community of practice - to work on, for example, new approaches to learning and teaching, including the involvement of students</td>
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<tr>
<td>2.3.4 By 2017, make all iLearn content visible to all staff (with appropriate permissions) to enable shared development and learning</td>
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</table>
2.3.5 By 2020, online assessment tasks (including examinations) are the default

2.3.6 By 2020, development of the ‘Learning Commons’ to enable sharing of resources within the MQ Community

2.3.7 As part of program development and review cycle, identify opportunities where existing and duplicated content can be moved to core online units or programs.

2.3.8 Embrace and engage with individual-led approach to technology adoption for staff and students (Bring your Own/Choose your own and Mobile Devices, platform independence) to inform learning technology decisions including equipping physical spaces

### Supporting Strategies

- Develop institutional five year learning technologies and spaces/AVTS plan (PVC LT, SLTC, IT, LTC, COE, Property, Library, Faculties)
  - Continue developing blended environments balancing digital and physical environments
  - Further explore and extend use of digital possibilities (e.g. flipped classroom, simulations, games, fully online and off campus courses, mobile devices)
  - Investigate and consider the evolution of Macquarie’s learning technologies platform (currently iLearn) to incorporate the latest developments in service provision
  - Investigate further use of online assessment possibilities, including examinations
  - Explore best solutions for providing appropriate online ‘space’ for students
  - Develop strategic approach to fully online programs (with partners such as OUA as required) as determined by program review cycle
- Explore systems requirements for increased flexibility in timing and delivery modes to allow for diverse student cohorts, and teaching requirements (PVC LT, DVC SR, Property, Library, LTC, COE)
- Develop staged approach for implementing integrated resource sharing in support of the Learning Commons, including initial sharing of existing iLearn resources (PVC LT, DVC R, LTC, Library, IT)
- Incorporate learning analytics and student feedback (quantitative and qualitative) to inform student success strategies and program development and review (Strategic Planning, PVC LT, LTC, COE, Faculties)
- Explore funding and partnership options for Learning Innovation Centre (PVC LT, DVC CEA)
- Provide appropriate learning technologies support, training and development for staff and students (DVC SR, PVC LT, LTC, COE, Library)
- Explore alternatives to traditional student (computer) labs (PVC LT, IT, Faculties, Library, Property, Students)
- Build on recommendations of the Macquarie University “Refining Distance Education” White Paper (PVC LT, Faculties, LTC, COE)
Goal 2.4 An Easily Navigable Student Journey

University is often a complex environment with a plethora of choices and opportunities. Some students might thrive in that complexity, but for others it can be overwhelming, particularly in first year. This is exacerbated by the diversity of student cohorts and in an expanded higher education environment many (such as first in family) do not possess the cultural capital of a university experience. Without an easily navigable path and a readily available cohort to identify with, those students may struggle. Our existing complexity also requires significant staff intervention to provide guidance, administration and other overheads; resources that would be better redirected towards research and teaching priorities. Creating and communicating an easily navigable student journey complements a program-based approach to curriculum (see Goal 1.2).

Targets:

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<th>An Easily Navigable Student Journey</th>
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<td>2.4.1</td>
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<td>2.4.2</td>
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<td>2.4.3</td>
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<td>2.4.4</td>
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</tbody>
</table>

Supporting Strategies

- Explore increased commonality - embedded induction, and appropriate assessment - in first year programs of study (PVC LT, Faculties)
- Increase early engagement (e.g. KickStart) and build orientation and transition activities (PVC LT, DVC SR, Faculties, Offices)
- Develop an interactive map of the student journey to incorporate the various components of the student experience (PVC LT, DVC SR, Marketing)
- A structured approach to student support, including the exploration of practical methods to implement discipline specific first year support, e.g. PAL/ PASS Programming, or a personal tutor approach for first year studentsxix (PVC LT, Faculties, Library, Students)
- Clarification of front-line roles and responsibilities and subsequent provision of effective, appropriate and timely support and advice for all students (DVC SR, DVC A, PVC LT, Faculties, Library)
- Incorporate learning analytics to inform student success strategies and program development and review (Strategic Planning, PVC LT, LTC, COE, Faculties)
- Develop systems to enable students to create an enduring record or portfolio of achievement and capability (LTC, IT, DVC SR, Library)
Key Objective 3. Connected People

Macquarie has distinct opportunities to strengthen its community. It is a large, comprehensive university, still widely perceived as friendly and with an accessible campus. It affords study and engagement with students at a distance, on-campus or combinations of these. Collegiality amongst staff is the norm, and students feel that their teachers and professional colleagues are approachable and helpful. This has roots in the establishment of the university, which was motivated by the desire to provide an accessible alternative to other Sydney-based institutions, and reinforced by a tradition of relatively small face-to-face class sizes in most Faculties.

We also have opportunities afforded through our outward-facing relationships. A successful PACE program is the basis for even stronger connections. Our location at Macquarie Park enables us to expand those connections with physically proximate corporate partners, many of whom have international arms. Macquarie University should connect that community of students, staff, alumni and partners; by linking both research and learning possibilities.

The challenge then is to reinforce our existing connections by aligning the objectives of our stakeholders, collaborating wherever possible to meet those objectives and sharing resources appropriately. The motivation for building those connections must be apparent in the ways that activities and achievements are developed, recognised and rewarded for both students and staff.
Goal 3.1 Aligned Objectives

Within any university, there are numerous stakeholder groups, and individuals, with diverse motivations and objectives. This Green Paper argues strenuously for aligning our efforts towards common goals in learning, teaching and research. Working together towards a sustainable approach to learning and teaching will result in excellent graduate outcomes for our students whilst ensuring that research priorities are achieved. In order to do so, we need to ensure that the resource allocation, design and delivery of our teaching is motivated by student outcomes - and understand that by working together towards common objectives, we can ensure the quality of the student experience.

Increasingly, we can build partnerships with others who have corresponding interests; whether they are future employers looking for the best graduates, community groups that can mutually benefit from involvement in our programs, or alumni who would like to contribute to, or benefit from a teaching activity at Macquarie. Through leadership at all levels of the university, we can connect with the right people, communicate and align our goals.

Targets:

<table>
<thead>
<tr>
<th>Aligned Objectives</th>
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</thead>
<tbody>
<tr>
<td>3.1.1 Align MQ internal frameworks: Research, HDR, L &amp; T, S &amp; R, CEA, MI, Library, Property, IT, Indigenous, HR, Sustainability etc</td>
</tr>
<tr>
<td>3.1.2 Recognise individual staff needs and provide frameworks and structures to enable better alignment with institutional goals, including appropriate support and professional development opportunities</td>
</tr>
<tr>
<td>3.1.3 Align Departmental/Faculty/Offices/university objectives and find balance between financial and academic priorities</td>
</tr>
</tbody>
</table>

Supporting Strategies

- Establish relationships with key internal stakeholders to ensure alignment with other internal frameworks (DVC A and other stakeholders)
- Define formal responsibilities, workloads and accountabilities for roles of Head of Department, Program Director and Unit Convenors (DVC A, Exec Deans, HR)
- Establish a program development, accreditation and review cycle to ensure program quality and viability on a regular basis (PVC LT, LTC, Faculties, Senate)
- Examine the Faculty Finance Model to address perverse incentives and to encourage focus on student outcomes and engagement rather than internal competition and tensions (DVC A, COO, Faculties)
- Run workshops to connect L&T and Research frameworks with Exec Deans, HoDs and Heads of Offices (DVC A, PVC LT)
- Develop communities of practice around different aspects of L&T practice, scholarship and leadership, to support innovators and assist collective and individual reflective practice, sharing of ideas and dissemination of effective practices (PVC LT)
Goal 3.2 Shared Resources and Activities

Collaboration can occur internally and externally. Internally, we need to connect so that we can know and understand the breadth of teaching activity that occurs across the university. Initially, we can make that diversity visible by connecting people through curricula (e.g. Big History, internal grant outputs) and co-curricular events (e.g. Faculty Partnership Projects and Communities of Practice). We also have the opportunity to connect with traditional academic partners – building on existing and new research collaborations, we can use relationships to explore ways of collaborating in the learning and teaching space. The use of digital technologies enables a range of such possibilities.

Targets:

<table>
<thead>
<tr>
<th>Shared Resources and Activities</th>
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<tbody>
<tr>
<td>3.2.1</td>
<td>By 2017, increased interdisciplinary collaboration at a program and subsequent unit level</td>
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<tr>
<td>3.2.2</td>
<td>By 2017, at least one core content area with shared online resources</td>
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<tr>
<td>3.2.3</td>
<td>By 2017, at least one example per Faculty of shared online content with partner universities both locally and internationally</td>
</tr>
<tr>
<td>3.2.4</td>
<td>By 2020, at least one collaborative teaching activity with partner universities in each Faculty</td>
</tr>
</tbody>
</table>

Supporting Strategies

- Regular internal collaboration events focusing on learning and teaching (PVC LT, Faculties, Students)
- Expansion of Big History as a conduit for collaboration (Big History Institute, PVC LT)
- Provide support for collaborative teaching initiatives (PVC LT)
- Identify core content areas (e.g. research methodologies) which may benefit from shared content and work to develop resources (DVC A, Faculties, Library, LTC)
- Develop integrated resource sharing systems (The Learning Commons) including an institutional framework and supporting protocols and QA for enabling appropriate curation and sharing of resources (PVC LT, DVC-R, Library, Faculties, IT, LTC)
- Explore opportunities for collaborative programs with international partner universities (PVC LT, PACE, MI)
- Explore opportunities for resource sharing and curation with international partner universities and other networks including Open Educational Resources (e.g. BESTex) (PVC LT, MI)

Goal 3.3 Build external partnerships

Whilst much external collaboration activity will be built around Goal 1.1 and the development of placement opportunities, Macquarie can connect its community members by providing collaborative virtual and physical spaces, resources and support including access to short courses and events. The opportunity exists to build key linkages for both L&T and research.
activities, whilst offering community (including our alumni) and corporate partners the benefit of full engagement with the university’s core activities.

Targets:

<table>
<thead>
<tr>
<th>3.3.1</th>
<th>By 2017, all program development teams to include at least one Industry or Community Advisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3.2</td>
<td>By 2017, at least one regular L&amp;T event involving external partners in each Faculty (e.g. hackathons, student work presentation and judging)</td>
</tr>
<tr>
<td>3.3.3</td>
<td>By 2020, Macquarie’s Learning Commons to enable resource sharing for all members of the Macquarie Community</td>
</tr>
<tr>
<td>3.3.4</td>
<td>By 2020, a range of appropriate short courses available for our community and corporate partners</td>
</tr>
</tbody>
</table>

- Regular collaboration events for internal and external partners (PVC LT, PACE, Faculties, Library, Students)
- Establish collaboration spaces (physical and virtual) for formal and informal engagement with partners (DVC CEA, DVC A, DVC R, IT)
- Establish regular collaborative learning activities (e.g. hackathons, business pitches, simulations/hypotheticals) (PVC LT, Faculties, Students)
- Explore and develop entrepreneurship activities (PVC LT, Faculties, students)
- Further develop our ability to offer short courses, including professional development, for our community and corporate partners (DVC A, DVC SR, Access, HR)

Goal 3.4 Development, Recognition and Reward

A key part of ensuring that staff and students are properly connected within the Macquarie community is to ensure that they have the appropriate opportunities for development, recognition and reward. For students, this is reflected in a clearly described Student Journey (Goal 2.4). We will take a similar approach for staff and provide a structured pathway of professional learning, recognition and reward for career progression.

Targets:

<table>
<thead>
<tr>
<th>Development, Recognition and Reward</th>
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<tbody>
<tr>
<td>3.4.1 By 2017, an embedded culture of professional development with formal pathways for learning, recognition, reward, and career development (e.g. promotion) for all staff, including sessionals</td>
</tr>
<tr>
<td>3.4.2 By 2016, professional learning and development requirements for all new staff</td>
</tr>
<tr>
<td>3.4.3 Increased engagement in, and success with, teaching awards and grants both internal and external</td>
</tr>
<tr>
<td>3.4.4 Increased opportunities for industry placements, secondments and ‘sabbaticals’</td>
</tr>
</tbody>
</table>
Supporting Strategies

- Define formal responsibilities, workloads and accountabilities for roles of Head of Department, Program Director and Unit Convenors (DVC-A, Exec Deans)
- Establish a continuing professional development framework (CPD\textsuperscript{xxiii}) for quality teaching, and provide the time, space and recognition for CPD (DVC A, Faculties, LTC, HR)
- Strengthen induction and on-going support programs for new and existing staff to incorporate learning and teaching development including mandatory Foundations in Learning and Teaching (FiLT) program for new staff (HR, LTC)
- Align promotion criteria for learning and teaching (DVC A)
- Revise MQ Learning and Teaching awards and grants to ensure alignment with and support for external opportunities (PVC LT, Faculties, LTC, Students)
- Develop and promote online Showcase of Learning and Teaching Achievements (PVC LT, Marketing)
- Align learning and teaching priorities with recruitment, recognition and reward processes (PVC LT, HR)

\footnotesize{iv} http://www.abs.gov.au/AUSSTATS/abs@.nsf/Latestproducts/6209.0Main%20FeaturesFebruary%202013?opendocument&tabname=Summary&prodno=6209.0&issue=February%202013&num=&view=
\footnotesize{vi} http://exchange.ac.uk/learning-and-teaching-theory-guide/constructive-alignment.html
\footnotesize{viii} see for example http://www.uq.edu.au/teaching-learning/resteach
\footnotesize{x} https://www.heacademy.ac.uk/node/3165
\footnotesize{xi} see for example https://www.heacademy.ac.uk/workstreams-research/themes/students-partners
\footnotesize{xii} see https://www.heacademy.ac.uk/sites/default/files/PDP_and_employability_Jan_2009.pdf
\footnotesize{xiii} https://wiki.mq.edu.au/display/DEOnlineWorkingParty/Welcome
\footnotesize{xiv} Kuh, G. (2008) High Impact Educational Practices: What they are, who has access to them, and why they matter, Association of American Colleges and Universities: Washington
\footnotesize{xv} https://keycenter.unca.edu/sites/default/files/aacu_high_impact_2008_final.pdf
\footnotesize{xvi} see for example https://www.heacademy.ac.uk/sites/default/files/PDP_and_employability_Jan_2009.pdf
\footnotesize{xvii} https://wiki.mq.edu.au/display/DEOnlineWorkingParty/Welcome
xix see for example http://www.ucl.ac.uk/personaltutors/personal-tutor-UCL
xxi see for example https://www.best.edu.au/
xxii see for example https://hophacks.com/s15/ ; http://www.bu.edu/ece/tag/hackathon/ ; http://dubhacks.co/
xxiii see for example http://www.tandfonline.com/doi/pdf/10.1080/13674580500200277