The new academic promotions policy and procedures are coming up to their first anniversary. Central to our approach has been the development of a matrix designed to help academic staff identify the kinds of evidence that could be presented to support their claims under each area of contribution, and at each level. One reason for reviewing the promotions policy was to clarify the career path for academic staff who make major contributions to curriculum, teaching and learning at La Trobe. We now have some examples of excellent successful applications on the People and Culture Staff Development and Performance website. But it also clear that some staff still lack confidence in developing the evidence to support claims about teaching excellence. Assistance is at hand:

**Making Your Teaching Case for Promotion**

**22 July, 10am to 12 Noon**

This workshop will offer strategies for identifying, collecting, and presenting relevant evidence to document effectiveness in teaching and tutoring, supervision, curriculum development and other teaching-related areas. This workshop will be webcast. Details on the venue and the webcast will be forthcoming on the CTLC website.

And on the subject of staff development, here are a few other irresistible opportunities to note:

**12 July** is the deadline for enrolling in *Higher Learning by Design: Foundations of Curriculum Design, Teaching and Learning in Tertiary Education* (EDU4CTL) the first subject in the newly revised Graduate Certificate in Higher Education (GCHE) Curriculum, Teaching and Learning. *Higher Learning by Design* will be led by Professor Tom Angelo and will meet approximately fortnightly on eight Fridays, between 23 July and 12 November 2010.

**19-21 July** – The CTLC’s three-day workshop, *Effective Teaching for Higher Learning: Practical, Research-based Strategies*, will be offered at the Institute for Advanced Studies on the Melbourne Campus.

**12-23 July** – Lecture Theatre AV Training

Don’t forget the pre-semester training sessions for staff to learn how to be confident using the University’s Audio Visual and videoconferencing systems. Registration for AV Systems, Video-Conferencing and Lectopia is now open.

For more information and registration for the above programs go to the [CTLC website](http://ctlc.latrobe.edu.au). Or contact Alison Gilmore if you have any questions about these workshops (ext 6665).
Design for Learning (DfL)

DfL Projects funded for 2010

Applications for funding as DfL Special Projects in 2010 were assessed by a panel including two Deans, and I am delighted to say that we will be supporting six of them. In each case we are still finalising the plans and budgets, and also ensuring that the project proponents are liaising with all relevant stakeholders across the University, but here are the approved projects:

- **First Year Survival Guide**
  Dr Tania Blanksby will lead a project to further develop the very successful First Year Survival Guide already adopted by parts of the Faculty of Science, Technology and Engineering. The Guide will be further developed to provide an adaptable framework which can be used across faculties, disciplines, and campuses.

- **Teamwork Learning Resources**
  Greg Jamieson (Faculty of Law and Management) and Meg Rosse (Faculty of Science, Technology and Engineering) will be aiming to define a set of measurable, assessable learning activities that enable the development of the La Trobe “teamwork” capability. These learning activities will be designed to be embedded into any disciplinary context.

- **Quantitative Literacy Learning Resources**
  Professor Robert Staudte and Dr Liz Johnson from the Faculty of Science, Technology and Engineering will lead a multi-faculty and multi-campus team in developing adaptable teaching techniques and resources that can be used to promote quantitative literacy across various disciplines (addressing the numeracy/quantitative literacy graduate capability being adopted by four faculties).

- **Graduate Capabilities and Assessment through LMS/e-Portfolio**
  Becoming an independent, lifelong learner requires, among other things, highly developed self-reflection and self-assessment skills. A project team involving staff from Education, Health Sciences and Student Engagement will develop online prompts and activities to help undergraduates document, reflect on and self-assess their engagement in University life, as well as their progress in writing, speaking, critical thinking and the other graduate capabilities. These prompts and activities will be adaptable for use via the LMS and/or e-Portfolios and will be made available to all La Trobe courses.

- **Information Literacy Adaptable Online Learning Resources**
  Fiona Salisbury from the Library is leading a team to design, develop and pilot a First Year Success Indicator tool that will help academic staff determine the level of information literacy skills of commencing students and provide formative feedback to help those students needing to improve their skills.

- **Academic Integrity and Referencing Styles**
  A combined project led by Julianne East (LAS) and Anne Copland (Library) will develop online learning tools and resources which can be embedded into the curriculum to teach students the University’s approach to academic integrity and commonly used referencing styles. These adaptable online learning resources will also provide formative feedback to students where students don’t have the necessary understanding.

**First Year Experience Redesign**

On May 20th a group of staff representing all faculties and relevant student services spent an afternoon working on the elements that we wish to see included...
in the first year experience of all our undergraduate students, regardless of campus. The focus was on what students should know and be able to do at the end of their first year, and the common design elements that every student will encounter, no matter which campus or faculty they enrol in. The workshop ended with initial agreement on a comprehensive draft program/timeline of events intended to provide first year students with a personally engaging and academically successful start.

**Setting Standards for Faculty Graduate Capabilities**

Faculties are now focussed (or should be!) on beginning to define the standards of student work which we will expect against the agreed graduate capabilities, initially at final year levels. Professor Tom Angelo has provided a 12-step process for how to develop standards for writing quality as an example of how Faculties might proceed. (For a copy of this document, email Marie Borg)

**From Design for Learning to Curriculum Bridges**

The University’s focus on curriculum isn’t restricted to our own programs. We are also looking at initiatives designed to improve low SES students’ participation in higher education through direct intervention in secondary school curricula. The Curriculum Bridges Project, a collaboration with the Victorian Department of Education and Early Childhood Development (DEECD), aims to develop themed Year 12 study programs focussing on issues of real interest to students such as climate change or health (‘curriculum bridges’) that articulate to La Trobe undergraduate degrees. The themes will require challenging work in science and social science, supporting science teaching in disadvantaged schools which are under-resourced in science, technology and maths subjects.

The project is grounded in the research into educational inequality of Professor Richard Teese, the Vice-Chancellor’s Visiting Distinguished Professor. Curriculum Bridges will be research-based, longitudinal, focussed on curriculum reform, and developed through a close and genuine partnership between La Trobe University and selected equity schools. Discussions between Professor Teese, the University and DEECD are well advanced and we hope that the new curriculum will be in place in a small number of schools in 2012.

**Australian Learning and Teaching Council**

In the May Federal Budget, funding for the ALTC was cut by $18.4m over 4 years following the establishment of TEQSA. Since we are still in the dark about how TEQSA will in fact work, this can only be seen as reduced funding for the improvement of teaching and learning in Australian higher education. The new Director of the ALTC, Dr Carol Nichol, was the speaker at the last Vice-Chancellor’s Colloquium, at which she described how she hoped the ALTC would play a leading role in the current debate about standards. In doing so, she commented that, with Design for Learning, La Trobe seemed to be well in advance of the sector. Anyone interested in downloading the audio for this event should email Sally Went.

**Test the proposed Workload Management System**

Not only have we been encouraging you to ‘have your say’ on the Workload Management System, but you can also have a play with it. On the WMS Project page on the intranet there is a draft WMS spreadsheet where you can enter details about your current teaching allocations, research activities, committee responsibilities and so forth and see how you look in

Dr Carol Nichol, Director ALTC
the proposed model. This is your opportunity to see how a workload management system actually looks and feels, and to get a sense of how it will help you and your Head of School better manage your workload. Feedback can be sent to wms@latrobe.edu.au.

The development of a transparent workload management system is one of the ways in which the University is addressing all aspects of academic careers, along with the recently introduced ‘Welcome to Academic Life’ sessions for new academics, the new streamlined promotions and the current review of the PEDS process (more details on the staff intranet) and the many professional development opportunities being organised by the Curriculum, Teaching and Learning Centre.

Staff can expect to gain access to the new LMS for experimentation, personal testing, formal training and other support later in the year. However, the current LMS will continue to be used for teaching up to and including the Summer Semester.

The project team will make every effort to avoid disruption to students and staff, minimise the amount of work required of staff migrating to the new LMS and coordinate LMS developments with the academic calendar. NetSpot, who have recently supported successful migrations from Blackboard CE to Moodle at the University of Canberra and the ANU, will help to minimise the impact of content migration on staff.

Further information will soon be posted to the LMS Replacement Project.

**Goodbye WebCT, Hello Moodle**

After a careful evaluation of the alternatives, La Trobe has decided to adopt MOODLE as our new Learning Management System (LMS) from 2011. There were several key criteria on which MOODLE was clearly the winner. In particular MOODLE is much more flexible and adaptable to our priorities, and not only that it is very much cheaper.