A VISION FOR TEACHING AND LEARNING

at

THE AUSTRALIAN NATIONAL UNIVERSITY

Project Report

November 2017

This report was produced for the ANU Deputy Vice Chancellor (Academic) by:

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Project Background

The Deputy Vice Chancellor (Academic) contracted Diane Joseph Education Pty Ltd to work in consultation with the Associate Deans (Education), to develop a brief position paper outlining a high-level, transformational vision of desired ANU approaches to learning and teaching that:

- Can be communicated to the ANU community, including current and future students;
- Informs future university discussions on classroom upgrades and new building projects focussed on transformational education provision.

Project Approach

Specific focus areas throughout the project included:

- Comprehensive engagement with the Associate Deans (Education)
- Ensuring feedback and advice was regularly sought from the Deputy Vice Chancellor (Academic)
- Utilisation of subject matter experts including architects and building project managers
- Consideration of the ANU Strategic Plan 2017 - 2021, and relevant policies and practices
- Consideration of relevant literature and research

Teaching and Learning at The Australian National University

Vision

Our students are future ready, capable of solving problems not yet imagined to improve their lives, the lives of others and their communities.

Determined Students

Our students will
- have exceptional potential with the talent and determination to succeed
- actively engage in the University community
- seek depth, breadth and challenge in their learning

Inspiring Academics

Our academics will
- be distinguished in their research and teaching
- bring integrity to all that they do
- inspire and challenge their students

An Enriching Environment

Our learning environments will
- be collaborative and enrich the student experience
- foster distinctive approaches to education founded on research and evidence
- embrace the power of technologies to enhance teaching and learning

A Connected Community

Our University will
- be truly national with a global outlook
- be inclusive, ensure student well-being and celebrate diversity
- remain connected to graduates as ongoing members of the ANU community

High quality teaching and learning is underpinned by the ANU values

We bring a distinctive excellence to our work and have the confidence to pursue original ideas.
We are inclusive, open and respectful, reflecting the diversity of our nation.
We are committed to integrity and ethical behaviour.
We value, enable, reward and celebrate collegiality.
We embrace informed risk-taking in pursuit of our objectives.
We are committed to better outcomes for our community, the environment, our nation and the world.
We are committed to the service of our nation, through original thinking and through courage in advancing our ideas.

Summary of Recommendations

1. Consultation	
1.1	Consultation with the Deans and the Academic Board occurs as soon as possible
1.2	A plan for consultation with the broader University is developed for implementation in Semester 1 2018
1.3	A Draft Teaching and Learning Strategy is developed in parallel with the consultation plan
2. Governance and Strategic Alignment	
2.1	Articulate the leadership responsibilities for implementing the Vision for Teaching and Learning recommendations
2.2	Identify ANU strategies and policies with which the Vision for Teaching and Learning and the Teaching and Learning Strategy need to be aligned
3. Current Improvement Practices	
3.1	Identify and document Current Improvement Practices
4. Collaborative Learning	
4.1	Identify, encourage and support lead practitioners to model and share effective collaborative learning pedagogies in the CLE Building
5. Strategy and Leadership	
5.1	Develop a Teaching and Learning Strategy
5.2	Provide support to the Associate Deans (Education) to enhance their leadership of teaching and learning across the ANU
6. Distinctive Approaches	
6.1	Support and encourage distinctive approaches to education, including technology-enhanced learning
6.2	Identify, evaluate and scale distinctive approaches
6.3	Develop the research and evidence base for distinctive approaches to teaching and learning
7. Professional Development	
7.1	Develop a Teaching Professional Development and Resourcing Plan
7.2	Develop high level guidance on content adjustments to the Higher Education Academy Educational Fellowship Scheme
7.3	Recommend further adjustments to the Higher Education Academy Educational Fellowship Scheme to support as broad a participation by staff as possible in the scheme and the realisation of the Vision for Teaching and Learning
8. Potential Building Programs	
8.1	Identify requirements for potential building programs to enable the Vision for Teaching and Learning
9. Resourcing	
9.1	Identify staffing and resource costs to support the implementation of the Vision for Teaching and Learning
10. Technology Enhanced Learning	
10.1	Develop a Technology Enhanced Learning Strategy
10.2	Identify opportunities to promote and share innovation in Technology Enhanced Learning

The Context

In a world in flux, disrupted by changes in the physical and digital features of our society, we can no longer be satisfied with an education program that focusses only on short term degree outcomes and work-readiness. Our graduates must also be future ready, agile and creative. They must be prepared to engage with, and influence, the world around them.

In a changing environment, the skills and areas of knowledge likely to be of increasing importance for the graduate of the future include: interdisciplinary experience; technology and practice related skills, resilience; flexibility and the ability to adapt to change.

To achieve the vision outlined in the ANU Strategic Plan 2017 - 2021 of a *contemporary ANU sitting among the great universities of the world, defined by a culture of excellence,* an emphasis on high quality teaching and learning across the University is essential.

ANU Strategic Plan 2017-2021
Contemporary ANU will sit among the great universities of the world, and be defined by a culture of excellence in everything that we do.
We will be renowned for the excellence of our undergraduate and graduate education: excellence in student cohort, excellence in teaching, excellence in student experience, and excellence in outcomes.
We will be renowned for the quality of the contribution our research and education make to societal transformation. We will identify emerging areas of need for the nation and provide research and education that will equip Australia to cope with challenges not yet imagined.
ANU research, education and contributions to public policy-making will change Australia and change the world. It will have impact.

The Vision for Teaching and Learning at ANU

Our students are future ready, capable of solving problems not yet imagined to improve their lives, the lives of others and their communities.

Four key interdependent pillars provide a frame of reference for aligning focus and effort to continuously improve the outcomes of teaching and learning at the ANU.

The Four Pillars of Teaching and Learning ANU

Determined Students

Inspiring Academics

An Enriching Environment

A Connected Community

Pillar One: Determined Students

Our students will
- have exceptional potential with the talent and determination to succeed
- actively engage in the University community
- seek depth, breadth and challenge in their learning

Our students will be selected for their academic and personal qualities that demonstrate their talent and potential. They will be diverse but cohesive in support of their peers and in their sense of community.

They will constructively engage with their learning, and will challenge themselves and the University to achieve more. They will seek to understand and to expand their world with the depth and breadth of their knowledge. They will question norms and strive to create new knowledge.

ANU Strategic Plan 2017-2021
Our students will come from every background and all parts of Australia and the world. They will have in common their exceptional potential, and the talent and determination to succeed at ANU.
Improving our teaching, mentoring, and quality and range of student experiences will empower the brilliant graduates we produce.
Australia has a diverse population and we are committed to providing opportunities and an inclusive and welcoming environment, to those of all backgrounds and identities.
We will increase the opportunities for students from all walks of Australian life to attend the national university, focusing on their potential to thrive at ANU and to contribute to society upon graduation.

Current Practices for Improvement include:

Tuckwell Scholars, Student selection processes, ASA Phase 1, Student Code of Conduct, ANU+, First year accommodation guarantee/non-residential colleges, Transition-Mentoring Phase 1, Flexible Double Degrees, PhB, R&D Degrees, VC Courses, ANU Extension, Consent Matters Modules, Academic Integrity On-Line Modules

Pillar Two: Inspiring Academics

Our academics will
- be distinguished in their research and teaching
- bring integrity to all that they do
- inspire and challenge their students

The approach to teaching at ANU provides students with a unique research-led education that instills curiosity and develops a mindset that informs their professional, personal, and civic lives.

Our staff have a collaborative learning ethos with a focus on principles of education design that enrich the learner experience, engage the student cohort and teaches for contemporary learning.

Our teaching and learning challenges the traditional divides between: the inside and outside of curriculum; research and education; high school and university; undergraduate and graduate education; study and work; and, the local, the national and the global.

ANU Strategic Plan 2017-2021
Great research by outstanding staff creates the right environment for the highest quality education – something our talented students expect and deserve.
ANU will be distinguished by the innovative way we teach and engage our students.
Our graduates require the skills to examine problems and pursue careers that are less and less discipline-bounded.
The experience we offer will meet the standards of excellence to which we are committed.

Current Practices for Improvement include:

Higher Education Academy, Distinguished Educators, VC Teaching Awards, National Teaching Awards, Promotion Criteria (research, education, service), professional development, Centre for Higher Education Learning and Teaching (CHELT), Code of Conduct, guidelines for best practice in teaching and learning, on-line modules (bullying and harassment, integrity), research inspired curriculum development, teaching and learning colloquia, research and scholarly publication on teaching and learning practice

Pillar Three: An Enriching Environment

Our learning environments will
- be collaborative and enrich the student experience
- foster distinctive approaches to education founded on research and evidence
- embrace the power of technologies to enhance teaching and learning

ANU is fortunate to be based on a strikingly beautiful, open campus in the heart of the nation's capital. Blending green space with heritage buildings and fine contemporary architecture, our campus is home to more than 5,000 students, and a centre of daily activities for 15,000 more students and staff.

Both the physical and digital learning environments at ANU will be designed to enhance the student experience, and provide opportunities to increase collaboration and student engagement.

Resources, technology and infrastructure are enablers for quality teaching, learning and assessment. Students enter university with expectations that technology, in all its forms will be fully employed to enhance their learning. The digital learning environment must be visible, fully supported and embraced by academics and students. Technology enhanced learning will increasingly transform the student experience.

Educational excellence means the provision of high-quality curriculum, teaching and learning. It also means leadership in developing distinctive approaches to education to improve student outcomes.

High-quality educational experience is complemented by the provision and support of a wealth of "out of classroom" resources and opportunities. At ANU, each student's learning is continuous and seamlessly blends mutually-reinforcing formal, informal, and co-curricular activities; the boundaries of which are fluid to allow students to learn in their own way

ANU Strategic Plan 2017-2021
The natural environment, landscaping and amenity of our campus are unsurpassed and are much loved by students, staff and alumni.
We will plan and invest in our campus to reflect the needs and desires of our people now and in the future.
The facilities, infrastructure and environment of ANU will exemplify the excellence we seek to achieve across the University.

Current Practices for Improvement include:

Union Court Redevelopment, Collaborative Learning Environment Building, Ethel Tory Centre (language studies), Science Teaching and Learning Building, One Campus - live where you learn, ANIP and other internship programs, ANU Teaching Enhancement Grants, Tech-Launcher, Advance Language e-text, CBE Internship, Global Marketing Challenge, CASS Bone Library, ANU On-Line Review, Student Experience Grants

Pillar Four: A Connected Community

Our University will
- be truly national with a global outlook
- be inclusive, ensure student well-being and celebrate diversity
- remain connected to graduates as ongoing members of the ANU community

ANU is committed to equity and diversity as fundamental values. Our approach is enabled by us being a single academic community with a shared set of values founded on personal integrity, mutual respect and a celebration of diversity. Ensuring individual student well-being is the foundation on which we create a high-achieving and inspired student population.

A cohesive, whole of university approach to education produces a life-changing, distinctively ANU experience for all involved whether they be students, academic or professional staff.

The various elements of student life at ANU are integrated; from first contact to award completion and ongoing engagement through ANU Alumni.

The University's educational model asserts the value of connection: connection to the campus and local community while undertaking study, connection through a quality education and collaborative learning, and through lifelong engagement with learning and with the ANU.

ANU Strategic Plan 2017-2021
We will work with communities across Australia to address the widespread legacies of inequality of opportunity through both education and research.
Our alumni are found in diverse and powerful positions across the globe.
It is imperative that we engage meaningfully our alumni, enriching their professional and civic lives and creating space for them to contribute to the life of the University.
ANU will lead in building people connections across and beyond the campus. This will include maintaining and celebrating our multicultural campus community and building engaging and rewarding roles for our alumni.

Current Practices for Improvement include:

ALLY Network, Tjabal Centre, Gender Institute, Access and Inclusion Unit, Education Access Plans, Dean of Students, Athena Swan Initiative, Alumni-Relations-Philanthropy Area, Tuckwell Gifts, global study opportunities, Year in Asia, ANU+, learning communities, humanitarian engineering, Fiji and Vietnam Filed Schools

Enacting the Vision

ANU has reason to be confident that the basis for improvement already exists. Each of the Associate Deans (Education) is able to point to promising teaching and learning practices occurring in each of their Colleges. The challenge is to clearly identify, capture and evaluate these practices so the practice of the best academics is replicated across the University.

The four pillars of teaching and learning – determined students, inspiring academics, an enriching environment, a connected community - provide the framework for aligned focus and effort for continuously improving practice.

Actions and Recommendations

1.   Consultation

The Vision for Teaching and Learning has a strong basis for acceptance by the ANU community having been developed from the expertise and experience of the Associate Deans (Education). It also draws on the vision and actions articulated in the ANU Strategic Plan 2017 - 2021.

To ensure the realisation of the Vision, and therefore continuous improvement in teaching and learning, understanding and acceptance from the University community is vital. The development of a Teaching and Learning Strategy will provide the basis for focussed effort and action.

An important initial step in developing a Teaching and Learning Strategy will be consultation. In particular, there needs to be "ownership" of the Vision by the Deans, the ANU Executive and The Academic Board. Just as important is "buy-in" from students and staff across the University.

It is also important not to create a continuous loop of feedback and consultation that would risk the finalisation of the Vision for Teaching and Learning and the associated Teaching and Learning Strategy.

Recommendation	1.1	Consultation with the Deans and the Academic Board occurs as soon as possible
Recommendation	1.2	A plan for consultation with the broader University is developed for implementation in Semester 1 2018
Recommendation	1.3	A Draft Teaching and Learning Strategy is developed in parallel with the consultation plan

2.   Governance and Strategic Alignment

An emphasis on high quality teaching and learning needs to be pervade all levels of the University. Leadership responsibility for the Vision for Teaching and Learning will be particularly critical in developing a Consultation Plan and driving the development of the Teaching and Learning Strategy.

Ultimately teaching and learning practices are defined by the culture, strategies, policies, and practices across the University. Teaching and learning at ANU does not, and cannot, exist in isolation. The Vision for Teaching and Learning and the Teaching and Learning Strategy need to be aligned with, and integrated into, other ANU strategies and polices.

| Recommendation | 2.1 | Articulate the leadership responsibilities responsibilities for implementing the Vision for Teaching and Learning recommendations |
| Recommendation | 2.2 | Identify ANU strategies and policies with which the Teaching and Learning Vision and the Teaching and Learning Strategy need to be aligned |

3.   Current Improvement Practices

There are diverse activities that combine to provided an articulation of the four pillars of teaching and learning - determined students, inspired academics, an enriching environment, and a connected community.

These activities, Current Improvement Practices, include policies, programs and pedagogy. Some initial examples have been incorporated into this statement. Further work needs to be undertaken in identifying and documenting these practices.

Current Improvement Practices can be used to further articulate the Vision, to audit current teaching and learning activity, and to provide a benchmark for proposed actions in the Teaching and Learning Strategy.

Recommendation   3.1   Identify and document Current Improvement Practices

4.   Collaborative Learning

The development of Union Court as the heart of University life and the Collaborative Learning Environment (CLE) Building provide an opportunity for increasing the visibility of best practices in teaching and learning.

The design and fit-out of the CLE Building will encourage and support increased collaboration and student engagement. The challenge will be to ensure teaching practices adapt to and leverage the contemporary learning environments and the state of the art technologies. Academic role modelling and peer support for effective pedagogy in these new spaces should be harnessed.

Recommendation   4.1   Identify, encourage and support lead practitioners to model and share effective collaborative learning pedagogies in the CLE Building

5.   Strategy and Leadership

There are responsibilities at all levels for leadership in teaching and learning - university wide, college, school and discipline levels. Additionally, the Associate Deans (Education) in each of the Colleges have a specific role to play within their Colleges as well as across the ANU.

The development of a Teaching and Learning Strategy defining actions and outcomes should be developed incorporating the breadth of teaching and learning leadership expertise and experience across the University.

Recommendation   5.1   Develop a Teaching and Learning Strategy

Recommendation   5.2   Provide support to the Associate Deans (Education) to enhance their leadership of teaching and learning across the ANU

6. Distinctive Approaches

A key element of the Vision for Teaching and Learning is for ANU environments to foster distinctive approaches to education founded on research and evidence.

Whilst there are many examples across ANU of innovative and new approaches to education, as well as examples of technology enhanced learning, there needs to be planned and proactive support for these approaches.

Additionally there needs to be consideration to developing the research and evidence bases on which distinctive approaches have been founded.

Recommendation 6.1 Support and encourage distinctive approaches to education, including technology-enhanced learning

Recommendation 6.2 Identify, evaluate and scale distinctive approaches

Recommendation 6.3 Develop the research and evidence base for distinctive teaching approaches to teaching and learning

7. Professional Development

The Vision for Teaching and Learning, together with the associated Teaching and Learning Strategy, should be used as a framework for further professional development. The Vision for Teaching and Learning needs to be translated into a Teaching Professional Development Plan. Resourcing of professional development will also need to occur.

The Teaching Professional Development Plan needs to align with current professional learning initiatives, in particular the Higher Education Academy Educational Fellowship Scheme.

Recommendation 7.1 Develop aTeaching Professional Development and Resourcing Plan

Recommendation 7.2 Develop high level guidance on content adjustments to the Higher Education Academy Educational Fellowship Scheme

Recommendation 7.3 Recommend further adjustments to the Higher Education Academy Educational Fellowship Scheme to support as broad a participation by staff as possible in the scheme and the realisation of the Vision for Teaching and Learning

8. Potential Building Programs

The Vision for Teaching and Learning should be used to inform further building improvements across the ANU. Potential building programs, be they for refurbished or new spaces, need to support contemporary teaching and learning.

Recommendation 8.1 Identify requirements for potential building programs to enable the Vision for Teaching and Learning

9.   Resourcing

The Vision for Teaching and Learning requires commitment across the University and at all levels. Time and resources will be required to implement the Vision. Improvement in teaching practice must be easily recognisable across all colleges, schools and disciplines. Access to resources and expertise will be critical in translating the Vision for Teaching and Learning into practice.

Recommendation   9.1   Identify staffing and resource costs to support the implementation of the Vision for Teaching and Learning

10.   Technology Enhanced Learning

Over recent years the university has made a significant investment into technologies to enhance the student experience. A review into ANU On-line and consideration of the role of technology enhanced learning is currently underway. A Technology Enhanced Learning Strategy will be an enabler of the Vision for Teaching and Learning.

The completion of the Union Court Development and the Collaborative Learning Environment Building will provide access to state of the art technologies in new learning spaces. The incorporation of new technologies within new learning environments demands new teaching practices and creates new possibilities for student learning.

Distinctive digital approaches to teaching and learning need to be encouraged and supported. A "freedom to innovate" to test new ways of working with digital technologies should be promoted. Staff who are innovating with technologies to advance teaching and learning need to be connected with each other to lead new and effective pedagogies.

Recommendation   10.1   Develop a Technology Enhanced Learning Strategy

Recommendation   10.2   Identify opportunities to promote and share innovation in Technology Enhanced Learning