BOND UNIVERSITY

LEARNING AND TEACHING

STRATEGIC PLAN

2018-2022
The tertiary education sector, in Australia and internationally, faces significant environmental pressures. Politically, the dual forces of decreasing public funding coupled with increased demands for accountability require all Universities to be able to provide evidence about the quality of the student experience and graduate outcomes.

Technological developments are also driving change in higher education at an accelerated rate. While there is strong evidence that Bond University already delivers superior student learning outcomes, we must not be complacent. Bond University must maintain and further develop its distinctive edge with both resolve and agility.

As Australia’s first private, non-for-profit university, we have always focused on placing students at the very centre of who we are, what we do, and how we do it. We consistently rate among the best universities in the world for student satisfaction, learner engagement and teaching quality.

Within this climate, it is important that we clearly articulate, develop and deliver our distinctive Bond University learning and teaching value proposition, by providing a personalised and transformational learning experience.

Aligned with the University Strategic Plan 2018-2022, the learning and teaching portfolio will build on the priorities of the University.
PROGRAM  o  Support of graduate employability through teaching discipline specific knowledge, skills and attributes as well as embedding overall graduate attributes through our University Core.

PRACTICE  o  Innovative teaching methods and technology enhanced world class curriculum.

  o  A high quality learning environment that enhances the student experience and student learning.

  o  A personalised educational experience of the highest international standards that is quality assured with curriculum management, learning analytics and student feedback.

PEOPLE  o  A culture of teaching excellence where academics of international standing bring a wealth of industry experience and in-depth knowledge of learning and teaching best practice to the classroom
GRADUATE EMPLOYABILITY

Bond University has positioned itself as a national leader in graduate employability, in the context of higher education. Our University Core and our discipline specific curriculum have been developed to support the knowledge, skills and attributes that translate into career success. While discipline specific competencies are important factors, generic attributes such as a positive attitude, confidence, self-awareness and communication skills are also strong determinants of graduate employability. Our ‘Beyond Bond’ component of the University Core is a unique employability focused innovation.
Learning and Teaching Strategy One

Ensure that the Core subjects articulate, emphasise and strengthen the alignment between learning and teaching with graduate employability by preparing and transitioning students from enrolment towards career success.

Actions to deliver superior graduate outcomes with a focus on globally relevant careers will include:

- Promotion and provision of professional development regarding embedding graduate attributes throughout learning and teaching.
- Enhancement of the integration between Core subjects and the discipline specific programs of study for students.
- Further development of the ‘Beyond Bond’ framework to increase opportunities for work integrated learning experiences and activities that are imbedded within specific subjects.
- Partnering with key organisations including the Australian Association of Graduate Employers on strategic initiatives.
INNOVATIVE TEACHING METHODS AND TECHNOLOGY ENHANCED CURRICULUM

One of the key actions of the Bond Strategic Plan 2018-2022 is to develop new delivery methods that involves educational technology that enhances learning by supplementing staff-student interaction and exploring alternate modes of delivery. Notably, the emphasis on educational technology and alternate delivery modes is framed in the context of enhancing and enabling, rather than replacing, staff-student interaction.

Learning and Teaching Strategy Two

Support the capacity of all Bond University academics to enable and enhance learning, engagement and the student experience through technology enhanced teaching methods and curriculum.

The technology enhancement of teaching methods and the curriculum will be achieved through the following key actions:

- Provision of OLT support for continued technology enhancement of the curriculum, including a quality iLearn site for every subject.
• Provision of OLT support for classroom technology training and advice through face-to-face and online modes of delivery.

• Ensuring that all teaching units of the University have teaching development and educational technology enhancement plans.

• Ensuring that all academics have access to suitable computer hardware and software to enable and enhance learning, engagement and the student experience through educational technology.

• Ensuring the full range of professional academic development services, including recording studio, online resources, help-desks, workshops and one-to-one support are available to academics.

• Developing and disseminating learning materials online through multiple production methods such as adding audio narration to slides, educational video and podcasts, and through multiple access routes.

Feedback from students has indicated that they very much appreciate the opportunity to revise materials or to catch up on missed lectures by accessing electronic video or audio recordings of their lectures. Classroom recording assists students with their continued learning outside the classroom. Our teaching spaces have been enhanced to ensure that classroom recording is available for all lectures. There are circumstances where the pedagogy employed does not suit static recording or where there are privacy issues involved, but in all other cases, our lectures will be either video or audio recording.

**Learning and Teaching Strategy Three**

**Support the learning opportunity of students by ensuring that, where appropriate, lectures and classes are video or audio recorded in accordance with the Classroom Recording Policy.**

We will support classroom recording in learning spaces by,

- Continuing classroom upgrades and supporting the installation of classroom recording devices.
- Supporting ITS work on integration of classroom recording editing software on the Blackboard LMS.
- Developing additional technology enhanced tools for academics to supplement static lecture recordings with interactivity and formative feedback opportunities.
HIGH QUALITY LEARNING ENVIRONMENTS

Our commitment to providing a transformative learning experience for our students requires us to ensure that we provide a learning environment which is conducive to optimising learning outcomes. The design of learning spaces plays an important role in many teaching innovations. Bond University also has the advantage of having an extremely beautiful campus on the Gold Coast with a very pleasant climate all year around. This provides us with the opportunity to maximise the benefits of further supplementing the student learning experience with innovative outdoor learning spaces. Some teaching innovations, such as the ‘flipped classroom’, require specialised teaching spaces to facilitate peer interaction between students. Informal ‘social’ areas located near teaching spaces with academic staff encouraging the ongoing learning and peer interaction outside the classroom.
Learning and Teaching Strategy Four

Provide indoor and outdoor learning spaces and informal spaces that support innovative teaching developments and enhance the learning experience of students.

We will ensure the suitability of our learning spaces by,

- Continuing development of a campus learning spaces Master Plan which sets out the design and uses of all learning spaces.
- Supporting the development of specialised purpose built teaching spaces that accommodate diverse learning and teaching needs.
- Supporting refurbishments of existing learning spaces to maximise student learning, improve comfort and ensure technology is updated to support learning.
- Ensure all staff are provided with the opportunity to receive training and support in using classroom technology to enhance the student learning experience.
- Ensure that there is a welcoming ‘Bond’ aesthetic to all areas surrounding learning spaces and to take advantage of such spaces by developing them as informal student learning zones and break-out areas.
- Supporting and showcasing the pedagogical use of innovative learning space designed for both indoor and outdoor learning.
LEARNING ANALYTICS, STUDENT EVALUATION AND CURRICULUM MANAGEMENT

Learning analytics is defined as - the process of inquiring into whether the education we are providing is optimising student learning. The process consists of collecting, mapping and analysing subject-level teaching and learning information then aggregating it at the program level in order to develop and strengthen University education.

Learning analytics allows us to ask questions and collect important data regarding our students, their learning, engagement and overall experience. Sample questions include:

- Which students are at-risk and thereby require extra support?
- How are first-year students progressing and what will they need to transition into second year?
- When are students accessing learning materials we are posting online?
• To what extent are students communicating and interacting online?
• Most importantly, are our students graduating with the knowledge, skills and attributes that we have set as our program learning outcomes?

Learning analytics also allows us to ask questions and inform the management of our curriculum, teaching and pedagogy. At Bond, we need to ask and inform responses to the following questions:
• How are the curricular themes organised and mapped within programs? What is the progression of the degree?
• What is the balance of graduate attributes in this program?
• How are graduate attributes developed? How does the development of graduate attributes progress through the degree?
• What is the timing of assessment and feedback across the degree?
• What types of assessment are being used and in what proportions?
• At what point in the program are knowledge, skills and attributes introduced, developed and assured?
Learning and Teaching Strategy Five

Strengthen the Bond University approach to curriculum management, learning analytics, education evaluation and closing the loop on feedback through transparency, cooperation and collaboration.

The highest quality of learning will be achieved through the following actions:

- Administering high quality online systems and process for student evaluation of courses, teaching system and process with high response rates.
- Continuing to develop a culture where students are engaged as evaluators and feel welcome to provide feedback through various means.
- Reporting evaluation data outcomes back to students and staff on a regular basis.
- Including student feedback questions about learning (in addition to those currently provided about teaching).
- Formalising closing the loop on student feedback by reporting what responsive actions were taken to improve learning and teaching (what students said and what was changed as a result).
- Development of a Curriculum Management system that ensures quality control over our curriculum development and information published.
- Supporting and collaborating with teaching staff to utilise the Curriculum Management System to map, constructively align and quality assure subject and programs.
- Continued work on the integration between the information systems that support student learning and curriculum development.
CULTURE OF TEACHING EXCELLENCE

The most essential component of our commitment to teaching excellence is the training and professional development of our teaching staff.

Learning and Teaching Strategy Six

Support the capacity of all Bond University academics to enable and enhance learning, engagement and the student experience through support, training and continued professional development.

This training and professional development takes several forms.

- Implementation of the Teaching Quality Standards Policy and its cohesion with the Academic PDR process and academic promotion pathways.
- Compulsory induction for new teaching staff through an enhanced ‘Introduction to Teaching at Bond University’ training course and participation in ‘Foundations of University Learning and Teaching’ program where appropriate.
- Offer Bond University ‘Foundations of University Learning and Teaching’ Program two times each year combined with a third semester offering through a Blended Learning mode.
- Development/mentoring for teaching staff not yet achieving Accomplished Teacher criteria as per the Teaching Quality Standards Policy.
- Compulsory continuous professional development for teaching staff as per Teaching Quality Standards Policy.
- Resourcing supports for collegial/peer review and scholarship of learning and teaching as per Teaching Quality Standards Policy.
- Annual Bond Learning and Teaching Week event offered.
• Providing a full suite of professional development resources including booklets and e-guides describing strategies and applied principles of teaching, learning, tutoring, assessment, and learning and teaching research.
• Resource support for learning and teaching awards and grants at the University and National level.
• Raise staff awareness of the Teaching Emphasis and Teaching Scholarship promotion paths and support the development of Teaching Portfolios to evidence practice.
• OLT ‘Helpdesk’ service for learning and teaching support and development for academics.
• Regular OLT consultation sessions in Faculties.

Further, our distinctive Bond learning experience is fully attributable to our committed professional educators who integrate international best practice to achieve teaching excellence. In recognition of this, Bond University will work to raise the status and celebrate the achievements of our excellent teachers.
Learning and Teaching Strategy Seven

Support all Bond University academics by celebrating teaching excellence and supporting staff endeavours to gain national and international recognition through teaching awards and external grants.

This support will include:

- The development of an awards ‘pipeline’ for innovative educators identified as potential national and/or international learning and teaching award applicants, with ongoing support, mentoring and resourcing.
- Provision of high level advice and consultancy services for staff in support of national and/or international award or grant submissions.
- Ensuring OLT celebrates and profiles teaching excellence through workshops, showcase events, regular publications and profiles on the Bond OLT intranet/website.

As a national leader in teaching excellence, it is important that Bond University maintains and develops its high profile in the integration of learning and teaching scholarship and research. We already have a strong record in leading National Office for Learning and Teaching Projects and our staff have been recognised with awards and citations for teaching. However, this area continues to require further development and Faculty/University promotion if we are to achieve the prominent standing we seek. The Teaching Emphasis and Teaching Scholarship pathways to promotion provides encouragement to staff to continue the pursuit of teaching scholarship excellence. It is important that we support and resource their endeavours.