



Acknowledgements

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We welcome your feedback and suggestions for content in the next version.

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Further Questions about Teaching at Bond?

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Introduction

Our goals in bringing you this booklet on teaching and learning are to -

- induct you in your teaching role here at Bond University,
- provide affirmation that you are doing the right thing as a Bond teacher, and
- help you enhance your teaching through increasing your understanding of how your students learn.

You may be a new university teacher. Perhaps you have newly graduated with your PhD, or maybe you are coming from industry to develop the emerging workforce. You may have come to Bond from another university in Australia or beyond. Perhaps you have been teaching at Bond for many years and are reading and reflecting to discover what is new in teaching and learning and to enhance your teaching through evidence-based practice.

This book has been designed for you.

By accepting employment at Bond University, you have become part of a team of people who are very proud of our distinctive teaching to enhance the learning of our students.

Compelling evidence for the quality of teaching at Bond University is available through the -

2009 Good Universities Guide to education, training and career pathways



Bond University scored Five out of Five stars on Good Teaching; Graduate View for both undergraduate and postgraduate programs of study. Of Bond's four faculties, specific ratings were available for Law, Business and Humanities and Social Sciences. Within all three of these faculties, Bond University scored Better than the other universities on Teaching Quality.

We are proud of these ratings and of our teachers. It is our goal to support all Bond University teachers to be exemplary. We have consulted, observed, and collected many examples of good teaching at Bond in order to put together this guidebook on teaching and learning. Whether you are seeking instrumental information, inspiration, or affirmation that you are doing the right thing in higher education teaching and learning, we invite you to engage with us through the pages that follow.

Teaching and Learning in Higher Education

Why does teaching/learning theory and research matter to your work?

Bond is a private university in the wider context of other post-secondary institutions across Australia and the world. While features such as small class sizes, internationalisation, and attention to employment outcomes are specific strengths of Bond, *good teaching for meaningful learning* is the shared goal of all universities. In order to do your best work as a Bond academic, it is imperative that you have access to the internationally-generated theory and practice of teaching and learning in higher education. In the pages to follow, you will read about evidence-based practice; in other words, our goal is to give you access to the tried-and-true approaches and strategies to higher education teaching and learning.

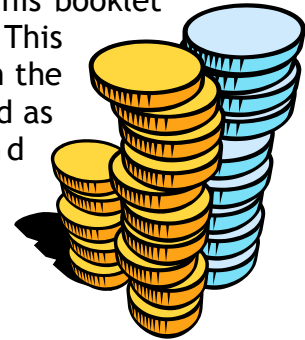
We are at an exciting juncture in the history of higher education. Teaching academics around the world are reflecting on, researching, and writing about their roles as higher educators. Theorists are developing and publishing frameworks and models of promising practices. The perceptions of students are being rigorously collected, analysed and applied to teaching and learning design. Teaching and learning in higher education is being recognised and refined as scholarship.

As a Bond teaching academic, you are valued both for your discipline-specific and teaching expertise and the interaction between the two. For example, Bond Professors of Medicine contribute to knowledge in their field and refine methods of problem-based learning in their teaching. This booklet and other Office of Quality, Teaching, & Learning initiatives are designed to enhance the quality of your teaching within your discipline.

Two types of scholarship guide the work of academic teachers. Teaching in higher education calls upon rich knowledge of the discipline, as well as applied understanding of what it means to learn and teach.

Distinctiveness in a profession is only realised through the excellence of the people doing the career work. Research into identity reveals that teaching academics tend to be more vocal about their pride and commitment to their primary discipline than to their academic career. We have all heard the not-so-funny joke that those who cannot do, teach. Yet, most of us do not consider university teaching to be a fall-back career. Many of us made an intentional career choice to become a higher educator. Most of us also consider higher education to be an important career in its own right. Our aims and ambitions are to be the best teacher we can be to educate and inspire the students of our discipline. This booklet has been designed to help you be the best teaching academic you can be.

Through the next pages, our goal is to introduce you to higher education theory and quality practices in university teaching and learning as revealed by empirical research. You undoubtedly noticed that this booklet repeatedly couples the words, *teaching* and *learning*. This booklet mirrors the higher education literature wherein the concepts of learning and teaching are seldom presented as solitary entities. Like two sides of a coin, learning and teaching are inseparable.



In order to advance your university teaching, you must understand how your students learn.

The focus of this booklet will begin with your *teaching* in the context of learning theory, followed by discussion of your students' *learning* whilst considering the implications for your teaching.

The Teaching/Scholarship Nexus at Bond

A priority within Australian (and international) higher education is the teaching/scholarship nexus. What this means is that your teaching (both process and content) is informed by scholarship in your discipline. In other words, you are expected to apply the research you are reading and doing and the methods of this research to what you are teaching, how you are teaching it and the type of assessment tasks you are assigning to your learners. You are also expected to help your students become researchers.

The three elements of the teaching/scholarship nexus are:

1. Staying informed about the scholarship of your discipline.

As academics, we are expected to be lifelong learners. Beyond receiving your degree(s), you are required to engage in continuing education and stay up-to-date with knowledge gains, developments, evolving theory, and refined methods in the disciplines within which you are teaching, and explicitly share this knowledge with your learners.

2. Inducting your students into the process of inquiry in your discipline.

The assessment tasks that you set-out for your students must be appropriate and applicable within your discipline. What methods are used by experts in your field? It is important that you stay up-to-date and practiced in these methods so that you can guide your learners through the same processes. For example, if practicing lawyers use doctrinal processes, then these are relevant tasks within law subjects.

These first two elements are required of all Bond academics and it is important to be explicit about the ways in which we are fulfilling these expectations (i.e. through articulation in subject outlines and reviews).

3. Contributing to knowledge production & dissemination and empirical research.

This third element of the teaching/scholarship nexus is meritorious but not required for all subjects and by all Bond teaching academics. Your Faculty will inform you of your requirements for research activity. It is also important to be in compliance with the policy as detailed at - <http://www.staff.bond.edu.au/quality/policies.htm>

When you are conducting research within your discipline, it is important to use this research to inform your teaching content and process.

Some of the practical and pragmatic ways in which to achieve the teaching scholarship nexus are to:

- Attend a key conference in your discipline and post your session notes on your iLearn (Blackboard Learning Moderation System) site.
- Sign-up for research alerts from Websites in your discipline. Forward relevant alerts on to your students.
- Subscribe to an A-status research journal in your discipline and create research summaries for your students.
- Ensure that the key information you present is referenced in scholarly literature. Regularly update these references and check that your internet links are still active.
- On your Subject Outline, explicitly specify that students are required to use current (and seminal) peer-reviewed literature to inform their assignments.
- Teach the students about the methods that were used to derive the information that you are presenting.
- Direct the students to blogs written by key researchers in your discipline.
- Present your own research process and outcomes to your students and invite them to critique your methods, results, and application.
- Consider inviting guest speakers who are in the process of conducting research in your discipline.
- To add some variety to your lectures, you might organise a mini conference poster session, whereby each of your students prepares and presents a poster on a recent empirical contribution to your discipline.

A Guide to Teaching at University

What does it mean to teach?
What is your role as a university teacher?
What makes a good teacher?



Have you ever wondered why it is that teachers of children and adolescents complete a degree prior to being hired, whereas most teaching academics are hired without any training in how to teach? Undeniably, finding your way in teaching comes through experience, and some people seem to have an innate talent for teaching whereas others have to work hard at teaching skills and self-confidence. At the same time, there is a body of research and theory that grounds the work of exemplar teaching academics. Research has taken the guesswork out of what *does* and *does not* work in university teaching. Frameworks and models give us the conceptual organisers and the language to be more explicit and intentional about how we teach.

In other words, even if you have been commended as a natural-born teacher, reading and reflecting on the content of this book will help you to articulate what it is about teaching and learning that matters to you. It is important to be able to put words to your natural ability when you are - writing learning outcomes for your subjects; explaining your subject design to your students; writing your autobiography for a conference; presenting at a higher education conference; contributing to the community through service, and; applying for promotion, citations, awards and grants.

The following pages of this booklet are your teaching primer. We begin by challenging the taken-for-granted definition of teaching. We then provide an alternate definition of teaching and consider the parts of that definition. Finally, we present 10 principles of good practice as a teaching academic and apply the principles to a true-life example taken from a Bond subject.

Challenging the taken-for-granted definition of teaching

Defining teaching is somewhat different from depicting other professional careers such as what it means to be a lawyer or an accountant. Unlike these other professions, where our contact may be periodic or fleeting, every person has a long history of observing numerous teachers, thereby forming ideas about what it means to teach and what counts as quality in teaching.

However, teaching has changed across the course of our learning journey, most significantly because many of the tools of teaching are now digital. Today's university classrooms are equipped with personal computers,

interactive whiteboards and productivity software. The internet means that learners have access to an abundance of information. As the teacher, you are no longer the holder of the knowledge. Your learners can access the information independently, thereby freeing you to facilitate and model critical responses and knowledge application.

Close your eyes and picture a teaching academic. Based on your own undergraduate experience, you probably imagined the professor standing at the front of the lecture theatre. He spent the class time in long lectures, putting transparencies up for students to copy into notebooks, and reading from thick texts. Teaching academics who were considered to be *good teachers*, possibly winning teaching awards, were those who were well-spoken, dynamic, and entertaining.

The definition of teacher as a persuasive orator is now challenged in every contemporary higher education text. Making *good speeches* is not a sufficient aptitude to qualify one as a *good teacher*. Delivering a well-crafted lecture does not guarantee that your students will learn. Did you notice that there was something missing in the image of teaching we painted above? Our image focused on what the *teachers* were doing, without considering what the *students* were doing. In this, we find a good starting question when you are looking to refine your teaching. Do you only consider what *you* will be doing, or also what *your students* will be doing?

Being a good teacher is not defined by showmanship, stagecraft, and personal charisma. While putting on a stellar performance might capture initial attention, presentation finesse is not the essence of a successful, fulfilling career as a teaching academic.

An alternate definition of teaching

So, if good teaching is not the same thing as being a good entertainer, then what is good teaching?

Bertrand Russell taught educators how to come at this question when the first edition of his treatise - *On Education* - was published in 1926. He wrote,

“Before considering how to educate, it is well to be clear as to the sort of result which we wish to achieve” (p. 28).



In other words, if we want to ask what is *teaching*, we need to consider what it means to have *learned*.

Russell gave us some insight into his own views about what defines teaching. He wrote about his

“...belief that knowledge is attainable in a measure, though with difficulty; that much of what passes for knowledge at any given time is likely to be more or less mistaken, but that the mistakes can be rectified by care and industry” (p. 30).

What Russell was writing about was in keeping with what Professor Geoffrey Crisp, University of Adelaide, calls “currently held truths.” In other words, our job as University Teachers is to support our students’ assembling of the facts currently believed to be true within our discipline. Further, our role is to help them contextualise this knowledge and understand how the knowledge came to be. Through our guidance, our students need to be able to critically analyse this disciplinary knowledge base. Finally, our job is to help them apply their knowledge and *do something* with their understandings.

Preceding Bertrand Russell, John Dewey (1909) wrote about similar views of education. In writing about “the business of education,” Dewey defined teaching as ‘training of the mind.’ He wrote,

“While it is not the business of education to prove every statement made, any more than to teach every possible item of information, it is its business to cultivate deep-seated and effective habits of discriminating tested beliefs from mere assertions, guesses, and opinions; to develop a lively, sincere, and open-minded preference for conclusions that are properly grounded, and to ingrain in to the individual’s working habits methods of inquiry and reasoning appropriate to the various problems that present themselves” (p. 28).



What does it mean to be a teacher in higher education?

For Russell and Dewey, teaching meant that we have a deep and rigorous relationship with the knowledge of our discipline, and that we culture respect, passion, and approach to knowledge in our students.

So far in our discussion, we have grounded the definition of teaching in the rich history of educational philosophy. What do contemporary higher educators write about what it means to teach?

Knight (2002) wrote,
“Being a teacher in higher education is about you, and your work environments, and your non-work environments. The stance is that each influences the other. ... So, teaching is a web of communications, activities, beliefs and such like” (p. 3).

In other words, teaching means interaction between you as a person within your own right, your discipline, and your diverse learners within the Bond University context. Teaching means promoting and facilitating learning through multiple means as appropriate within your discipline.

There are four parts to Knight’s definition of teaching.

1. Teaching extends beyond what one does in the classroom.

There is a great deal of background work involved in university teaching, which comprises a higher percentage of the educator’s time than that spent in scheduled lectures. Try the experiment of carrying a notebook in your back pocket for a week. Keep a running journal of your activities and approximate time spent. Your entries will probably include: planning, marking, student meetings, email, meetings with your university colleagues, internet surfing, and reading journals and texts. All of these activities can be considered part of what it means to teach.

2. Teaching is grounded in communication.

The basis of teaching is communication between you as teacher and your students. In the past, communication was considered to be a sender (the teaching academic) delivering a message (a lecture) to the receivers (university students). However, this model of communication is now contested. Rather than being one-way, we know that communication between teachers and students needs to be reciprocal.

Further, teaching does not mean passing a wrapped package (the lecture) from teacher to students. The students construct their own understandings of the teacher's message. The students build their understandings based on their contexts, prior experiences, and shared conversations. Beyond lecturing, the teaching academic asks questions, poses challenges, recognises and articulates misconceptions, and serves as a conduit to other people and sources of inspiration. Quality teaching enhancement requires refinement of communication skills.

3. Teaching is a social enterprise.

Universities are complex webs of relationships and interactions. As such, teaching cannot be isolated to the singular activities of a teacher within one classroom. Disciplinary knowledge is built across and between subjects, courses, teachers and tutors. There is interaction between teaching and student services, administration, and campus life. The university teacher navigates within and between multiple roles and affiliations. The student relies upon the teaching academic to orchestrate so that the whole complexity of the educational experience is harmonious.

4. Teaching and learning are intertwined.

'I taught them, how come they didn't learn?!' This is the paradoxical lament of some teaching academics. However, we now realise that effective education is not solely determined by the activity of teachers. In fact, most contemporary educational researchers privilege learning over teaching.

Teaching is defined as whatever activity helps students learn.

For example, an academic might choose a well-written text book and prepare informative lectures, only to discover that a disproportionate number of students are failing the test. This discovery should provoke an inquiry into the students' learning. Is the text book an appropriate comprehension level for the students? Are they motivated to read the textbook? Do the students comprehend the lectures? Are they supported to apply the content to authentic contexts? Are they supported to think, problem solve, question and challenge in order that they might hook the new information onto prior understandings? Each of these questions probes student learning, thereby impacting the way in which we teach.

We have now considered a working definition of teaching. In summary, teaching includes all of the activities of an academic that support the learning of the university students.

A number of theorists and researchers have constructed lists of principles and practices of commendable teaching. Prior to reading the list, description and application of the principles on the following pages, take a few moments to construct your own list.

STOP - Before you read on, take a few moments to record what you believe to be key principles of teaching.

What are the top ten principles of being a 'good' university teacher?

Introduction to the 10 principles of good practice as a teaching academic

Kember, D., & McNaught, C. (2007). *Enhancing university teaching: Lessons from research into award-winning teachers*. Abingdon, Oxon: Routledge.

You have likely come across other lists of teaching principles.

Why did we choose Kember and McNaught's list?

We chose this list for four reasons. The chosen principles are -

1. Evidence-based and derived through research;
2. Relevant for the Australian higher education context, as well as being informed by a multi-cultural context;
3. Pragmatic and practical thereby informing the day-to-day work of university teachers, and;
4. Current and up-to-date.

The researchers conducted interviews with 44 academics from across Australia and 18 academics from the Chinese University of Hong Kong. Each of the interviewed educators was identified by his/her university as an exemplary teacher. The researchers thematically analysed the interviews deriving 10 principles of good teaching in higher education.

Summary Table of 10 Principles of Good Teaching

Adapted From:

Kember, D., & McNaught, C. (2007). *Enhancing university teaching: Lessons from research into award-winning teachers*. Abingdon, Oxon: Routledge.

1. Design your teaching to meet your students' future needs.
2. Teach deep understanding of fundamental concepts, even if this is at the expense of covering expansive content.
3. Ensure that learning is relevant and applied through using real-life and current, local examples.
4. Challenge your students' current beliefs, and identify and correct their misconceptions of fundamental concepts.
5. Actively engage your students throughout the learning experience through dialogue and discussion.
6. Establish empathetic relationships with your students by getting to know them as individuals.
7. Motivate your students to achieve high expectations.
8. Seek feedback throughout the teaching process and amend, revise, and reinforce in response.
9. Thorough planning is needed for each of your teaching sessions, but you also need to flexibly adapt your plans in the light of feedback obtained in class.
10. Design assessment that authentically measures student achievement of learning outcomes.

As you read these principles, you may have been thinking that they seem like common sense. A few pages ago, we asked you to stop and write your own list of principles. In comparing your list of principles to the list presented by Kember and McNaught (2007), you likely discovered a great deal of overlap.

Notably, we often know *what* we need to do, but we require some ideas and approaches with respect to *how*. How do we bring these principles to life through our teaching work at Bond University? In order to practically and tangibly describe how to make these principles shine through your teaching work at Bond, a specific example from one of your colleagues is described below.

Teaching Criminal Law at Bond

The aims of this unit plan are to build the students' knowledge, attributes, and particularly skills, in presenting a legal defence. The assessment requires students to assume the role of a defence lawyer and argue a case. The university educator prepares his students for this assessment in three phases.

First, he presents the students with a real-life case and teaches them how to identify, locate, and interpret the relevant laws.

Second, he shows the students a video of exemplar legal defence. In this video, the university educator plays the part of the defence lawyer, using his legal colleagues in the supporting roles.

Third, he sends the students out to watch real-life criminal court and facilitates a discussion of their observations. His experience is that these observations primarily serve to illustrate what not to do.

In summary, through lecture and introduction to resources, multimedia modelling, and facilitation of observation and reflection, the students prepare for actually engaging in the skills that they are seeking to learn.

Principle 1 - Design your teaching to meet your students' future needs

1.1 *Overall theme*

Graduate attributes

1.2 *Directly quoted Kember and McNaught principle*

“Teaching and curriculum design needs to be consistent with meeting students' future needs. This implies the development of a range of generic capabilities.”

1.3 *Translation*

A good university teacher prepares students for a future beyond the university. The aim of a university education extends above and beyond the skills, knowledge, and attributes of a particular discipline. For example, graduates with a law degree need to be able to cite particular legislation. They also need to be able to analyse, problem solve, and persuade; various terms have been used to describe these abilities. Most commonly, educators call them graduate attributes, transferable skills, or soft skills.

1.4 *Application to Bond*

Bond University has specified four graduate attributes - Knowledge and Critical Thinking; Leadership, Initiative and Teamwork; Communication Skills; Responsibility

Bond University teachers support the development of these attributes through integrating them in the activities and assessment tasks of the subject. In the example described above, the university educator guides the learners through identifying, interpreting, and applying legislation (knowledge) and supports their practice of “giving the best spin on the facts of the case” (critical thinking.) The students engage in teamwork as they work together to form the defence. The students are developing vital legal communication skills of verbal presentation.

1.5 *Practical teaching tip number 1*

- When planning each of your teaching sessions, choose one Bond University graduate attribute (knowledge and critical thinking; leadership, initiative and teamwork; communication skills, and/or; responsibility) that is particularly relevant to your lesson. Develop the student activity (what your students will be doing within the teaching session) so that they are developing this graduate attribute. Tell your students that you are featuring this particular graduate attribute.

Principle 2 - Teach deep understanding of fundamental concepts, even if this is at the expense of covering expansive content

2.1 *Overall theme*

Depth over breadth

2.2 *Directly quoted Kember and McNaught principle*

“Ensure that students have a thorough understanding of fundamental concepts, if necessary at the expense of covering excessive content.”

2.3 *Translation*

A good university teacher asks oneself what matters in the content domain, and aims for deep understanding of central concepts, rather than a passing grasp across the surface.

2.4 *Application to Bond*

The university educator presented in the above example enthusiastically articulates what matters about law. He aims to bring his students to the understanding that the real purpose of law is to regulate the relationship between people. He compels his students to ponder impact. When considering laws, his students learn to ask questions such as how this particular law sanctifies human life, what another law is doing about the problem it was designed to address, and whether a new law would promote a civilised society. These are rich and deep questions that cannot be answered superficially or quickly. He selects a limited number of compelling cases for the students to “think through” rather than “superficially covering a whole lot more.”

2.5 *Practical teaching tip number 2*

- Print-out your slides for your upcoming teaching session and highlight content that you consider core, key, or fundamental. Now reorder your slides so that all of the ones with highlights are positioned before the ones without. The highlighted slides are now your A-team, and you will only move to your B-team if you have thoroughly exhausted your A-team. Look at each of your A-team slides separately. Consider deleting any content that is not highlighted. Reducing the amount of text on your slides will focus attention on what remains. Now that you have focussed and tightened your content, consider how you are going to ensure that the students learn this content. For example, plan reflective, applied questions to generate discussion for each slide. Finally, ensure that you plan to tell your students the main point of your session. For example, you might state a variation of, “The one thing I would like you to remember is ...”

Principle 3 - Ensure that learning is relevant and applied through using real-life and current, local examples

3.1 *Overall theme*

Relevant, authentic content

3.2 *Directly quoted Kember and McNaught principle*

“Establish the relevance of what is taught by:

using real-life examples, drawing cases from current issues, giving local examples, and relating theory to practice.”



3.3 *Translation*

A good university teacher ensures that content is rich and rigorous, up-to-date, and meaningful through grounding ideas in applied theory, and using real examples.

3.4 *Application to Bond*

The cases selected for legal practice are current, contextual and contemporary. The students are defending the type of cases that they are observing in the actual courts. At the same time, they are historically looking at precedence, and they are considering the models, frameworks, and advice of successful criminal lawyers.

3.5 *Practical teaching tip number 3*

- Regularly comb the local and international newspapers for articles that apply to your teaching context. Bring the newspaper articles into your teaching. Consider rich questions that will engage the students in critical thinking about the content and reporting of this news item.

Principle 4 - Challenge your students' current beliefs, and identify and correct their misconceptions of fundamental concepts

4.1 *Overall theme*

Conceptualising and defending beliefs

4.2 *Directly quoted Kember and McNaught principle*

“Challenging beliefs is important to: establish appropriate ways of learning and beliefs about knowledge, and deal with misconceptions of fundamental concepts.”

4.3 *Translation*

A good university teacher supports learners in clearly depicting and visibly mapping their conceptual frameworks and then challenging these understandings so that students have the opportunity to refine and/or defend their positions.

4.4 *Application to Bond*

When the students return from the observations of actual court proceedings, they are guided through an observation checklist. For example, they consider whether the lawyer was audible, logical and articulate and whether they observed any distracting habits like exaggerated pacing. The students try to assess what registered with the magistrate. By considering their observations and reflections against what is described in the literature as exemplar, the students inform a personal framework of what works in criminal law.

4.5 *Practical teaching tip number 4*

- Use the Discussion Forum on iLearn@Bond. Pose a compelling initial question that is directly drawn from and related to your subject content. Encourage your students to think out loud by posting responses to your question. Challenge your students' thinking by responding with probing questions. Through your responses to their postings, help your students to connect with theory, application, and with one another. For example, include a URL taking the students to a scholarly article, or point out commonalities in student postings and suggest they continue the conversation together.

Principle 5 - Actively engage your students throughout the learning experience through dialogue and discussion

5.1 *Overall theme*

Learning through doing

5.2 *Directly quoted Kember and McNaught principle*

“Meaningful learning is most likely to occur when students are actively engaged with a variety of learning tasks. Discussion is an important learning activity.”

5.3 *Translation*

A good university teacher engages the learners in activity. Beyond arranging teaching so that the learners’ only activities are listening, reading, and note taking, the university educator involves the learners in meaningful discussion, analysis, and experimentation.

5.4 *Application to Bond*

The students in the subject described above are problem solving, analysing, constructing and arguing a case.

5.5 *Practical teaching tip number 5*

- Ask instead of tell. Go through your teaching session plans. For each time you planned to tell your students something, consider whether you might ask them instead. Practice asking open-ended questions that elicit elaborated responses. You might be surprised how much you learn about and through the varied experiences and knowledge of your students. For your students’ part, they will retain and apply more of what they generated and said, than what you told them.

Principle 6 - Establish empathetic relationships with your students by getting to know them as individuals

6.1 Overall theme

Understanding relationship with students



6.2 Directly quoted Kember and McNaught principle

“Establishing empathetic relationships with students is a pre-requisite to successful interaction with them. To do this you need to know them as individuals.”

6.3 Translation

A good university teacher takes the time to get to know the learners, and respects and reasonably accommodates their interests and needs.

6.4 Application to Bond

The university teacher described above is understanding and empathetic. He listens to his learners. At the same time, he demonstrates his respect for them through maintaining high expectations. For example, when students request an extension because they have multiple subject assessment deadlines, he refuses the extension but problem solves with the students. He reframes the scenario as an opportunity to deal with a real-life situation that they will experience in their career work. There will be times when they are filling their hours with an assignment from a junior partner, when a senior partner lodges an immediate request. Practicing negotiation, prioritisation and time management in university will help them cope in the workforce.

6.5 Practical teaching tip number 6

- Instead of providing all of the case examples, on occasion, invite your students to report case examples from their own national/cultural contexts. Inviting your students to share related examples builds their confidence and allows them to bridge their prior experiences with their current studies. Sharing diverse contexts allows you and all students to get to know one another better and learn from this authentic opportunity for internationalisation.

Principle 7 - Motivate your students to achieve high expectations

7.1 Overall theme

Responsibility for motivation

7.2 Directly quoted Kember and McNaught principle

“Good teachers accept that it is their responsibility to motivate students to achieve the high expectations they have of them.”



7.3 Translation

University teachers play a role in the motivation of their students. Kember lists 5 means of motivating students.

- Encouraging students
- The enthusiasm of the teacher
- Interesting and enjoyable classes
- Relevant material
- A variety of active learning approaches

7.4 Application to Bond

The university teacher presented above describes himself as “hav[ing] the skills to make law boring, just as [he] has the skills to keep it fascinating.” He is passionate about criminal law. He considers it a travesty to strip imagination from his discipline. He believes that the majority of students were drawn in by a curiosity and fascination and he strives to keep this alive in his learners. He spends time and energy with his learners, helping them to ponder, consider, and wonder. He gives them permission to pursue the issues that are personally compelling and sustaining. The university teacher described in this Bond exemplar “inspires students to realise for themselves.”

7.5 Practical teaching tip number 7

- Empirical research in many different contexts clearly links choice and motivation. In other words, the number one way to enhance motivation is to increase choice. Analyse your assignments. Where can you build-in choice? Are you able to give your students more choice in topic? What about their approach to the assignment? Are multiple formats acceptable?

Principle 8 - Seek feedback throughout the teaching process and amend, revise, and reinforce in response

8.1 *Overall theme*

Regular evaluation of teaching process

8.2 *Directly quoted Kember and McNaught principle*

“Planning programmes and courses involves consideration of students’ future needs. The plans ensure that aims, fundamental concepts, learning activities and assessment are consistent with achieving outcomes related to future student needs. Feedback needs to be gathered to inform each of these elements in the curriculum design process.”

8.3 *Translation*

Each of the elements of a subject needs to fit together in order for learning to take place. Your goals for your students will not be achieved unless the subject content is consistent with these goals. Further, what the students are doing within the learning experience needs to have a good fit with the content. Finally, the assessment needs to be specifically designed to measure the actual learning. In order to evaluate whether the students perceive and are experiencing this coherence, it is important to seek regular feedback from them.

8.4 *Application to Bond*

The teaching case described above is exemplar in its coherence. Each of the elements of the subject is aligned. The university educator is clear that what he wants for his learners is to be able to present a strong legal defence. All of the teaching and student activities throughout the subject are designed to build the knowledge, skills, and attributes they will need to accomplish this purpose. The assessment is actually presenting a legal defence and receiving feedback on this process. The university educator has developed and refined this integrated design over time and multiple semesters of teaching the subject with diverse students. He sought and continues to seek student feedback to ensure that this subject continues to be exemplar.

8.5 *Practical teaching tip number 8*

- Construct occasional short, focussed, informal, written evaluations of your teaching practices. For example, shortly after you have returned the grades on an assessment item, ask the students to evaluate the assessment item’s fit with the subject content. Explain to your students that your goal is continued teaching growth.

Principle 9 - Thorough planning is needed for each of your teaching sessions, but you also need to flexibly adapt your plans in the light of feedback obtained in class

9.1 Overall theme

Thorough, and yet flexible planning

9.2 Directly quoted Kember and McNaught principle

“Thorough planning is needed for each lesson, but plans need to be adapted flexibly in the light of feedback obtained in class.”

9.3 Translation

Sometimes university educators worry that writing down session plans and lecture notes will confine them to a one-way dissemination approach to teaching. Conversely, students sometimes complain that their instructors go overboard in teaching off-the-cuff. Anything does not go in higher education. Over time, university educators achieve a balance between planning process and content, and flexibly adapting to the dynamic, needs, and student-driven direction of the session and subject.

9.4 Application to Bond

The Associate Professor presented in the above example has achieved a skilful balance between planning and responsiveness. He ensures that each graduating class achieves the knowledge, skills, and attributes necessary for presenting legal defences. As is evident in the presented case, over time and through professional collaboration and applied feedback from his learners, he has evolved a detailed and effective overall plan. He arrives to each teaching session with a plan for both his activities as a teacher and what his students will be doing. Yet he is flexible and responsive to his learners. For example, some days his learners need to spend more time in discussion about the actual case in question than originally anticipated, and other sessions, the educator observes his students' skill development and responds by allocating more time to practice.

9.5 Practical teaching tip number 9

- Plan for flexibility! Divide your session plans into two columns. One for what is fixed and non-negotiable, and the other for what is flexible and can be adapted in response to student needs, progress, and passions.

Principle 10 - Design assessment that authentically measures student achievement of learning outcomes

10.1 *Overall theme*

Assessment actually measures what subject graduates can do

10.2 *Directly quoted Kember and McNaught principle*

“Assessment must be consistent with the desired learning outcomes and eventual student needs if these are to be achieved. Assessment should, therefore, be authentic tasks for the discipline or profession.”

10.3 *Translation*

Why do university subjects include assessment? The no-frills answer is because we want to know whether the students have learned and are able to do that which we planned to teach them. When looking at assessment in this light, the design and administration of assessment tasks becomes clear. The type of assessment should match the type of learning, and the way in which the students are assessed should be a natural fit within the discipline.

10.4 *Application to Bond*

If you were to ask the Associate Professor in the above case to describe the desired learning outcomes for his students, he would reply simply, “I want them to be able to present a strong legal defence.” How are the students assessed given this learning outcome? They are evaluated on how well they present a legal defence.

10.5 *Practical teaching tip number 10*

- List your learning outcomes and your assessment items in two columns. Match the items in the two columns by drawing lines between them. What do the lines reveal? Are some assessment items linked to multiple learning outcomes? Are some assessment items linked to none? What is your interpretation of the results? Do your stated learning outcomes truly represent what is happening in the subject? Do the assessment tasks authentically measure what students graduating from the subject should be able to do? Take your data and interpretations to some others in your Faculty for consideration. For example, what needs changing? The learning outcomes, the assessment items, or both?

A Quick Guide to Your Students' Learning

What does learning have to do with good teaching?

What does it mean to learn?

How do you know when your students have learned?

What can you do to promote your students' learning?

So far, this section of the booklet has focussed on what it means to *teach*. However, considering teaching in isolation of learning is like watering a garden that you haven't planted. Teaching only matters because it is a means of helping our students to learn. This section of the booklet therefore focuses on *learning*.

Today's university teacher seeks excellence through focusing on how students learn, rather than refining the craft of teaching.

"Expert teaching includes mastery over a variety of teaching techniques, but unless learning takes place, they are irrelevant; the focus is on what the student does and on how well the intended outcomes are achieved" (Biggs & Tang, 2007, p. 19).

The role of the university teacher is simple, and yet not easy. The university teacher's task is to facilitate the students' learning of discipline-specific knowledge.

We began this section by noting that your work as a university teacher is grounded both in discipline-specific and higher education knowledge. In other words, as a university teacher, you have expertise in your discipline as well as what it means to teach and learn. Teaching and disciplinary knowledge are intertwined through the concept of learning. This is because learning cannot be defined in isolation from its subject matter.

"Learning is always the learning of something"
(Ramsden, 2003, p. 41).

What it means to learn at Bond University depends very much upon what it is to function with the knowledge within a specific faculty.

- Having *learned* business might mean that one is able to run a company.
- Someone who has *learned* medicine will be able to prescribe the appropriate medication for a particular ailment.

The term, *learn* has a very different meaning within the two disciplines.

While the interpretation of what it means to have learned varies between disciplines, there *are* principles of learning theory that explain the phenomenon of learning in a universal context.

What does neuro-imaging research, as applied to learning, mean to our teaching at Bond?

Much of what we know about learning was explained many years ago and has remained largely uncontested. However, ground-breaking neuro-imaging technology has enabled unprecedented discovery of how our brains work. This brain research has been applied to learning with important implications for your work in university teaching.

For further reading:

Bransford, J., Brown, A. & Cocking, R. (Eds.) (2000). *How People Learn: Brain, Mind, Experience, and School*. Washington DC: National Academy Press. Retrieved Sept. 25, 2006 from <http://www.nap.edu/books/0309070368/html>

Brain research as applied to learning -

Learning changes the physical structure of the brain.

That students are learning is more important than specifically *what* students are learning.

Implication for university teachers -

As university teachers, we have an obligation to challenge our students to think, thereby building neural pathways that will enable them to apply knowledge as lifelong learners.

Learning is cumulative, whereby humans build organisational frameworks on which to construct new understandings.

University students are not *blank slates* for university teachers to fill with our chalk of knowledge. University students come to class with prior experiences, beliefs, knowledge and organisational frameworks through which they classify and categorise their learning.

Implication for university teachers -

Our role as university teachers is to encourage our students to create representations of their frameworks and conceptualisations, as well as introduce them to alternate ways of thinking.

Learning can be influenced through feedback, provided that such feedback is immediate and specific.

Human beings do not change their thinking or their processes if the information they receive is too broad or too late.

Implication for university teachers -

A well-designed tutorial will correct the student directly following the student's action, and will facilitate that particular student's understanding of the specific error in the immediate context.

Learning occurs through doing.

Neuro-imaging technology shows maximal brain activity when learners are engaged in multi-sensory activity.

Implication for university teachers -

Sitting and listening to a lecture does not have an equivalent effect to weighing, measuring, sorting, constructing, graphing, analysing and manipulating. The minimum requirement is that text is accompanied by images, which was demonstrated in Mayer's (2001) research to increase application and retention.

Learning is a social enterprise.

Students construct their understanding of concepts through engaging with the ideas of others. These ideas are presented through the body of literature, your presentation, and conversations with their student peers.

Implication for university teachers -

One of the keys to transforming information into learning is meaningful discussion. In order to learn, the student needs to *try words on for size*, and to be challenged and questioned by a knowledgeable other. As university teachers, one of our primary tasks is to question and thereby challenge the thinking of our students.

In summary, this section on *Understanding university teaching and learning* has focussed on the interdependent nature of teaching and learning. Our role as university teachers is to catalyse our students' learning, thereby enabling them to function knowledgeably and effectively in their disciplinary domain. Application of neuro-imaging research to higher education teaching guides our actions as university teachers.

In order to facilitate our students' learning, we need to -

- compel students to engage in rich cognitive behaviours, processing, applying, and critiquing;
- assess the baseline conceptualisations of our learners (what they knew before they joined our subject), in order to build deeper understandings;
- provide immediate and specific feedback to multi-sensory experiential tasks, and;
- invite students to communicate, interact, and put words to ideas.

What does adult learning theory tell us about higher education teaching?

Educational theorists apply the neuro-imaging research we considered above to all levels of learning from newborns through to seniors. As university teachers, we have some particular considerations in that our students are adults.

There is a branch of learning theory dedicated to adult learning that helps us, as University teachers, further understand our students and their particular needs.

Adult learning theory alerts university teachers to the following factors unique to teaching adults.

Adults are motivated to be university students by a combination of pragmatic and esoteric incentives.

Many students see a university degree as a ticket to a good job. They want to learn the instrumental skills that will get them that job and to function effectively within the workplace. Students who are highly motivated by career outcomes may be impatient with information and activity that they see as peripheral to the pragmatic skills. Other students may not cast their sights as far as career competencies, instead focussing purely on passing the subject at hand. For some students, the key question is, "Is it on the test." If it is not on the test, then some students may not be interested in learning it. In part, or sometimes as a sole motivator, students may be participating in a learning quest to satisfy an innate drive. They may be dedicated lifelong learners who are passionate about the discipline or learning for learning's sake.

The challenge for us as university educators is to teach classes of learners with such diverse motivations and thereby conflicting learning needs. Students find this particularly problematic when assessment tasks require them to work in groups. Some of the students in the group may be highly motivated to do their best, whereas others may want to do the bare minimum required by the assignment. Bond university educators are encouraged to proactively address potential group work problems.

Some Bond educators, who have successfully navigated effective group work in their sessions -

- run brief seminars on working as a group member,
- clearly and specifically outline expectations for group work, and
- allocate marks for self and peer assessment of working as a group member, as well marks for the shared submission.

The venues of learning are not restricted to either formal (e.g. university) or informal (e.g. hobby), instead interweaving through diverse experience and across the lifespan.

A child may perceive education as occurring solely in the school environment. Adults, on the other hand, tend to be more inclusive with respect to what defines education. For example, in addition to enrolling in and completing Bond University subjects, a Film and Television student might participate in workshops beyond the university. They might practice their film-making through preparing and posting short films on YouTube. There are several implications of this broad-based approach to education. One is that students may feel compelled to challenge the knowledge base of their university educators. Another is that students may be faced with contradictory messages and conflicting processes. For example, students might consider YouTube movies as legitimate film experience, whereas you as the university educator might not. As university teachers, we have a responsibility to help students identify and reflect on, and perhaps reconcile, challenge, or cope with the ambiguity of discordant learnings.

Adults balance time, energy and priorities between educative and other responsibilities such as career and dependent family.

Throughout grade school, our full-time job was to go to school. Most of us had few responsibilities beyond homework. Even in secondary school, if we took on part-time jobs, these came second to school.

As we all know far too well, likely from the experience of completing our own post-graduate degrees, school as a single and sole focus and responsibility is not the privilege of many university students. Life happens to our university students. Their work demands change. Their children get sick. They get divorced. Many single students attend university for the social atmosphere and opportunities.

The characteristics of adult learners leave us with a number of questions to ponder. Do we scale our own priorities to those of our learners? In other words, do we realise that our subject is only one dish on the immense buffet of our students' lives and dish it accordingly? Do we reconsider the performance element of teaching, as discussed above, and seek to engage our students through entertainment? How do we balance compassion and lenience with expectations and apprenticing for the workforce when our students ask for extensions?

These are the quandaries that trouble dedicated university teachers. This booklet functions both to share the approaches that have worked for other university educators, and to raise questions and awareness of higher education issues. The responses to these questions are individual and they change. As reflective practitioners, we observe and contemplate. We try approaches and we observe the consequences. We edit and amend and try again. Sometimes our approach works wonders with one group of students, and fails miserably with another.

At Bond University, we acknowledge the challenging work and the troubling issues of being an educator. We recognise that teaching adult learners brings frustrations and joys that are not experienced in any other sector. The Bond teachers who have discovered and sustain passion for teaching and fascination with their students' learning are those who love their discipline and see the challenges of teaching as an engaging puzzle of ongoing discovery.

In summary, as applied to the relationship between us and our adult students at Bond, an adult learning theory leads us to understand that university students are motivated to learn provided that they perceive the relevance to their own personal journey and desired life goals, thereby requiring the university teacher to extend responsibility beyond the disciplinary content to the adult learner's connection with the knowledge.

How do Bond University teachers support diverse learners?

In the above discussion about adult learning theory, we acknowledged university students as diverse in their motivations for schooling. There are many other ways in which our students are diverse and we acknowledge that they therefore have various learning requirements. For example, international students from non-English speaking backgrounds may require some English-language academic skills tutoring. Mature students who have a long gap between secondary school and university may require study skills refreshing. Students with learning disabilities may require more time to complete examinations.

University teachers from around the world are meeting the challenge of diverse students through design. Design means that Bond University teachers plan the way in which information is shared, students are motivated, and achievement is assessed. Design ensures that there is consistency and coherence between the lessons, the process, and the feedback.

In the past, we talked about *instructional design*. Applying instructional design principles meant that university teachers learned how to write better lesson plans and use the plans to guide our teaching. Many academic developers no longer use the term *instructional design* because the concept misplaces the emphasis on *what the university teacher does* rather than on *how the learning occurs*.

If not instructional design, then what?

If the route to meeting the needs of diverse students is not *instructional design*, then how can Bond teachers support a quality student learning experience? The answer lies in *universal design for learning* (UDL).

The international leaders of UDL are from the Centre for Applied Special Technology (CAST), an organisation with an online presence at

www.cast.org

This organisation has produced three recommended texts on UDL including,

- Rose and Meyer (2006),
- Rose and Meyer (2002), and
- Rose, Meyer, and Hitchcock (2005).

In 2008, Burgstahler and Cory edited a collection of chapters specifically applying the principles of UDL to higher education.

What is Universal Design for Learning (UDL)?

Here is the definition of UDL from www.cast.org

Universal Design for Learning (UDL) is a framework for designing curricula that enable all individuals to gain knowledge, skills, and enthusiasm for learning. UDL provides rich supports for learning and reduces barriers to the curriculum while maintaining high achievement standards for all.

Universal design *for learning* is an application of a successful architectural and product design concept. For example, architects designed high-end cabinets with countertops that could be easily raised and lowered to meet the needs of tall fathers, young children, and persons in wheelchairs.

The term universal design was a perfect fit for the pedagogical implications of two observations made by insightful educators.

1. With increasing diversity in university classrooms, some of the learners' needs were not being met.

For example, mature students with the competing demands of university, spouse, dependents, and career were having difficulty concentrating in evening lectures after full days. English language learners were having difficulty deciphering the vocabulary of their texts in order to apply the content knowledge; they lamented that their grades did not reflect their grasp of the material. Elite athletes were financially sponsored to attend university through scholarships, but then could not access the subject content, due to away-competitions.

2. When university teachers did make changes for a student with diverse needs, the flexible process benefitted many students in addition to the target.

For example, Kinash (2006) interviewed university students who were legally or totally blind about their experiences of online learning. One of the students shared her request to the university teacher to find an alternate form of course interaction to the discussion forum, which she was experiencing as inaccessible. The university teacher switched to email for all subject interaction, and the commendations flooded in from all of the sighted students because the communication was working more effectively for all.

UDL places the design emphasis on learning. University teachers proactively plan to meet the needs of all learners through flexible design.

Curb-Cuts

UDL is often presented through the metaphor of curb-cuts. Curb-cuts are the portion of the sidewalk that lies flush with the street. They were designed for people in wheelchairs. Yet, who uses them? You have likely used a curb-cut within the past week. Perhaps you have pushed a pram through a curb-cut, or used a curb-cut to get your grocery trolley from the store to your vehicle, or smoothly made the transition from sidewalk to street on your bicycle or inline skates.

What the metaphor reminds us is that design innovation is often inspired by a problem of someone with a disabling condition. The solution almost always extends to helping all kinds of people beyond the initial target population.

Did you know that the telephone, mobile text messaging and word prediction, and the flatbed scanner were all invented when someone was trying to solve the problems of people with disabilities? You probably use many of these technologies on a regular basis. These are examples of *electronic curb-cuts*.

What do curb-cuts mean to Bond University teachers?

The phenomenon of curb-cuts makes accommodating the needs of diverse learners much simpler and streamlined for Bond teachers.

Be inspired by the problems of a few.

For example, is there a learning disabled student in your class who is having trouble navigating your iLearn site? If you make a few simple changes, you will benefit many of your students. For example, try simplifying the structure of iLearn. Organise your contents into folders and walk the students through the site when you meet with them face-to-face. These easy steps will enhance the learning experience of many of your students.

How do Bond University teachers apply the principles of UDL?

The answer to teaching diverse learners is through -

- multiple means of representation,
- engagement, and
- expression.

1. Multiple Means of Representation

Representation means the way in which information is disseminated.

How do you, as the university teacher, share your disciplinary knowledge?

Advocates of UDL suggest planned redundancy in information, or in other words, multi-sensory media.

For example, a university teacher of literature might teach a novel through assigning the text and making arrangements for the bookstore to order it in advance, facilitating listening to online digital versions, and facilitating interpretation through multi-sensory depiction of metaphors. The novel study is now accessible and usable by mature students who have tired eyes after a long day at work, students with full schedules who can only schedule listening to the novel during their commute, English language learners whose comprehension is better textually than orally, as well as deaf or blind students.

Seeking means of sharing disciplinary knowledge in more than one modality meets the needs of diverse learners.

2. Multiple Means of Engagement

Planning multiple means of representation has demonstrated impact on student motivation. In other words, using multiple means of representation supports multiple means of engagement.

Students who are presented with choice and flexibility are more motivated to learn. Facilitating multiple means of accessing the subject resources also frees up class time to engage the students in higher level thinking about the subject domain. Consistent with the application of neuro-imaging research to pedagogy, as presented above, student learning is enhanced through multi-sensory discipline-specific activity and facilitated interaction. Through application of multiple means of engagement, the scheduled class time is spent discussing, reflecting on, manipulating, and applying the disciplinary knowledge in the pursuit of learning.

3. Multiple Means of Expression

Finally, it is imperative that the assessment of learning is consistent and coherent with the disciplinary knowledge and subject process. It is an oxymoron to engage students through multiple means of representation and then test them for traditional repetition of distributed information.

If invited to demonstrate their learning through flexible means, adult learners will create authentic exhibits of their disciplinary knowledge. Rather than testing their ability to regurgitate the distributed knowledge of the university teacher, this design approach assesses students' deep understanding and application.

In summary, application of UDL means that Bond university teachers emphasize learning through designing multiple, flexible means of representation (how the information is shared), engagement (higher level processing), and expression (authentic assessment).

Some Simple UDL Strategies for Bond Staff

- Make your lecture notes available electronically so that students can manipulate the format.
- Use practical real-life examples to explain your concepts.
- Write-out key words from your lectures.
- Include diagrams, figures, charts and visual frameworks to explain difficult concepts.
- Use images and metaphors to bring ideas to life.
- Record your voice and provide some of your iLearn lectures notes in an auditory format.
- Blend your teaching approach between lecturing, group work, discussion, and active learning approaches.
- Build flexible assignment requirements that enable students to create their own means of best demonstrating their learning.

Learning Spaces

Another important feature of learning that is particularly important at Bond is the places in which students learn and teachers teach. Traditionally, the primary building block of universities was the lecture theatre. But just as learning has changed, so too have the spaces in which students learn.



One of the most notable and distinctive features of Bond is its beautiful and well-designed campus. The Bond environment is aesthetically pleasing and designed to invite and enhance learning. The arch and clock tower are Gold Coast trademarks.

At the state-of-the-art Multimedia Centre, students can learn numerous software and hardware technologies. Students can also bring their own laptops, plug in to convenient power points and connect through wireless internet. Bar and booths seating can be chosen for individual or group learning.

Lecture theatres are acoustically advanced and vision is unblocked throughout the rooms. Tutorial rooms have flexible seating and are loaded with the latest technologies. The stone steps along the lake encourage reflection and conversation. If you sit out on the stone steps overlooking the lake and water feature, you may find yourself in conversation reminiscent of Socrates and Plato. Aboriginal artwork decorates the walls. Colours and lighting are modern and pleasing.

The Bond environment has been designed to be attractive. Even more important, the Bond environment has been designed to promote learning. One of the key elements of learning that is seldom considered is the teaching space. The physical make-up of the space and the way in which people at Bond navigate that space affect teaching and learning.

Universities are built as places of education, and the spaces within the campus should therefore be spaces of learning. Researchers and educational theorists explain that spaces *afford*, or in other words, enable and even invite, particular activities and behaviours. For example, if you are scheduled to teach in a theatre, the size, podium, screens and long, steep rows of seating mean that we will probably lecture. This space does not lend itself to problem-based learning. Bond's PodRoom works very well for problem-based learning. Students can move the kidney-shaped couches around to work together. You can release new information to the students on various computers throughout the room.



Pause for a moment in your reading and reflection to consider the learning spaces of Bond University.

The Bond campus has been distinctively designed to realise the interrelated goals of:

- *Functionality and Usability*
Seating and writing surfaces are often mobile
- *Aesthetics*
The pleasant environment motivates learning
- *Connectedness*
Students connect to information via wireless internet and with the culture and context through the Aboriginal artwork

Here are some ideas to use Bond spaces to promote learning

- Arrange the seating to facilitate small-group work
- Allow the students to find their own study-corners beyond the classroom for break-out time
- Promote democratic student-centred learning through moving the podium or lectern out of centre stage
- Use open spaces for hands-on, experiential learning
- Use the classroom internet to connect with international experts

The learning spaces at Bond University are not accidental. The physical and digital environment has been intentionally designed to invite learning. Bond academics can work with this environment to promote distinctive learning opportunities.

Are you interested in reading more about learning spaces?

- One of the foremost scholars in learning spaces is Steve Ehrmann
The Teaching, Learning, and Technology Website gives you access to his articles
<http://www.tltgroup.org/about/StephenEhrmann/ehrmann.html>
- MacQuarie University's Centre for Flexible Learning provides numerous links to Australian and international research on learning spaces
<http://www.cfl.mq.edu.au/led/literature.htm>

Teaching and Learning Summary

Rather than an ending, this is a juncture in your journey of teaching and learning enhancement at Bond University. The content of this section of the *Teaching at Bond* booklet was an exploration into teaching and learning and the interaction between the two. We hope that these words and examples have helped you to reflect on your teaching and your students' learning at Bond. We encourage you to re-read the principles of teaching from time to time, and try out some of the teaching tips one semester and one subject at a time. We hope that we have made some of the features of your students' learning journey salient for you. As you discover new ways of enhancing your students' learning, share these ideas with your peers. And if you are looking for new ideas, the staff of Quality, Teaching, and Learning are always willing and happy to share in your learning journey and to facilitate supports, connections, and strategies.



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Common Questions and Answers

At-Risk Students

What is meant by “at risk” students?

A student may be identified as being at risk if they are not progressing in their studies, are potentially at risk of exclusion, or where their emotional or medical welfare is reasonably considered to warrant some form of intervention by the University.

A copy of the Student Development and Support Policy which covers at risk students can be located here:

<http://www.staff.bond.edu.au/quality/policies/policiesbycat.asp?CAT=2>

Booking a Teaching Room

How do I go about booking a room?

To book a room, requests should be made via your Faculty or Department Room Booking Representative. A list of representative names are available on the intranet and will be updated from time to time.

Room Bookings should be made at least three days prior to the booking time. Failure to do so may result in room unavailability.

An Online Booking form will then need to be submitted. A copy of this form can be found here:

<http://www.bond.edu.au/life-at-bond/facilities-services/study-facilities/room-booking-form/index.htm>

Any further questions can be addressed by consulting the Room Bookings Principles on the Bond University Website.

<http://www.bond.edu.au/life-at-bond/facilities-services/study-facilities/room-booking-form/room-booking-principles/index.htm>

Building/Lift Access

How do I get Building/Lift access outside of business hours?

For security purposes access to most university buildings after business hours is restricted.

To gain access to Bond University Buildings outside of business hours you will need to take your Staff Identification Card, together with your **Building Access Application Form** to Security (just beside Juicy Bits) and they will attach the appropriate authorisations to the card. If you do not do this, your card will not work and will not provide you with the appropriate access.

Your Staff Identification Card will give you 24 hour access to the appropriate areas. In addition to providing you with University Campus access, the Staff ID Card is used to identify you as a staff member to Security, as well as to gain access to Library & Fitness Centre services.

Complaints or Grievances

How do I lodge complaints or grievances?

Complaints can range from minor matters such as problems with access to facilities to more major matters concerning unfair, unjust or unreasonable behaviour. Should you have a complaint you should feel free to discuss the problem with your supervisor, the Faculty Business Director or the Dean in the first instance.

If you are unsatisfied with this then you can file a formal grievance. A complete copy of the Bond University Grievance Policy and Procedures can be located here:

<http://www.staff.bond.edu.au/quality/policies/policiesbycat.asp?CAT=3>

Computer/Technical Help

What do I do if I am having computer problems or technical difficulties?

If you are experiencing computer problems or technical difficulties please phone the Service Support Helpdesk by dialling 7 or email:

helpdesk@bond.edu.au

If you are experiencing computer problems or technical difficulties whilst teaching there will be a telephone outfitted in your room (usually located near the computer/projector).

Copyright

What materials can I provide my students and still observe copyright laws?

Bond University's policy is to observe copyright compliance in accordance with Australian law. The University is both a producer and consumer of copyright materials.

A complete and comprehensive overview of Bond University's Copyright Policies and Procedure can be found here:

<http://www.staff.bond.edu.au/libstaff/copyright.htm>

And additional information can be located here:

<http://www.bond.edu.au/student-resources/library-and-online-resources/about/copyright/staff/index.htm>

Or by contacting the University Copyright and Quality Coordinator:

Antoinette Cass
(07) 5595 1523

Exams (End of Semester)

What happens with end of semester examinations?

All academic staff will be contacted prior to week 8 and asked to submit an examination booklet if necessary. An exam cover sheet will be emailed to you with instructions on how and where to submit your exam booklet. Student Administration will notify staff via e-mail of the exam timetable several weeks before the end of classes.

iLearn

What is iLearn?

The Blackboard Learning Moderation System (iLearn) enhances a teaching and learning environment by providing content management and sharing, online assessments, student tracking, assignment management, and virtual collaboration. It is the University's policy that every subject has an active iLearn or equivalent site and meets or exceeds minimum usage requirements. You can access iLearn by clicking on the link provided from the right hand side of the Bond homepage under 'Connect'. Log on using your bond account username and password.

Please note: Prior to the commencement of every semester you will need to contact the administrator to request access to your subject sites.

If you require any assistance/information in setting up your iLearn site please contact the Systems Administrator. Personnel in Quality, Teaching, and Learning are more than happy to help you develop your site and try new teaching and learning approaches and ideas.

ID Card

How do I obtain an ID card?

Identity cards can be acquired by visiting The Office of Student Administration which is located in the Student Court (near Juicy Bits and the Bond University Sports Centre).

A copy of the **ID and Vehicle Registration** form is located on the Human Resources page located here:

<http://www.staff.bond.edu.au/hr/forms/>

IT Account

How do I access my IT account?

All new IT accounts must first be activated by Information Services before access to computing and network systems is granted.

To begin the process of gaining a new IT account, first you must access and complete the Commencement of Staff ICT Account (PDF) form located at the IT Intranet Forms page located here:

<http://www.staff.bond.edu.au/information-services/forms.htm>

This form must be signed by either the Dean or the Faculty Business Director and submitted to Information Services at the Library and Computing Service Desk. You must sign an Acceptable Use Agreement form before provision of a logon and password. The activation process should take place at the Helpdesk.

Key (Office)

How do I obtain a key for my office?

Most Bond University building access is controlled by the use of Staff Identification Cards. Your personal office however, will require a key. To obtain a key please complete the **Security Register Form** given to you during induction.

Parking Permit

How do I obtain a Parking Permit?

Vehicle parking for staff is free of charge. Every staff member must complete a vehicle registration form and obtain a sticker from the Security Office prior to parking on campus.

A copy of the **ID and Vehicle Registration Form** is located on the Human Resources page located here:

<http://www.staff.bond.edu.au/hr/forms/>

This form must be submitted to University Security Office, located on Level one of the Student Court (near Juicy Bits and the Bond University Sports Centre).

Photocopier Pin Code

How do I obtain a PIN code to access the staff photocopiers?

All staff photocopiers in the university require a password. Each staff member will be issued with their own personal password and this must not be shared with anyone. Passwords should be administered during your staff induction, however, if for any reason you do not have a photocopier password please contact your Human Resources Representative.

Staff Contacts

Where can I find staff contacts?

If you know the first or last name of the Bond staff person you are seeking, you may enter it here

<http://www.bond.edu.au/about-bond/staff-search/index.htm>

Organisational charts and phone lists are available for all faculties to assist with finding the right person within your faculty or department. Otherwise to find Bond Employees you can use the staff member search located on the Bond University Website.

Business Technology and Sustainable Development

http://www.staff.bond.edu.au/bus/staff/staff_student_services.html

Health Sciences and Medicine

http://www.staff.bond.edu.au/hsm/about/key-contacts.html#Organisational_Chart

Humanities and Social Sciences

<http://www.staff.bond.edu.au/hss/>

Law

Use the staff search page located here:

<http://www.bond.edu.au/about-bond/staff-search/index.htm>

If these lists are incomplete, then you can contact your human resources representative. A list of HR representatives can be located here:

<http://www.staff.bond.edu.au/hr/rebs.htm>

Staff Intranet

Where can I find the Bond University Staff Intranet?

The University has a central depository of information located on an internal staff website located here:

<http://www.staff.bond.edu.au/>

This website can only be accessed whilst on-campus or by using nfuse remote access panel whilst off-campus. The nfuse remote access can be located here:

<https://nfuse.bond.edu.au/Citrix/MetaFrame/auth/login.aspx>

Staff Profile

What is my staff profile and how do I create one?

All employees of Bond University are given a staff profile which can be accessed by anybody who accesses the Bond University Website.

If you would like to log on or amend your staff profile the Staff Profiles page is located here:

<https://www.staff.bond.edu.au/staff/login.aspx?ReturnUrl=%2fstaff%2fAdmin%2fDefault.aspx>

This page also contains all administrators for each office or faculty.

Student Assessment

What student assessment procedures do I need to follow?

Policies and procedures vary between faculties.

Business, Technology and Sustainable Development

Policies and procedures can be found in the Orientation Manual located here:

http://www.staff.bond.edu.au/bus/staff/staff_new.html

Health Sciences and Medicine

Policies and procedures can be found in the Teaching and Learning Policies located here:

<http://www.staff.bond.edu.au/hsm/policies-procedures/teaching-learning.html>

Humanities and Social Sciences

Policies and procedures can be found in the Policies and Procedures Manual located here:

<http://www.staff.bond.edu.au/hss/>

Law

For current policies and procedures on assessments contact your Head of Department.

Submitting Grades

Where do I send my final grades?

1. Grades must be submitted to the Student Services Officer no later than 5 calendar days after the date of your final scheduled examination.
2. Grades must be approved by your Head of Department prior to submission for processing and release to the students.

How to complete your grade roster:

Procedures may vary between faculties. The general procedure is as follows:

Your grade roster can be found in your faculties Network Drive.

Open subject file and enter details in the Grade and Mark columns noting the following:

- **No amendments/additions or deletions** should be made to the file other than in the Grade and Marks columns. Please do not add any extra names to the file. If you have a student with a grade who does not appear on the grade roster, please email this through separately to your Head of Department with:
 - Subject code,
 - Student ID,
 - Name,
 - Grade and Mark

Once completed the file **must** be saved in '.csv' format and then forwarded to the relevant source for submission.

You are also required to complete the Results Summary Sheet (one for each subject that you are responsible for), and submit a hard copy to your Head of School by the cut-off date.

Teaching/Consultation Times

How can I check my teaching and consultation times?

It is possible to check yours and others timetables via the online timetable search. The timetable search page is located here:

<http://www.bond.edu.au/degrees-and-courses/subjects/index.htm>

Further Questions about Teaching at Bond?

Contact Quality, Teaching, and Learning

qtl@bond.edu.au

5595 3345

Use this Space to Record Important Notes about your Teaching at Bond