






# 2020 Learning and Teaching Highlights

In 2020 our Learning and Teaching community adapted to the pandemic and moved teaching and other support programs to the online environment. Learning and teaching staff in faculties, programs including PACE (Professional and Community Engagement) and the Global Leadership Program (GLP), and support services including the Learning Skills Unit (LSU), Learning Innovation Hub (LIH) and Learning Technologies and Services (LTS) pivoted their activities online in a short amount of time. In what has been an unprecedented year, staff have continued to deliver and support the learning and teaching mission to ensure student success was at the forefront of everything we do. This document highlights the achievements in the Learning and Teaching portfolio during 2020.


## Office of Pro Vice-Chancellor (Learning and Teaching)


 The year began with the launch of the **Learning and Teaching Strategic Framework 2020–2024** titled *Enhancing student learning to maximise future success*, which was finalised in late 2019 to guide the learning and teaching strategic direction at Macquarie for the next four years.


 In February we held **Educating for Success** to showcase innovative learning and teaching practices. The event, which was attended by 135 staff members, comprised 12 presentations across three themes (Learner Engagement, Feedback and Assessment for Success, and Technology-Enhanced Learning).


 We instigated a **SWAT team** to manage and coordinate the University's Learning and Teaching response to COVID-19. Involving staff from faculties, LIH and LTS, this team ensured a coordinated approach in assisting teaching staff to design and adapt their teaching for the online environment.

 The new **Learning and Teaching Staff Development Unit** lead by Associate Professor Agnes Bosanquet was established in March.


 Macquarie's **Operating Plan 2020–2024** was launched with a strong emphasis on learning and teaching across the three program areas of: Students First, Coursework Suite and Delivery, and Digital Transformation.

 We established an **Academic Integrity Taskforce**, chaired by the **Pro Vice-Chancellor (Learning and Teaching)** to develop and implement the University's plan and approach to a holistic response to academic integrity.


 We hired 12 students as **Macquarie Learning and Teaching Student Assistants** to act as partners in the planning and implementation of learning and teaching enhancement. These students participated in several initiatives including the Vice-Chancellor's Learning and Teaching Awards and the Academic Integrity Taskforce.


 The **Learning Skills Unit** became part of the PVC (Learning and Teaching) portfolio in August.


 Our enterprise **ePortfolio** system had its soft launch in September.


 The **Vice-Chancellor's Learning and Teaching Awards** were held virtually for the first time in its history. Over 127 nominations were received with 14 winners in the 6 award categories.

## PACE

 More than 6000 students completed a **COVID-safe PACE activity** and PACE students engaged with more than 760 partners completing more than 1,200 activities.

 **PACE activities were modified, developed or created** for online or in-situ engagement to ensure no student was disadvantaged and PACE requirements (where appropriate) could be met.

 Staff from the PACE team co-ordinated the initial phase of development of an **Employability Skills Inventory** to articulate a set of capabilities and identify a suite of curricular, co-curricular and extracurricular activities that enhance graduate employability and assist students to identify and achieve their career aspirations.

 Associate Professor Sandie Suchet-Pearson's GEOP3080 (PACE unit) project, 'Yanama budyari gumada – Walking with good spirit on Darug Country', was a **finalist in the International Green Gown Awards**.

## Global Leadership Program


More than 3,000 students enrolled in the GLP and the following events were held to support the program:


 94 **colloquia and think tanks** with more than 1,900 students attending.


 5 **keynote speaker events** with more than 300 students attending.


 4 virtual **Cultural and Sustainability Challenge Days** with more than 190 students attending.

This year 186 responses were received to the **GLP Graduating Student Survey** which was an increase on previous years. The feedback from **Contribution to Employability and Degree Value** grew significantly and students responded that:

 post-GLP they could obtain work in an area of their own professional interest.

 they could more confidently plan or make decisions about their careers.

 they now had the skills to better pursue a leadership role/position.

 that GLP helped them to develop meaningful, realistic career goals and pathways.

## Learning Technologies and Services



We adapted online units and learning material to support 3,752 **students studying in China**, which involved repackaging 3,400 lecture recordings and 529 videos.



We introduced new features such as **live streaming** from a home computer and **Zoom integration with iLearn and Echo360**. There were 79,000 recordings made; 2,800,000 video views; and 32,000 poll and quiz responses submitted.



In response to COVID-19 we made several **innovations in learning design**. For example, we developed the use of H5P and Bootstrap to create more engaging iLearn pages, refreshed iLearn units with a more professional look, and adapted many face-to-face activities such as the Incubator Pitch competition for online delivery. We serviced 65,029 unique iLearn users; more than 1.5 million quiz attempts; 495,734 Turnitin submissions; and 316,787 assignment submissions.



We converted all **training workshops** (iLearn and Zoom) to online and delivered 55 workshops.



We **supported staff in setting up their online units** and adapting their teaching practices through sudden transitions in delivery mode, resolving 6,743 OneHelp tickets.



We designed and supported the process for **fully online exams** in Semester 1 and in Semester 2 supported a complex mix of exams held on campus, online or via Zoom-invigilation as well as managing two online proctoring services pilots.



There was rapid uptake of **iLearn Insights** by teaching staff to track and encourage student engagement with their online learning: there were 1,145 users; and 311,000 emails sent to students. We introduced new features including faculty/department/program-level reporting and a live exam monitoring system.

## Learning Skills Unit



Through our sessional workshop programs, we taught 1,700 undergraduate and postgraduate coursework student attendees to develop **key academic enabling skills**.



We connected 790 undergraduate and postgraduate coursework students with the peer-led **WriteWISE academic writing support program**. The WriteWISE team consolidated their exceptional performance record by achieving a 96 per cent satisfaction rating for consultations.



We signed a three-year contract with **Studiosity** to provide online study help for Macquarie University undergraduate and postgraduate students including Macquarie University International College and Walanga Muru. In 2020, students participated in 9,900 **writing feedback sessions** and 1,400 **live chat engagements**.



In February we launched the **refreshed StudyWISE iLearn unit** with the library. In comparison to Semester 1, 2019: active users increased by 19 per cent; views increased by 71 per cent overall; and, at the high point of sessional activity, views increased by 610 per cent.



We updated the **Academic Integrity Module (AIM)** to include new information on contract cheating and online exams. AIM completion became compulsory for all students in 1000-level units from Semester 2, 2020.



The unit collaborated with staff from the Office of the Executive Director, Student Engagement and Registrar (EDSER) and peer leaders to design, build and deliver, in less than three weeks, a **custom iLearn unit for students with early offers** (MAC1001: MQ Essentials).

## Learning and Teaching staff development



We launched the **Professional Learning and Capability Enhancement (PLaCE) Framework**, which guides academic and professional staff in the integration of their teaching development and evidence of achievement for recognition. We established a Learning and Teaching Reference Group to give feedback on PLaCE resources being developed.



The **Beginning to Teach program** was made available across faculties in Semester 2 after a successful pilot with the Faculty of Medicine, Health and Human Sciences in Semester 1. Aimed at those with no or limited experience of teaching, the program, which had 78 registrants, included peer-reviewed micro-teaching sessions with.



In August we launched the **Podcast Discussion Club** for anyone in our learning and teaching community interested in getting together to discuss topics relevant to learning and teaching. Recent issues discussed included 'how to connect with students', 'hope for the future of higher education' and 'student reflection' and we attracted participants from all faculties.



A series of articles titled: *Spotlight on Practice* were published in Teche. These articles profiled teachers who were identified in the Semester 1 Online learning student survey as having done a great job in moving learning online and supporting students.



We established the **Teaching and Leadership Community of Practice** to support the teaching and leadership job family.



The **Macquarie Advance HE Fellowship program** wrapped up this year with 20 Advance HE Fellowship mentors from across the University trained to support colleagues through the application process. We held two fellowship writing workshops with 36 participants across all fellowship category levels. 34 Advance HE Fellowships were awarded and (as of 10 November) there are 136 HEA Fellows at Macquarie across the four category levels.

## Teaching Evaluation for Development Service (TEDS)



We moved all **TEDS surveys** online and maintained service throughout the COVID period. Our system enhancements have worked effectively, and we have transitioned to new report formats.



We trialled a new **Student Experience of Active Learning** survey.



Two **online learning surveys** were facilitated this year with more than 12,600 responses from students. These responses yielding lots of useful insights to inform and guide future learning and teaching initiatives.



We delivered 1,945 online surveys, received 12,645 online survey responses and emailed 73,464 online survey invitations.

