GRIFFITH UNIVERSITY
LEARNING AND TEACHING COMMITTEE

NOTICE OF MEETING

A meeting of the Learning and Teaching Committee will be held on Monday, 3rd April 2006 at 10.00am in G18_3.02 (Graham Jones Centre), Gold Coast 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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- Carrick Institute Priority Project Grants – applications open on March 27 and close on May 10
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- [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 3/2006
3rd April 2006

GRIFFITH UNIVERSITY

LEARNING AND TEACHING COMMITTEE

AGENDA

DISTRIBUTION LIST

Committee Members

The Chair of the Committee who shall be the Deputy Vice Chancellor (Academic)
Professor John Dewar

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 2007
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
Associate Professor Jay Younger (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
Ms Elizabeth Davies Until February 2007
Mr Dane Falvo Until February 2007
Ms Candace Barrett 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

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)
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GRiffith University

Learning and Teaching Committee

A meeting of the Learning and Teaching Committee will be held on Monday, 3rd April 2006 at 10.00am in G18_3.02 (Graham Jones Centre), Gold Coast campus.

Christine Grimmer
Secretary

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 2/2006 meeting have been circulated.

3.0 CHAIR’S REPORT

3.1 ACADEMIC INTEGRITY ADVISORY GROUP

3.1.1 At the 1/2006 meeting of the Learning and Teaching Committee, the Chair noted that there is a need to review and systematise the University’s information about and management of academic integrity and associated issues including plagiarism, detection software, definitions, policies, information and communication. The Learning and Teaching Committee considered the discussion paper, Academic Integrity: Minimising Plagiarism by Utilising Multiple Strategies (2006/0007002) and agreed to act on the recommendation in Point 2 (page 4) of the paper that:

“the University makes 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 a representative from each of Academic Administration (1), Learning Services- Academic skills (1) and Griffith International (1).

The tasks may include studies of the patterns of plagiarism across disciplines, tracking of the implementation of preventative measures, advice on the legal, cultural and accountability issues encountered, monitoring of the effectiveness of professional development and awareness-raising strategies, and reporting to the wider University community on progress.”
3.1.2 The Committee agreed that the Chair would request Group Pro Vice Chancellors to recommend one representative from each of their respective Groups for the Academic Integrity Advisory Group and would seek representatives from Griffith Institute for Higher Education, Flexible Learning and Access Services, Learning Services – Academic Skills, and Griffith International, and that the Deputy Vice Chancellor (Academic) will Chair this group.

3.1.3 The Chair will report on the composition of the Academic Advisory Group.

3.2 CARRICK LEADERSHIP GRANTS

3.2.1 In Semester 2, 2005, the Carrick Institute released the paper Carrick Institute for Learning and Teaching in Higher Education Strategic Directions for 2006-2008 outlining the Strategic Commitments, Organisational and Communication Framework, and Strategic Priority Areas for 2006-2008.

3.2.2 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

3.2.3 Carrick released the Leadership Program Guidelines and the document, Leadership for Excellence in Learning and Teaching Program (2005/0035293) late in 2005.

3.2.1 Griffith forwarded one full application and one expression of interest for Leadership Grants to the Carrick Institute by the deadline of Friday 17 March as follows:

   Full application –
   National Disciplinary Workshops: Enhancing Leadership in teaching and learning in history – Professor Wayne Hudson (Project Leader), $192,464.00

   Expression of Interest
   Leading for effective partnering in clinical contexts – Professor Debra Creedy, (Project Leader), $170,000.00

3.3 CARRICK PRIORITY AND COMPETITIVE GRANTS

3.3.1 The Deputy Vice Chancellor (Academic) convened a small advisory group to consider any potential applications from amongst those submitted for Griffith Grants for Learning and Teaching that might be developed into applications for Carrick Priority Program Grants (applications due May 10) or Carrick Competitive Grants (applications due April 20).

   The Advisory Group suggested that, at this stage, three applications might be considered for taking forward as Carrick Grant applications as follows:
   - Two applications for Competitive Grants, one in the area of curriculum design and one in the area of assessment
   - One application for a Priority Grant in the area of new technologies
3.3.2 The Secretariat will assist with the development of these applications for national grants.

3.4 LEARNING AND TEACHING PERFORMANCE FUND

3.4.1 The Learning and Teaching Performance Fund was announced in 2004 as part of the Australian Government’s *Our Universities: Backing Australia’s Future* reform package. The purpose of the fund is to reward universities that best demonstrate excellence in learning and teaching. Allocation of the fund for 2006 comprised two stages. For Stage 1 universities were asked to submit evidence of institutional commitment to teaching and learning. Stage 2 focussed on learning and teaching outcomes. Griffith University successfully completed Stage 1 thus becoming eligible for Stage 2.

3.4.2 In Stage 2, universities were assessed on the basis of a performance indicator model in conjunction with a qualitative assessment. Student satisfaction indicators were based on responses to the generic skills scale, good teaching scale, and overall satisfaction items from the Course Experience Questionnaire (CEQ) using data from 2004. Outcome indicators were based on the full-time employment and further full-time study data collected in the 2004 Graduate Destination Survey (GDS). Success was based on student progress and enrolment data from the Department’s student statistical collections for 2003 and 2004. Universities received their results from the allocation model and were given the opportunity to prepare a qualitative statement explaining their results to be considered by an expert panel. Thirty-two universities submitted statements. Griffith submitted a contextual statement (2005/0025013) which included preliminary observations and identified the following four factors for which it believes 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
4. The multi-campus nature of the Institution and the dispersion of load among in-State campuses

3.4.3 An expert panel met in late September and considered each university’s quantitative results and the qualitative statements received. Ultimately, Griffith did not receive any funds at the conclusion of Stage 2 of the process.

3.4.4 The DEST discussion paper *Learning and Teaching Performance Fund - Future directions* which is available on the DEST website at LTPF - [Discussion Paper - Future Directions](http://www.dest.gov.au) reviews the process for allocating funds for 2006 and lists concerns and recommendations from responding Universities. Attached is a brief extract summarising concerns expressed in the submissions and some options for alternatives (2006/0007026). An invitation was extended for institutions to make submissions in response to the DEST discussion paper. Griffith’s submission to the discussion paper, *Learning and Teaching Performance Fund Response to the Discussion Paper* (2006/0007025), is attached for the information of the Learning and Teaching Committee.
3.5 CELEBRATING TEACHING GALA FUNCTION

3.5.1 Griffith’s annual Celebrating Teaching Gala Function was held at the Conservatorium on Tuesday 14 March. Almost 300 people attended, including a number of Carrick Board members. The program was very well executed, due to the efforts and teamwork of staff in the Secretariat, External Relations and Flexible Learning Access Service, who produced audio visual materials for the presentations and the commemorative program booklet.

4.0 REPORTS FROM LEARNING AND TEACHING SUBCOMMITTEES

4.1 STUDENT ORIENTATION AND ENGAGEMENT COMMITTEE

4.2 LEARNING ENVIRONMENT COMMITTEE

4.3 EDUCATIONAL EXCELLENCE COMMITTEE

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

5.0 GRIFFITH GRANTS FOR LEARNING AND TEACHING

5.1 A “Griffith Grants for Learning and Teaching” scheme for 2006 was established and promoted to university staff in November 2005, 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.

5.2 The Griffith Grants for Learning and Teaching Scheme (2005/0035269) has three foci:
- Institutional Grants – Strategic School/Program Grants (Four grants at $100,000 each)
- Interdisciplinary/Disciplinary Grants – Prototype Grants (Four grants at $50,000 each)
- Individual Grants – Innovation Grants (Eight grants at $10,000 each)

5.3 Applications for the grants scheme closed on Friday 24 February and have been ranked earlier than expected and in time for consideration at the April 3 meeting of the Learning and Teaching Committee.

Recommendation

5.4 The Learning and Teaching Committee is asked to consider the applications and their ranking by Faculty Boards and to approve applications for receipt of funds according to the Guidelines for Griffith Grants for Learning and Teaching (2225/002016).

6.0 E-LEARNING STRATEGY TERMS OF REFERENCE

6.1 During October 2005, the Information Services Division was reviewed under the External Review of Support Service Divisions policy. An independent review committee, comprising 3 committee members who are external to the University and two committee members who are internal to Griffith University, but are not from the Information Services Division, reviewed the element.
6.2 The Report of the Panel Reviewing Griffith University Information Services Division 10 – 14 October 2005 (2006/0003767) made a number of recommendations including Recommendation (3) that

“Griffith build an e-Learning & teaching Plan to underpin the University Learning and Teaching Plan by end 2006 for implementation in 2007.”

6.3 The Learning Environment Committee requested the Secretary to draft Terms of Reference for an e-Learning strategy (2006/0002261) to be considered at the Committee’s March meeting and establish a blackboard community for developing the e-learning strategy. The Committee agreed that the terms of reference should be developed around a framework of:

1. Innovation
2. Implementation &
3. Sustainability

6.4 The Learning Environment Committee discussed draft Terms of Reference at its 2/2006 meeting and requested the Secretary to make several amendments and to circulate the draft for comment to Pro Vice Chancellors (INS) & (A) for discussion with their staff. The amended Draft Terms of Reference for an e-Learning Strategy (2006/0002261) are attached for the consideration of the Learning and Teaching Committee.

Recommendation

6.5 The Learning and Teaching Committee is asked to recommend to Academic Committee the draft Terms of Reference for an e-Learning Strategy (2006/0002261) for approval at its 2/2006 meeting.

7.0 GROUP AND FACULTY LEARNING AND TEACHING COMMITTEES - CONSTITUTIONS

7.1 The University 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 has responded 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 –

7.2 With regard to point (b) above, the Phillips KPA Report identified problems flowing from the current variability in The University’s structural arrangements and senior management roles in Groups. As a result structural change has been implemented as follows:

Groups are 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 have been 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).

7.3 Changes were tabled and approved at the December 2005 meeting of Council. Accordingly, Committee Constitutions and membership have been amended. This was reported by the Chair at the 4/2005 meeting of the Learning and Teaching Committee. Constitutions for Group Learning and Teaching Committees for single Faculty Groups and Faculty Learning and Teaching Committees for multi faculty Groups have been
drafted and are attached for discussion and endorsement by the Learning and Teaching Committee.

Recommendation

7.4 The Learning and Teaching Committee is asked to recommend to Academic Committee the attached Faculty Learning and Teaching Committee (for multi-Faculty Groups) Constitution (2006/0007030), and Group Learning and Teaching Committee (for single Faculty Groups (2006/0007029)) for approval at its 2/2006 meeting.

8.0 COURSE OUTLINE PROJECT - FINAL REPORT AND EXTENSIONS TO THE SYSTEM

8.1 The Academic Committee adopted a new Course Outline process in November 2004 for implementation with trial Schools/Departments in Semester 1, 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.

8.2 The new Course Outline process for 2006, as described in the Course Outline Requirements policy (approved by Academic Committee in September 2004), required Course Convenors to prepare Course Outlines using the Course Outline template, for publication via the Course Outline system by the following dates:

- First week of February for semester 1 course offerings
- Week 15 of semester 1 for semester 2 course offerings
- Week 15 of semester 2 for semester 3 course offerings.

8.3 Semester 1, 2006 has now commenced and the Course Outline Project is transitioning out of project phase. The implementation outcome for semester 1, 2006 is summarised in the Course Outline Project: End of Project Report (2006/0007028). The final report containing recommendations from the 24/3/2006 meeting of the Course Management Change Management Group will be circulated via the Committees Quickplace.

8.4 The Deputy Vice Chancellor (Academic) advised that the Course Outline system would include the facility for identification of courses which are ATSI-focussed (curriculum content designed as a stand-alone course and addresses ATSI issues/knowledges as primary focus), or ATSI-specific (curriculum content embedded in a course within a broad subject or topic eg. Native Title as part of Property Law context) and requested that an extension to the course outline system to capture this content in courses be developed.

8.5 Attached is a communication plan, Capturing Research based Learning and Aboriginal and Torres Strait Islander Content Status for Courses (2006/0007027) proposing a range of communications aimed at familiarising staff with the new Research-Based Learning definition and ATSI course attributes and advising of action required to capture this information via the Course Outline system.

Recommendation

8.6 The Learning and Teaching Committee is asked to recommend the Course Outline Project: End of Project Report (2006/0007028) and the extensions to the course outline systems, Capturing Research based Learning and Aboriginal and Torres Strait Islander Content Status for Courses (2006/0007027) to Academic committee for approval at its 2/2006 meeting.
9.0 ROLE OF THE COURSE CONVENOR

9.1 Academic staff, in implementing the new course outline system, have drawn to the attention of the Deputy Vice Chancellor (Academic) a potential confusion about the extent to which information about assessment should be included when completing the course outline template, in order to comply with University policy on what is required in terms of communication about the criteria to be attached to all assessment items and to the description of standards.

9.2 The Head of Secretariat has explained that the complaint relates to an inconsistency in the Course Convenor Role statement (2005/0000479) which says:

ensuring that students have access to the Course Outline, by the publication dates specified in the Course Outline Requirements policy, which states the assessment requirements for the course, including due dates of assessment, the criteria against which individual assessment items are judged and the way in which the assessment of individual assessment items are combined to give an overall grade;

and that this is at odds with the instructional text within the Assessment Details subsection in the Course Outline template, which advises Course Convenors:

Convenors are required to provide brief descriptive information on the assessment for the course and may include assessment rationale, assessment strategy, particulars of each assessment item, including item length or scope, marking criteria information etc. It is not expected that every convenor will provide detailed information on assessment for the course in the Course Outline. However, convenors are required to provide clear information to students on how, where and when detailed information will be provided (eg posted on Learning@Griffith in Week 1).

9.2 The Head of Secretariat advises that the confusion may be resolved by a new version of The Role of the Course Convenor (2005/0000479) which includes a reminder to Course Convenors that more detailed information about assessment is to be provided to students via Learning@Griffith as per the instructions on the existing Griffith course outline template.

Recommendation

9.3 The Learning and Teaching Committee is asked to recommend to Academic Committee a revised Role of the Course Convenor (2006/0007031) for approval at its 2/2006 meeting.

10.0 DEFINITION FOR ABORIGINAL AND TORRES STRAIT ISLANDER KNOWLEDGES

10.1 The Teaching and Learning Excellence Committee established the Inclusive Practices in the Curriculum – Indigenous Australian Studies Working Party at its 5/2003 meeting to recommend strategies to promote the engagement of Aboriginal and Torres Strait Islander students and the Aboriginal and Torres Strait Islander community, as well as engage the wider community in Aboriginal and Torres Strait Islander issues.

10.2 The 3/2205 meeting of the Learning and Teaching Committee considered the Working Party’s Final Report, June 2005, Aboriginal and Torres Strait Islander (ATSI)
Knowledges at Griffith, as detailed in (2005/0007564) and recommended the report to Academic Committee for approval at its 6/2005 meeting.

10.3 A definition of the courses which are ATSI-focussed (curriculum content designed as a stand-alone course and addresses ATSI issues/knowledges as primary focus), or ATSI-specific (curriculum content embedded in a course within a broad subject or topic eg. Native Title as part of Property Law context) will be circulated via the Committees Quickplace.

Recommendation

10.4 The Learning and Teaching Committee is asked to recommend to Academic Committee the definition for Aboriginal and Torres Strait Islander (ATSI) Knowledges for approval at its 2/2006 meeting.

11.0 DEFINITION FOR WIL

11.1 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.

11.2 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. A revised, Definition of Work Integrated Learning (2005/0025025), was circulated via the Committees Quickplace for consideration by members.

11.3 The Deputy Vice Chancellor (Teaching and Learning) noted that an audit of work-integrated learning might be funded through the Office of Community Partnerships.

11.4 At its 2/2006 meeting, the Learning and Teaching Committee discussed an implementation strategy for capturing work integrated learning through the website of the Office of Community Partnerships. The Learning and Teaching Committee concluded that the tool, which comprises a web based form that populates the Expertise engine and publishes to the Work Integrated Placement, WIL programs site within the Office of Community Partnerships was not a suitable avenue for capturing data for all Groups and Programs with WIL activities. The Committee did however recommend that the tool may be useful for the EZIWIP group. The Committee recommended that the Head of Secretariat investigate whether the information can be gathered via the Program Catalogue.

11.5 As a result of the decision outlined in 11.4 above, revisions are required for the definition of Work Integrated Learning which contains direct reference to the WIL website of the Office of Community Partnerships as follows:

For a program to contribute to meeting the University’s strategic performance indicator for work integrated learning it should include work-integrated learning activities that form a significant part of the assessment for a course/s and are recognised by the University through inclusion in the WIL Programs listing on the Office of Community Partnerships website and are available to all students in the program who wish to take advantage of it.

11.6 A revised Definition of Work Integrated Learning (2006/0002262) expressing links to the Program Catalogue has been drafted and is attached for the consideration of the Committee.
Recommendation

11.7 The Learning and Teaching Committee is asked to recommend to Academic Committee the revised Definition of Work Integrated Learning (2006/0002262) for approval at its 2/2006 meeting.

SECTION 11: MATTERS FOR RATIFICATION OR EXECUTIVE ACTION

Nil

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

12.0 GRIFFITH E-LEARNING (GEL) FELLOWSHIP

12.1 At its 1/2005 meeting, the Learning Environment Committee asked the Secretary to investigate the Innovative Teaching and Educational Technology (ITET) Fellowship at the University of NSW with a view to developing E-Learning Fellowships at Griffith. The ITET Fellowship is a six-month full-time fellowship for academic and other staff involved in supporting teaching and learning.

12.2 At its 1/2006 meeting the Learning Environment Committee discussed a draft Griffith Educational Technology (GET) Fellowship paper setting out the requirements and conditions for awarding the Griffith Educational Technology (GET) Fellowship.

12.3 The draft proposes that four Griffith E-Learning (GEL) Fellowships will be available annually each with a value of up to $30,000, nominally one per academic Group. Normally the Fellowship will be awarded to an individual teacher, however Fellowships may also be awarded to teaching teams.

12.4 A revised draft Griffith E-Learning (GEL) Fellowship, (2006/0002259) was discussed by the Learning and Teaching Committee at its 2/2006 meeting and forwarded to Academic committee for approval at its 1/2006 meeting.

12.5 Academic Committee approved the Griffith E-Learning (GEL) Fellowship, (2006/0002259) subject to an amendment that the timing of the workshop presentation be changed to indicate that each of the Fellows, after completion of their project, will be required to undertake a presentation and workshop, as part of the Griffith E-Learning Showcase, held in November of each year.

Recommendation

12.6 The Learning and Teaching committee is asked to note the revision to the Griffith E-Learning (GEL) Fellowship, (2006/0002259).

13.0 DEFINITION OF RESEARCH-BASED LEARNING

During 2005, the Learning and Teaching Committee convened a small working group to further develop the definition and targets for Research-Based Learning for inclusion in Academic Plan 2.

13.2 The Academic Committee, on the recommendation of the Learning and Teaching Committee (3/2005) and (4/2005), was asked to consider the definition, which describes Research-Based Learning (2006/0002251) and the proposed extensions to the Course
Outline System to capture the research-based learning status of a course (2005/0025036).

13.3 In discussing the definition and report, members made the following comments:

13.3.1 The Research-Based Learning definition (2006/0002251) and the document proposing extensions to the Course Outline System to capture the research-based learning status of a course (2005/0025036), seek to provide a mechanism for its measurement against targets expressed in the Strategic Plan and the Academic Plan.

13.3.2 Members noted that Convener would initially be required to indicate whether or not the course contains a research-based learning component. It was suggested that the initial implementation could be regarded as an investigation from which outcomes could be reviewed.

13.3.3 It is proposed to implement the initiative in Semester 2 2006. Schools/Departments and Faculties will need to be informed of the change.

Resolution:

13.4 The Academic Committee resolved to approve the definition of Research-Based Learning (2006/0002251) for inclusion in Academic Plan 2.

14.0 SUB-COMMITTEES OF THE LEARNING AND TEACHING COMMITTEE

14.1 EDUCATIONAL EXCELLENCE COMMITTEE

The Action Sheets for the 1/2006 and 2/2006 meetings of the Educational Excellence Committee are attached.

14.2 LEARNING ENVIRONMENT COMMITTEE

The Actions Sheets for the 1/2006 and 2/2006 meeting of the Learning Environment Committee are attached.

14.3 STUDENT ORIENTATION AND ENGAGEMENT COMMITTEE

15.0 NEXT MEETING

The next meeting of the Learning and Teaching Committee will be held at 10:00am on Monday 8th May 2006 in N54_2.02, Council Chamber, Bray Centre, Nathan campus.