A meeting of the Learning and Teaching Committee was held on Monday, 6\textsuperscript{th} February 2006 in N16.1.22, Nathan Campus at 10.00am.

**ACTION SHEET**

**PRESENT:**

Professor John Dewar (Chair)
Professor Neil Dempster
Professor Paul Turnbull
Dr Heather Alexander
Mr Dave Edwards
Dr Alf Lizzio
Professor Michelle Barker
Dr Rodney Stewart
Ms Elizabeth Davies
Dr Craig Zimitat (Acting)
Professor Roy Rickson (Acting)
Dr Joseph Campbell

**APOLOGIES:**

Professor Lex Brown
Professor Lorelle Frazer
Professor Bill Shepherd
Associate Professor Jay Turner
Professor Royce Sadler
Dr Michael Crock
Professor Stephanie Short
Professor Joy Cumming
Mr John Swinton

1.0 **CONFIRMATION OF MINUTES**

The minutes of the 4/2005 meeting of the Learning and Teaching Committee, having been circulated, were confirmed.
<table>
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<tr>
<th>Name of Item</th>
<th>Brief Description</th>
<th>Action</th>
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<td>RESEARCH-BASED LEARNING - DEFINITION AND IMPLEMENTATION</td>
<td>In order to meet the strategic targets of the Academic plan for 70% of all programs to show identifiable components of research-based learning (RBL) by 2010, a definition and process for capturing course content of research-based learning through the recently implemented course outline system have been developed put before the Committee. The Head of Secretariat circulated a memo to Deans requesting them to comment on the definition and on whether it is more important to know the % of courses containing RBL or the student experience of RBL. Responses from Deans and comments from Committee members indicate agreement that the latter is more important and that the Office of Quality Planning and statistics should aggregate the data.</td>
<td>1. The definition should be amended to state: “For a program to contribute to meeting the University’s Strategic performance indicator at least 20% of student course enrolments are in courses identified as having significant elements of research-based learning” and forwarded to the 1/2006 meeting of Academic Committee for approval. 2. The extension to the course outline system should be amended to include the three descriptors 4.1, 4.2 and 4.3 contained in the definition of research-based learning in order to capture the quality of research based learning in a course.</td>
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<td>ACADEMIC INTEGRITY @GRIFFITH – DISCUSSION PAPER</td>
<td>The Chair noted that there is a need to review and systematise University’s information about and management of academic integrity and associated issues including plagiarism, detection software, definitions, policies, information and communication.</td>
<td>The Learning and Teaching Committee will convene a group to carry forward recommendation 3 of the discussion paper Academic Integrity: minimising plagiarism by utilising multiple strategies “that the University make use of a specialised academic advisory group (which may already exist, at least partly, in the form of some committee or working party) to provide definitions, models and advice on policy and procedures. This advisory group might consist of a representative from each Academic Group (4), a representative from GIHE (1), an IT specialist (1) and Education Committee (1)” in the form of a working party.</td>
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References:
Research-based learning – a definition (2006/0007009)
Course Outline System: proposed Extension to capture research based learning (2005/035294) 2005/0025036
Memo from Karen van Haeringen to Deans re Definition of Research Based Learning (2006/0007010)

Academic Integrity: minimising plagiarism by utilising multiple strategies (2006/0007002)
| GUIDELINES FOR ESTABLISHMENT OF COMMUNITIES OF PRACTICE AT GRIFFITH | 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. In order to assist with establishment and maintenance of a number of communities, *Guidelines for the Establishment of Communities of Practice at Griffith* (2006/0007004) have been developed. | The Learning and Teaching Committee *endorsed* the guidelines subject to the inclusion of a criterion that resources comprising coordination, venues, catering and administration will be provided for Communities of Practice with cross-institutional membership. | *Guidelines for the Establishment of Communities of Practice at Griffith* (2006/0007004) |

The next meeting of the Learning and Teaching Committee will be held on Monday 6th March 2006 in **M10_5.01 (Social Sciences Building), Mount Gravatt campus.**

Confirmed: .................................................................

(Chair)

Date: .................................................................