GRIFFITH UNIVERSITY
LEARNING AND TEACHING COMMITTEE

NOTICE OF MEETING

A meeting of the Learning and Teaching Committee will be held on Thursday, 15 December 2005 at 10.00am in Room N54 2.01, Bray Centre, Nathan Campus.

Apologies may be recorded by telephoning Ms Trish Mac Elroy on extension 57884, or by emailing t.macelroy@griffith.edu.au.

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Significant Committee Events

• The Celebrating Teaching Gala Function will be held on 14 March 2006

Deadlines

• Applications for Griffith Grants for Learning and Teaching due on Friday 24 February 2006

Committee QuickPlace Web Address

▪ [https://qplace02.domino.gu.edu.au/QuickPlace/sec-university-committees/Main.nsf/](https://qplace02.domino.gu.edu.au/QuickPlace/sec-university-committees/Main.nsf/)

▪ Use the left navigation bar to select the relevant committee site. Username is your staff number and password is the same as your Novell login. Call the Secretary on 57945 for advice or if experiencing difficulties.
GRiffith University

Learning and Teaching Committee

Agenda

Distribution List

Committee Members

The Chair of the Committee who shall be the Deputy Vice Chancellor (Teaching and Learning)
Professor John Dewar ex officio

Deans (one from each Group appointed by the Group Pro-Vice Chancellor)
Professor Stephanie Short (Health) Until February 2007
Professor Neil Dempster (Arts, Education and Law) Until February 2007
Professor Bill Shepherd (Business) Until February 2008
Professor Lex Brown (Science and Technology) Until February 2008

Academic Staff (two from each Group, appointed by the Group Pro-Vice Chancellor)
Professor Paul Turnbull (Arts, Education and Law) Until February 2008
Dr Heather Alexander (Health) Until February 2008
Mr Dave Edwards (Science and Technology) Until February 2008
Dr Alf Lizzio (Health) Until February 2008
Professor Michelle Barker (Business) Until February 2008
Dr Rodney Stewart (Science and Technology) Until February 2008
Mr Paul Jolly (Arts, Education and Law) Until February 2007
Professor Lorelle Frazer (Business) Until February 2007

Students (one from each Group, comprising three undergraduate students and one postgraduate student)
Ms Carmen Vassallo Until February 2007
Mr Adam Young Until February 2007
Mr Josh Campbell Until February 2007
Ms Elizabeth Davies Until February 2007

Director, Griffith Institute of Higher Education
Professor Royce Sadler ex officio

Director, Flexible Learning and Access Services
Dr Michael Crock ex officio

Dean, Graduate Studies
Professor Joy Cumming ex officio

Dean, International (Quality and Policy)
Professor Patrick Weller ex officio

Director, Office of Human Resource Management or Nominee
Mr John Swinton ex officio

Chairperson of Programs Committee
Dr Joseph McDowall ex officio
Secretary: Ms Christine Grimmer (extension 57945)

Other Copies
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AGENDA

1.0 APOLOGIES

Apologies may be recorded by contacting Trish Mac Elroy on extension 57884 or by emailing t.macelroy@griffith.edu.au.

2.0 CONFIRMATION OF MINUTES

The minutes of the 3/2005 meeting have been circulated.

3.0 CHAIR'S REPORT

3.1 AUSTRALIAN AWARDS FOR UNIVERSITY TEACHING

3.1.1 The Secretariat received advice from the Carrick Institute on October 11 that all four nominees from Griffith University had been selected as finalists for the 2005 Australian Awards for University Teaching. Griffith was congratulated on the standard and quality of the nominations.

3.1.2 Griffith’s nominees for the 2005 AAUT were as follows:

- Professor Michelle Barker – Teaching Award: Law Economics, Business and related studies
- Sam di Mauro - Teaching Award: Humanities and the Arts
- U3A: Three Eras of Cooperation - Institutional Award: Provision of educational services to the community
- Group Assessment in the Arts and Education Group - Institutional Award: Approaches to improving/enhancing assessment

3.1.3 Professor Michelle Barker was announced as winner of the National Teaching Award in the category of Law Economics, Business and related studies at the award ceremony in Canberra on the evening of November 29. The Vice Chancellor congratulated Professor Barker and the three finalists in the attached all staff email on November 30.
3.1.4 A summary of statistics of Universities winning awards since the inauguration of the AAUTs in 1997, 2005 AAUT Awards Statistics (2005/0035286) is attached.

3.2 FIRST MEETING OF THE LEARNING ENVIRONMENT COMMITTEE

3.2.1 The first meeting of the newly convened Learning Environment Committee was held on 28th November. The committee received a number of reports including the digital repository, upgrade to Blackboard 6.3, Print Production Digitisation and Distribution Services, Print and Digital Library Collections.

3.2.2 The Chair of the Learning Environment Committee, Professor Paul Turnbull will provide a brief overview of the issues identified at the inaugural meeting. The Action Sheet for this meeting is attached under Item 13.2.

3.3 FIRST YEAR EXPERIENCE COORDINATOR

3.3.1 The Deputy Vice Chancellor circulated the attached notice (2005/0035286) advising that The University wishes to appoint a senior member of academic staff to coordinate the Griffith First Year Experience for the academic years 2006 - 2007. Expressions of interest have been invited from Senior Lecturers and above for a 50% appointment to the position of First Year Experience Coordinator in the Deputy Vice Chancellor (Teaching and Learning)'s Office commencing in January 2006.

3.3.2 The role is responsible for overseeing the first year experience for Griffith’s commencing students, in particular the development of effective approaches and innovative programs that target commencing students, resulting in improved retention, improved completion rates and successful graduate outcomes. The Coordinator is expected to work closely with students, academics and support service staff, and will be an ex officio member of Orientation and Engagement Committee and Learning and Teaching Committee.

3.4 COURSE OUTLINE PROJECT: MONITORING IMPLEMENTATION

3.4.1 The Academic Committee adopted a new Course Outline process in November 2004 for implementation with trial Schools/Departments in Semester 2, 2005. The Course Outline Requirements policy directs Course Convenors to prepare Course Outlines for semester 1, 2006 using the Course Outline template, for publication on the Course Outlines website by the first week in February 2006.

3.4.2 The Course Outline Project communication plan details the range of planned communication activities to ensure staff readiness for the new course outline process. Academic staff will have the opportunity to attend repeat seminar sessions focussed on the Course Outline template and system in December and January.

3.4.3 Attached, for the information of the Learning and Teaching Committee, is an implementation progress report (2005/0035289) summarising all communications and events set out in the communication plan, plus communications and events added following endorsement of the plan. Where there has been progress on an item, this has been indicated in the document.

3.4.4 A brief survey of randomly selected Course Convenors from each of Griffith’s teaching elements was recently undertaken to obtain a snapshot of the level of Course Convenor awareness of the revised Course Outline processes to ensure
effectiveness of communication to date, and identify whether additional communication mechanisms are required

3.4.5 Detail from a summary of the submission and publication status for semester 1, 2006 Course Outlines (2005/0035295), as at Wednesday 7 December, is included below:

<table>
<thead>
<tr>
<th>Date</th>
<th>Total Course Outlines</th>
<th>Course Outlines Submitted</th>
<th>% Course Outlines Submitted</th>
<th>Course Outlines Published</th>
<th>% Course Outlines Published</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 7, 2005</td>
<td>2483</td>
<td>213</td>
<td>8.6%</td>
<td>28</td>
<td>1.1%</td>
</tr>
</tbody>
</table>

Twenty-Nine Schools/Departments now have at least one Course Outline submitted via the Course Outline system.

For comment/discussion

3.5 CARRICK INSTITUTE LEADERSHIP GRANTS


3.5.2 The document lists the five major funding priorities of the Institute for 2006-2008. These comprise

1. A Grants Scheme – Priority Projects Program
   A Competitive Grants program
   A Leadership Capacity Building program

2. Discipline Based activities
3. A Resource Identification Network
4. The Carrick Fellowship Scheme
5. The Carrick Awards for Australian University Teaching

3.5.3 The Carrick Institute has released guidelines for a Leadership Capacity Building Program as part of the above mentioned Grants Scheme. The scheme outlined in the attached document, Leadership for Excellence in Learning and Teaching Program (2005/ 0035293) is designed to build leadership capacity in ways that promote and advance learning and teaching in Australian higher education. The Carrick Institute has identified the need for systematic, structured support for academic leadership as a key focus for its activities in 2006-8. Evidence suggests that leadership capacity-building in higher education is uneven across the sector, and that many academic leaders rely too much on learning on the job. By contrast, the Carrick Institute position is that academic leadership is a highly specialised and professional activity. The Institute has therefore established a Program focused on Leadership for Excellence in Learning and Teaching as one of three proposed Programs under the umbrella of the Grants Scheme.

3.5.4 The anticipated budget for this Program over 2006-2008 is in the order of $11 million. Through this Program, the Carrick Institute will be providing grants to support projects that build leadership capacity in ways consistent with the promotion and enhancement of learning and teaching in contemporary higher education, and which reflect the Carrick Institute’s values of excellence,
inclusiveness, diversity and collaboration, and its commitment to long term, systemic change. All activities within the Program will be underpinned by a scholarly and evidence-based approach, building actively on initiatives and ideas emerging both within Australia and internationally.

3.5.5 Griffith will promote the Carrick Leadership Grants scheme through a number of avenues including its communities of practice.

3.6 LEARNING AND TEACHING PERFORMANCE FUND RESULTS

3.6.1 At its 7/2005 meeting, the Teaching and Learning Excellence Committee was advised that Griffith had successfully met the criteria for Stage I eligibility for the Department of Education Science and Training’s Learning and Teaching Performance Fund as a ‘competently managed learning institution’.

3.6.2 Griffith, as an eligible institution for the Stage 2 application process, received the attached institutional statement of results from the DEST allocation model (2005/0035259) which weights the three areas of student satisfaction, outcomes and success, and was invited to submit a contextual statement of no more than five pages to provide a context for the data and introduce unaccounted for factors for individual institutional performance.

3.6.3 Prior to preparation of the University’s contextual statement, the attached document was prepared: Learning and Teaching Performance Fund Rank (2005/0035260).

3.6.4 The attached contextual statement was sent to DEST from Griffith (2005/0025013) identifying four factors as follows for which DEST has not made adequate adjustment:

1. The younger age of school leavers in Queensland entering university and transitioning into the workplace
2. Location in the broad regions outside ACT, NSW and Victoria
3. The proportion of student load in the creative arts

3.6.5 Recipients of the Learning and Teaching Performance Fund were announced on Thursday 29 November and are listed in the attached summary (2005/0035287). Griffith did not receive any funds in the current round. A press release announcing fund recipients is also attached (2005/0035284).

3.7 NEW GROUP STRUCTURES

3.7.1 The University recently commissioned the consultants Phillips KPA to review the Research Centres policy with a view to improving and streamlining its operation; and in particular to clarify the roles of Centre Directors and their relationships with other managers in the University. The University will be responding to the recommendations of the final report from Phillips KPA report in two ways:

(a) Changes to the Research Centre policy -

(b) Clarification of Group management structures –
3.7.2 With regard to point (b) above, the Phillips KPA Report identified serious problems flowing from the current variability in The University's structural arrangements and senior management roles in Groups. In the attached broadcast email to staff (0035285), the Vice Chancellor, Professor Ian O’Connor indicated that University, in response, will implement the following structural changes as a matter of urgency.

3.7.3 Groups will be required to conform to one of two standard structural templates - a single faculty Group template, and a multi-faculty Group template. Within each template, roles and accountabilities of senior managers will be clarified. The detailed arrangements entailed in each template are outlined in the attached document Group structures and accountabilities of senior academic managers at Griffith University: A proposal (2005/0035291).

3.7.4 These changes are a tidying up of current structural arrangements, which will address some long standing problems and will lead to clearer lines of responsibilities and accountability. These changes were tabled at the December meeting of Council for approval, and Pro Vice Chancellors will soon begin the process of taking them forward in their Groups.

3.8 CELEBRATING TEACHING AND GALA NIGHT

3.8.1 Members of the Learning and Teaching Committee are advised that the gala Celebrating Teaching function to recognise and celebrate Griffith University’s outstanding teachers has been scheduled for March 14, 2006. Winners and staff receiving Certificates of Commendation in the Griffith Awards for Excellence in Teaching, and winners of Faculty Learning and Teaching Citations and staff receiving Dean’s Certificates of Commendation will receive their certificates at this ceremony.

3.8.2 The Educational Excellence Committee at its 2/2005 meeting was asked to suggest a program of topics and speakers for the Celebrating Teaching seminar series for 2006. A list of suggestions for topics and speakers is included in the Action Sheet from the 2/2005 meeting of the Educational Excellence Committee attached to Item 13.1 of this agenda.

ORDERING OF THE AGENDA

At this point in the agenda, members may propose that any matter on the agenda, not included in Section I, be so included.

SECTION I: MATTERS FOR DEBATE AND DECISION

4.0 HONOURS POLICY & RELATED DEGREE POLICIES

4.1 The Working Party to Review the Structures of the Honours and Coursework Degrees was convened to review the structure of the honours degree and its relationship to the Bachelors and Masters degrees to provide a more effective approach to research training; including identification of the signature experience for honours.

4.2 At the 1/2005 meeting of the Working Party it was agreed that the key outcomes be:
   • Amendments to the four policies - Structure and Requirements of Degrees Awarded by Griffith University, Bachelors Degree Policy, Honours Programs – Requirements and Administration, and Policy for the Award of Masters Degrees other than the Master of Philosophy plus other related policies.
• Discussion paper with supporting arguments for change within each of the policies, and a
• List of non-policy issues that require further consideration and action.

4.3 At its 2/2005 meeting, the Working Party considered the four policies and recommended changes. The policy now deals only with end-on Honours programs and includes the provisions relating to embedded Honours reflecting that the bachelors degree is awarded with Honours to students, who meet specific requirements or conditions of achievement.

4.4 A summary of the changes is included in the document Discussion Paper on Reviewing the Structure of the Honours Degree and Its Relationship with the Bachelors and Masters Degree (2005/0035305), which will be circulated via Quickplace prior to the meeting.

4.5 Dr Lyn Holman will attend the meeting to speak to the attached policies:

   Bachelors Honours Degree Policy (2005/0035308)
   Structure and Requirements of Degrees awarded by Griffith University
   (2005/0035309)
   Bachelors Degree Policy (2005/0035307)
   Policy for the Award of Masters Degrees other than the Master of Philosophy
   (2005/0035306)
   Role of the Honours Convenor (2005/0025031)

For consideration

4.6 The Learning and Teaching Committee is asked to consider the documents listed in Item 4.5,

5.0 CAAUT AWARDS SEMINAR

5.1 The Carrick Institute offered a national seminar in Adelaide on the 10 November to provide background and advice for eligible institutions on its enhanced award scheme, the Carrick Australian Awards for University Teaching, which commences in 2006.

5.2 The introduction of a Citations Scheme in addition to teaching and program awards is of particular interest since it is a new process and will involve the identification of nominees from a broader range of University staff. Nomination for citations is open to academic staff, general staff, sessional staff and institutional associates in eligible institutions. All nominations must relate to contributions to student learning in higher education. Each eligible institution may nominate up to ten* individuals or teams for Citations for Outstanding Contributions to Student Learning each year.

5.3 The Head of Secretariat, Karen van Haeringen, attended the seminar and will provide a brief summary of the key issues for consideration in preparation of University applications for the 2006 Carrick awards.

For consideration

6.0 DEFINITION OF RESEARCH-BASED LEARNING AND IMPLEMENTATION

6.1 The Academic Plan 2 sets priorities and targets that 70% of programs will show identifiable components of work-integrated learning and research based learning by
At the 3/2005 meeting of the Learning and Teaching Committee, members discussed the definition of research based learning and the challenges of meeting such targets and identifying and assessing that course meet the definition of RBL. The attached definition (2005/025029) was approved by a majority of the committee by a flying minute.

6.2 A proposal for extension of the course outline system to capture research-based learning in courses. Course Outline System: Proposed extensions to capture Research-Based Learning (2005/0035294) is attached for the consideration of the Learning and Teaching Committee.

6.3 It is proposed that radio buttons indicating the Research-Based Learning status of the course be added, to require Course Convenors to indicate whether or not the course incorporates a research-based learning component. In submitting Course Outlines for publication, Course Convenors will be required to indicate whether or not the course incorporates a research-based learning component after assessing the course against the categories and criteria set out in the Definition of Research-Based Learning, and selecting the appropriate radio button.

For recommendation

6.4 The Learning and Teaching Committee is asked to approve the Course Outline System: Proposed extensions to capture Research-Based Learning (2005/0035294).

7.0 WORK-INTEGRATED LEARNING - DEFINITION

7.1 The Learning and Teaching Committee was requested to develop definitions and targets for work-integrated learning and research-led learning to support priorities and targets in the Academic Plan 2 that 70% of programs will show identifiable components of work-integrated learning and research based learning by 2010.

7.2 At the 3/2005 meeting of the Committee, members considered a definition of work-integrated learning (2005/0035278) and made suggestions for significant revision. The Chair requested the Head of Secretariat, Karen van Haeringen, to redraft the definition in the light of these discussions. The attached revised, Definition of Work Integrated Learning (2005/0025025), was circulated via the Committees Quickplace for consideration by members. Feedback from members is attached (2005/0035297).

For consideration

7.3 The learning and Teaching Committee is asked to consider the revised Definition of Work Integrated Learning (2005/0025025) and feedback (2005/0035297)

8.0 HONOURS ANNUAL REPORT

8.1 Following the disestablishment of the Honours Sub-Committee, the Learning and Teaching Committee will consider annual reports about the conduct of honours programs (eg. demand, enrolments, progress, assessment outcomes) with a view to monitoring the standards implied by the classes of honours degrees awarded and examining the comparability of those standards across Faculties.

8.2 Data on the overall performance across the University for the period Semester 2, 2001 to Semester 2, 2004 is attached for the Consideration of the Learning and Teaching Committee.

For consideration
8.3 The Learning and teaching Committee is asked to consider the attached Honours Annual Report Summary (2005/0035301)

SECTION II: MATTERS REQUIRING RATIFICATION OR EXECUTIVE ACTION

Nil

SECTION III: MATTERS FOR NOTING AND WHERE APPROPRIATE, ACCEPTANCE OF RECOMMENDATIONS

9.0 REPORT FROM COURSE MANAGEMENT CHANGE MANAGEMENT GROUP

9.1 The Academic Committee adopted a new Course Outline process in November 2004 for implementation with trial Schools/Departments in Semester 2, 2005. The Course Outline Requirements policy directs Course Convenors to prepare Course Outlines for semester 1, 2006 using the Course Outline template, for publication on the Course Outlines website by the first week in February 2006.

9.2 The Course Outline Project communication plan details the range of planned communication activities to ensure staff readiness for the new course outline process. Academic staff have the opportunity to attend repeat seminar sessions focussed on the Course Outline template and system in December and January.

9.3 Attached, for the information of the Learning and Teaching Committee, is an implementation progress report (2005/0035289, in Item 3.4.3) summarising all communications and events set out in the communication plan, plus communications and events added following endorsement of the plan. Where there has been progress on an item, this has been indicated in the document.

For noting

10.0 COMMUNITIES OF PRACTICE.

10.1 Academic Plan 2, in describing strategies for bringing focus to the signature experience of Engaging Disciplines, outlines the establishment of communities of practice as a strategy for fostering interdisciplinary approaches to curriculum design as well as a mechanism for problem based professional development in and across disciplines.

10.2 The Learning and Teaching Committee is sponsoring the development of various communities of practice as a strategy for promoting best practice in learning and teaching in and across disciplines. Communities of Practice have now been established in the following areas:

- Cultural Diversity
- Mentoring
- Student Learning Portfolios
- Human Service and Health Practice with Aboriginal and Torres Strait Inslander Peoples

10.3 Communities of Practice differ from networks in that they are intentional, problem based, and focus on the development of tools and resources to improve practice. The attached document, Learning and Teaching at Griffith:Communities of Practice (2005/0035288) has been used as a guide to establish the above-mentioned and any new groups. Meeting Notes and Action Plans for the Cultural Diversity (2005/0035300) Mentoring (2005/0035299) and Student learning Portfolios (2005/0035298) Communities of Practice are attached.
For Noting

11.0  GRIFFITH GRANTS FOR LEARNING AND TEACHING – WORKSHOP

11.1  Griffith University has established and supports a number of award and grant initiatives to encourage, recognise and reward those who demonstrate excellence and innovation in their teaching and supervision. The Learning and Teaching Committee was asked to establish a 2006 Grants scheme. A “Griffith Grants for Learning and Teaching” scheme for 2006 was designed, primarily to support innovative approaches to learning and teaching consistent with the Griffith Academic Plan 2 and also to identify candidates for the Carrick Institute’s proposed Grants scheme.

11.2  At the 2/2005 meeting, a draft scheme Griffith Grants for Learning and Teaching (2005/0035269) was presented for discussion. Following recommendations from the Committee a revised scheme Griffith Grants for Learning and Teaching (2005/0035274) was recommended to the Academic Committee for approval at its November meeting. The scheme has three foci as follows:

- Institutional Grants – Strategic School/Program Grants (Four grants at $100,000 each)
- Interdisciplinary/Disciplinary Grants – Signature Grants (Four grants up to $50,000 each)
- Individual Grants – Innovation Grants (Eight grants at $10,000 each)

11.3  Applications for 2006 Griffith Learning and Teaching Grants are due on February 24, 2006. Griffith Institute for Higher Education will run a workshop on 1 February 2006 designed to provide hands on practical advice and support to individuals or teams applying for a Griffith University Learning and Teaching Grant. The format of the workshop requires that applicants bring a draft of their application so that it can be discussed.

For Noting

12.0  CARRICK SUMMARY OF AUQA REPORTS

12.1  The Carrick Institute released a summary of the AUQA reports entitled Summary of Carrick Institute for Learning and Teaching in Higher Education - Promoting and Advancing Learning and Teaching in Higher Education: The Messages from the AUQA Reports by - Dr Kay Stevens, October 2005, in late November. It is a sizeable document. The Head of Secretariat, Karen van Haeringen, has produced a ‘summary of the summary’ for the information of members of the Learning and Teaching Committee, which is attached (2005/0035302).

13.0  SUB-COMMITTEES OF LEARNING AND TEACHING COMMITTEE

13.1  EDUCATIONAL EXCELLENCE COMMITTEE –

- An action Sheet from the second Meeting of the Educational Excellence Committee is attached (2005/0035304)

13.2  LEARNING ENVIRONMENT COMMITTEE –

- An Action Sheet from the inaugural meeting of the Learning Environment Committee is attached (2205/0035290)
- A Report on Teaching Fellowships 2005 by Dr Dianne Watters (2005/0035303) outlining the use of personal response systems (Keepads) in teaching large classes is attached.
13.3 STUDENT ORIENTATION AND ENGAGEMENT COMMITTEE –
(no meeting in current interval)

NEXT MEETING

The next meeting of the Learning and Teaching Committee will be held at 10:00am on Monday 6 February 2006 in N54_2.02, Bray Centre, Nathan Campus.