School of Psychology
Teaching & Learning Committee

Minutes of the meeting: 2 December 2010

Present  Hayley Hutchison
         Vance Locke
         Shayne Loft
         Geoff Hammond (Chair)

Apology  Andrea Loftus

1  Chair’s report

The Chair reported that the IBOS for the BA and the BSc degrees in the new courses structure had not accepted the major structures for either degree as they did not conform to the uniform 2+2+4 unit sequence. A meeting of relevant parties including the IBOS chairs had agreed with a revised structure in which units would continue to be offered in alternate years but with clearly differentiated Level 2 and Level 3 variants of each unit. It was agreed that the Level 2 and Level 3 variants would have common lectures but with the laboratory/tutorial programs and the assessments differentiated to reflect the more advanced skills of students taking the unit in their third year of study. The two variants would be incompatible with each other.

2  Teaching & Learning Operational Priorities Plan

The draft OPP was reviewed in light of the three submissions received. The revised OPP assigned responsibilities for implementing each of the strategies.

3  Other business

There was no other business.
T&L 1: Establish a ‘learning community’ among undergraduates

Implementation strategies

- create and maintain a resource page for students on the School web site
- investigate resources for a student common room
- advertise online availability of teaching rooms for private and group study
- Head of School talk in introductory lectures in years 1, 2, and 3

Responsibility

DUS, SSM
BOM, HOS
ITSO, BOM
HOS, UCs

T&L 2: Optimize partnership with casual teaching staff

Implementation strategies

- set up in-house teacher training by OSDS (teaching methods) and CATL (resources such as LMS use)
- formal induction process for casual teachers
- separate payment for classroom work and assignment marking
- ensure all units have regular and frequent tutors meetings
- formalize Senior Tutor position with appropriate compensation with clear responsibility (which should not include managing other tutors)
- establish School Prizes for outstanding and innovative teaching by individual tutors and unit tutoring teams
- formalize application process for casual teaching

Responsibility

SSM, DUS
SSM, DUS
SSM, HRO
UCs
HRO, HOS
TLC, HOS
TLC, HOS

T&L 3: Strengthen the teaching : research nexus

Implementation strategies

- include substantial research-based teaching in each unit
- offer an appropriate level of laboratory teaching in each unit
- competitive summer research internships (funded jointly by School and researcher)
- encourage diversity of 3310 topics
- offer volunteer research opportunities to undergraduate students

Responsibility

UCs, TLC
UCs, TLC
HOS, RC
HOS
DUS, ITSO
• APFs deliver research lectures in first-year units  
UCs, APFs

T&L 4: Ensure academic standards in teaching
Implementation strategies
• reward innovative teaching by academic staff  
TLC, HOS
• have a written syllabus for each unit  
UCs, TLC
• ensure adequate curriculum coverage in each major  
TLC
• engage academics in small-group teaching in units they coordinate  
HOS
• consider sanctions for unauthorized absence from laboratories and tutorials  
UCS, TLC
• have appropriate limits on student presentations in seminars and tutorials across the major  
UCs

T&L 5: Ensure academic standards in assessment
Implementation strategies
• academics mark a substantial proportion of examination questions on material taught  
UCs, HOS
• use multiple-choice tests where appropriate and with suitable test development  
UCs, TLC
• marks not awarded for mere class attendance  
UCs
• TLC review of examination papers before submission  
TLC

APF Australian Professorial Fellow
DUS Director of Undergraduate Studies
HOS Head of School
HRO Human Resources Officer
ITSO Information Technology Support Officer
RC Research Committee
SSM Student Services Manager
BOM Business Operations Manager
TLC Teaching and Learning Committee
UC Unit Coordinator