Strategic Element 1

Learning and teaching at USQ is characterised by increased levels of flexibility and accessibility, enhancing opportunities for learner access, engagement, and learner defined success.

- Learning and teaching
- Getting students to engage with us
- How does this work in courses where an examiner is responsible for hundreds of students with contract markers (some unskilled)
- Flexibility in assessment?
- Systems and policy that support teachers to develop courses with this flexibility
- While increased flexibility is great -> students may not understand what works for them til they try several systems – usually too late.
- How to increase engagement for the web eg. encourage local web students to come to campus activities for study and network?
- Students building ‘course resource banks’
- Sharing open access research output (peer reviewed papers) as educational resources.
- Keeping up with and bettering industry standards.
- Learner defined success is difficult when ‘success’ to them is ticking the box of finishing the course.
- Sustainable flexibility
- Keep up with and bettering industry standards.
Strategic Element 2

USQ will measure and increase its capacity to support student acquisition and demonstration of knowledge and skill in diverse ways.

- Too much focussed on ‘cognitive intellectual’ - > non cognitive – affective/dispositions ‘being’ are missing??
- Flexibility needed here
- We teach one way of examining knowledge
- Writing -> what about music acting, drawing etc
- In the world of digitisation writing is to become less important while other digital skills are increasing in need.
- Who measures? How? Diverse -> moving from what to what?
- Differentiated assessment tasks according to UDL and Maher model guidelines
- Focus on ‘knowledge’ and skills to limited
- What are we willing to accept? Structures to support this?
- Distinguish between a learning model approach and the teaching aspects of learning
- Need social learning skills ability to deal with change etc (both& all?)
- New mode assessments
- ‘traditional’ psychometric standardised measurement and tools might not be sufficient to measure new/contemporary 22nd century learning
- Learning analytics
- Coupled with predictive educational analytics
- Demonstration – make it easy for them to demo what they achieve systematically in their PLE
- Acquisition = fundamentally non – constraints
- Can we assess the same thing in multiple ways and give personal choice?
- Quality assurance? Validity
- Alignment
- Establishing an environment supporting creation of a co-curriculum experience.
- Too much focus on ‘cognitive / intellectual’ outcomes -> missing (affective, social, dispositions)
- Education -> about ‘the being’
- Tracking students’ progress, outcomes and competencies
- Increase effectiveness of using student feedback on teaching for ‘reflective’ improvement in teaching and learning practices.
Strategic Element 3

All teaching will include pedagogical elements that promote learning that bridges theoretical knowledge with practice and life experience

- Authenticity (Maxwell, Cummings)
- Bite sized and accessible
- Inclusive
- Acknowledges diversity
- Professionalism and professionalisation
- Professions and non-professions
- Praxis
- Industry expectations
- Virtual scenarios providing alternative choices and outcomes
  - Formal and informal learning
  - Aligning teaching with practice (career transition - both ways)
  - Non-academic and co-curricula
  - Pedagogy that promotes praxis
  - Professional and life goal setting
- ICT and media
- Inform professional staff roles - provision of services
- Incorporating non-western pedagogical approaches
- Phoenix central???
- JavaScript simulations
- Employability
- Learning for learning or employment
- Too focused on formal/academic environments, where's the non-academic environment? Missing interconnectedness between academic and non-academic curricular
- Assessment as learning
- Industry networks for curricula design - encourage to join
- Other learning materials for argument in this area - not core
- Practical experience service learning - internships, work experience, citizen science, citizenship
- Remote access labs
- Better knowledge in management - especially links to industry
- How do we do this is in a pre-tertiary esp practice
- Relevance immediate and ongoing value
- External expectations (accreditation)
- Difficulties of connecting to business - restrictions
- Legal restrictions for volunteer service components
- Emphasise ePortfolio and employability
- Incentives for business and other real world contexts
- Consultancy and modelling with final year students and academics
- Feedback from universities
- Processes for voluntary and internship work
- Assessment recognition
- Ongoing engagement through Alumni
- Rural and remote and overseas students - access and impact on them

Simulations
- Industry partnerships
- Authenticity
Strategic Element 4

All USQ graduates will demonstrate knowledge and behaviours associated with an educated individual including a specific focus on cultural competence in an Australian context.

- Evidence through PLE
- Graduate attributes in program and course design and implementation
- Learning threshold skills!
- Graduate skills – discipline expectations
- See virtues project
- Need holistic education 1) physical (to stay healthy during stressful worklife) 2) material (what we currently do at unis)
- Spiritual – meditation and virtues (to be healthy global citizens) and serve humanity ethically
- Have we decided on our Graduate Attributes? How are these differentiated for USQ?
- Needs system to map and track attributes and gaps
- Needs to start at pathway programs
- Educated person not just the ‘cognitive elements -> thru grad qualities -> grad attributes -> need to revisit these
- Be clear about principles of ‘liberal’ education perspective.
Strategic Element 5
All learners are supported through personalised support services regardless of their background, location or stage in life.

- Clear transitions, structures that support holistic support
- Specialist academic skills advisors
- Student Learning Centre
- Social Justice
- Roadmap for personalised learning for both teachers and learners is needed
- Academics need real professional development theory - not talked down to by the course provided
- Identify and address barriers
- Promotion and understanding - everything we already do/ have
- Are we capitalising on the skills, expertise etc that exist by ensuring transitional pitfall are avoided?
- Collaboration of experts – move interdiscipline collaboration
- 'Smarter’ not ‘harder’
- Is this new???
- Less crisis driven
- While we need to be digital – also need to consider the accessibility issues around this element
- Personalised support for all elements not just academic learning
- Need some education to allow students to obtain the full benefit of this system -> base education on discrimination of all sorts/equity and respect.
- 'Inter connections’
- Cross discipline collaboration across the inst. (acad + non academic)
- Support for student requiring literacy and numeracy skills through University wide adoption of Pearson’s My Writing Lab and MyMathsLab. Students work at their own pace.
- Help them develop personal learning plans that can link to their outcomes
- Equity not equality
- Identify and address barriers
- Academics need real professional development theory – not talked down to by the courses provided.
- The examiner would like to give more personalised support - very difficult with the ratio and resourcing
- Embedding & scaffolding = we are all responsible
- Rights but also responsibilities in learning
- Basic tools for teachers (and others) that help provide this.
- Support system/platform awareness.
Develop capacity enhancing functions that support the improvement of the educational experience through learning and teaching measurement, analysis, and reporting.

- Facilitate personalised learning
- What are you going to do with this collection of data once you’ve got it?
- Capacity to generate institutional story from data mining and analytics exercises
- Evidence-based decision making -> influence on pedagogy -> closing the loop
- Reliable, longitudinal data.
- Linked to their PLE
- Learning analytics that provides constructive feedback to the learner and teacher
- Develop framework for cross- institutional (academic & non-academic) jointly to inform and improve ‘education’
- The challenge of access v confidentiality???
- What data already exists? Qual, quant.....
- Institutional research
- Missing – ‘non-academic’ support and services also contributes to the educational experience. Measurement should include ‘interconnectedness’ element
- Appreciative inquiry
- Who owns the data & security issues?
- Meeting cohort specific requirements
- Data is better when available in learning environment and able to be used by learners and teachers
- Big opportunity for broader student experience data.
- Karen Noble.
Capacity Gap 2

Continuously improve USQ capacity to effectively and efficiently develop, manage, and deliver support and services.

- Must remember to ‘close the loop’ re-evaluate against analytics and industry benchmarks
- Move from transitional and developmental models towards student support
- Action -> feedback
- ‘academic support’ is a misnomer
- Responsive
- Processes
- Cycle of review
- Validity
- Tools
- Must be efficient, effective for learning
- Support beyond self identification
- Student consultation and voice
- Administrative flexibility required.
- Use the analytics and predictive analytics
- Measure gap interconnectedness
- Cross-divisional collaboration and commitment
- Provide just in time
- Service focussed (oriented) evidence driven
- Reduce the need to react – create opportunities for outreach
- Empower staff to help themselves not be tied to a ‘you must phone or contact us’ – especially when contact is limited to std business hours. We need support and service when we need it (24/7 if need be)
- Must be linked to standards/thresholds.
Develop improved capacity and processes that align creativity with innovation, improved delivery, and outcomes, by supporting productive experimentation.

- Fail fast
- Creativity resides in individuals and can be nurtured – but no everybody is creative
- Fail early and often – learn and move on
- Create the learning and teaching environment to support the above
- Experiment does not equal success- what if it fails – then try something else.
- Capacity in systems, people (academic, other, students)
- Our students are not ‘guinea pigs’
- Evidence based experimentation
- Digital renovation
- Arts + cable TV = aboriginal music and others
- Health = Top Aged care facility as research practice, learning environment and revenue.
- Engin in all its forms = factory housing and research practice and revenue etc
- Building capacity to enable strategy
- Creativity – innovation and revenue generation
- Professional practice – in educational environment generating revenue
- Align L&T grants to the development of projects in this space – projects which are accountable, reportable and able to be modified and/or implemented
- What is improved capacity – what are we building on
- Platforms, structures and policy that actively helps experimentation rather than prevents it.
- Permission to experiment/play
- Yes Please, give academics the chance to do this experimentation without the fear of repercussions through possible terrible student evaluations during an experimental phase OR provide assistance and resources to get it.
Capacity Gap 4

Develop improved digital and information fluency as it relates to all aspects of the educational experience.

- We /our students are not ‘natives’ – we need to shift / understand esp refugees, young students
- Professional and students
- Help academics more past fear of technology
- Teaching and assessing info literacy in courses
- We have PD courses in Excel Pivot tables, mail merge, I have seen none in WYSIWYG HTML editing. HTML is one LIFEBLOOD!
- Not just about behaviours is bigger, more complex than this!
- Reasoning strategizing reflecting
- PD & student digital information
- Literacy skills trained by experienced trainers and online
- Digital info for study, life and industry
- Community of practice
- Digital should become part of all courses because this is how real life is.
- Digital should not be singled out for technology related courses only
- Staff working in higher education need to be continuously developing their digital skills and abilities
- In time support for staff to develop and implement innovations
- A slowdown of change implementation so staff fell competent in various different spaces.
- Scaffold
- Embedded
- Purposeful
- Find out what ‘they’ need
- modular
Capacity Gap 5

Develop a base-line learning and teaching model, principles, and base threshold standards to inform and improve practice.

- Baseline for whom?
- Discipline differentiation students expectations vs employer and USQ requirements
- Have confidence in the successes, build on what we know works
- There is a ‘discussion’ draft paper on the EEP site for consideration
- Linked to discipline standards
- ‘Articulateable’ for the students and ‘evidenceable’
- Best practice indicators princ. Of effective teaching and learning
- Learners learning
- Here we go again - confidence
- Base core fundamental skills and abilities that are required before moving on to productive experimentation
- Base ++ (moving beyond minimum standards approach and aspiration)
- Rights and obligations
- Consequences – R&R - Per Man.
- Align to the Quality Assurance processes being developed by the Associate Deans L&T
- Minimum standards quickly become maximum standards
- Supported by easy to use online systems (do it yourself) allowing more time for more in-depth course delivery.
- Quality assurance is nothing without quality feasibility (Biggs 2001)
- Super multiple context?
- Base should be basic and flexibility for additions and improvements
- Assume professionals will do their jobs
- Baseline or ‘springboard’
- Liberalism – professionals/ professionalism/professionalization
- Graduate attributes and qualities
- Beyond discipline boundaries
- What about accrediting bodies
- External professional discipline
- Stakeholders? Employers?