

## ***THIS IS HOW WE DO IT!***

*Prof Ross Lehman  
Teaching & Learning Coordinator  
Sydney International Campuses (Undergraduate & Graduate)  
CENTRAL QUEENSLAND UNIVERSITY*

*ISANA Annual Conference  
EDUCATE, ADVOCATE, EMPOWER  
University of NSW  
December 5-8, 2006*

### ***INTRODUCTION***

The paper explains the inception and continuing development of an Academic Professional Development Seminar series for the teaching staff at what appears to be the institution, in Australia with the largest number of international students. There is an explanation about the business venture followed by information about the initiation and on-going provision of the program. A brief report is included which indicates a summary of the participants' recommendations, about teaching and learning, from the 2006 Seminars, to date. Further, a list of suggested topics for future seminars, is provided.

### **JOINT VENTURE PARTNERSHIP**

Central Queensland University (CQU) was established in 1992 as a university. In July 1999, the university entered into a business relationship with a commercial partner, with the view to 'the management, marketing and distribution of CQU to the international fee paying student market.' (C\_MS Welcome site). C\_Management Services (C\_MS) is an international education management company, jointly owned by Campus Group Holdings (CGH) and Central Queensland University. CGH has a 50:50 joint venture partnership with CQU ( Our History, C\_MS Winning People Welcome Kit).

Subsequently, five Australian International Campuses (AIC) have been established as:

Brisbane International Campus  
Gold Coast International Campus  
Melbourne International Campus  
Sydney International Undergraduate Campus  
Sydney International Graduate Campus

There is an offshore international campus in the Fiji capital, Suva and there are other offshore arrangements in Hong Kong, Singapore and Kuala Lumpur (CQU Performance Portfolio, 2005). Further, CQU offers courses by Distance Education mode called FLEX. Courses delivered range from Diploma, Bachelor and Masters levels, and include some doctoral students.

At the five Australian International Campuses, the staff are employees of C\_Management Services. All of the degree programs and courses delivered are for CQU. With the exception of a handful of students, all are international students, and all are full-fee paying students. Currently, overall, there are in excess of 9,000 students enrolled in the AICs.

CQU has been awarded, Queensland Export Awards in 2001, 2002, 2003 and 2005. Also the Australian Education International Export Award was won in 2002 and 2005.

## **ACADEMIC PROFESSIONAL DEVELOPMENT**

### BACKGROUND

In early 2005, as part of the on-going flexible approach to offering quality educational opportunities for all enrolled students, the senior management of C\_MS decided to include a program of Professional Development Seminars for academic staff at all of the AICs. Before appointment all academic staff employed by C\_MS have had prior teaching experience. However, given the special focus of the total cohort of international students at all of the AICs, it was prudent to encourage a greater understanding of the intercultural nature of teaching and learning for all involved.

In June, 2005, an appointment was made of a Teaching and Learning Coordinator (Prof Ross Lehman). Also, an appointment was made of a Director, Centre for Intercultural Pedagogy and Learning (CIPL). A website for the Centre for Intercultural Pedagogy & Learning has been established by the current Director, Dr Alison Owens.

### ACADEMIC PROFESSIONAL DEVELOPMENT SEMINARS

#### 2005

In early 2005, it was requested by the C\_MS General Manager, Academic Programs, Prof Paul Rodan that internal Academic Professional Development Seminars be held in June, with a further series in October (for those staff who were unable to attend in June). The same program was to be offered at each AIC site. The program aimed to enhance the teaching skills of academic staff with the intention that student learning would be heightened.

There was a four-fold focus:

1. C\_Management Services Organisational Directions and Academic Professional Development Programs – Dr Alison Owens, Prof Paul Rodan & Prof Ken Hawkins
2. Multi-Cultural considerations – Dr Alison Owens
3. Dimensions of learning - What does it mean to be a reflective teacher? – Leone Hinton (CQU)
4. The teaching skill of questioning in the classroom – Prof Ross Lehman

Eighty-one staff attended the series, with 80%, providing positive feedback, using a paper-based evaluation feedback process. An overall average score of 4.02 was achieved, using a five point approval scale.

The Seminar day was presented in Sydney and Melbourne in June 2005 and repeated in Sydney and Melbourne in October. In addition, academic staff from the Brisbane International Campus, travelled to the Gold Coast International Campus for a Seminar day in October. All full-time and long term casual academic staff were invited to participate.

A list of suggestions for future topics was collected from the participants. See Appendix B.

As a consequence of the staff input, four topics were recommended for possible use in 2006. These were:

1. Performance to Potential, with emphasis on improving student attendance – June/October 2006 at all Australian International campuses
2. Evaluating, Marking & Assessment – August – Sydney International campuses
3. Intercultural considerations, including political and religious tolerance with classroom implications
4. An academic discipline-specific seminar, eg Teaching Accounting – August – Sydney International Campus

## ACADEMIC PROFESSIONAL DEVELOPMENT SEMINARS

2006

In February, 2006, it was decided that the newly appointed, Pro-Vice-Chancellor (Academic Services), Prof. Alex Radloff, would be invited to be the keynote speaker at the 2006 series of the Academic Professional Development Seminars. Dates were selected as follows:

Brisbane/Gold Coast International Campuses at Southport	Wednesday, June 7
Sydney International Campuses (Undergrad & Graduate)	Thursday, June 8
Melbourne International Campus	Friday, June 9

With repeat seminars:

Sydney International Campuses (Undergrad & Graduate)	Thursday, October 19
Melbourne International Campus	Friday, October 20

The invitation to academic staff and the agenda are shown in Appendix A.

### SEMINAR SUMMARY

Each of the seminars followed the same timetable. See Appendix A for a sample.

- The Campus Director welcomed staff.
- The welcome was followed by a presentation about C\_MS input into Teaching & Learning, with a focus on improving students' attendance. Prof David Hamilton (Gold Coast/Brisbane & Sydney) and Prof Paul Rodan (Melbourne) were the presenters.
- Prof Alex Radloff, CQU Pro-Vice-Chancellor, Academic Services spoke about *Engaging Students in Learning*. This was followed by group discussion, in discipline-oriented table groups.
- Next campus-specific academic staff made presentations titled: *How I do it!* – what an individual academic has been achieving, in a course. Or *How we do it!* – what an academic team in one course, has been achieving.
- The rest of the Seminar was taken up with table-group discussion and the compilation of draft practical and ideal plans with focus on group-work tasks for students and preparation for assessment by students (assignments, tests, presentations and especially, examinations).
- A plenary session was used for sharing the draft compilations.
- Training Attendance and Seminar Evaluation Forms were completed by participants.
- A listing was made of suggestions for topics for future Academic Professional Development Seminars.
- Staff were thanked for participating and encouraged to apply the day's outcomes.
- Morning & Afternoon tea, plus luncheon were provided with Refreshments available after the concluding remarks.

### READINGS

Readings were distributed to participants in the week prior to the seminar. Appendix C contains a summary of the readings. These were:

Robert B. Barr and John Tagg, 1995, 'From Teaching to Learning: A new paradigm for undergraduate education,' *Change*, November/December

Arthur W. Chickering and Zelda F. Gamson 1991/2004, 'Applying the seven principles for good practice in undergraduate education,' *New Directions for Teaching and Learning* Number 47, Fall, 1991. San Francisco: Jossey-Bass

James L Cooper and Pamela Robinson 2000, 'Getting started: informal small-group strategies in large classes,' *New Directions for Teaching and Learning* Number 81, Spring 2000. San Francisco: Jossey-Bass

Diane F Halpern, 2003, 'Applying the science of learning to the university and beyond: teaching for long-term retention and transfer – suggested reading,' Conference presentation, Heldref Publications, Gale Group

Jillian Kinzie and George D Kuh, 2004, 'Going Deep: Learning from campuses that share responsibility for student success,' *About Campus*, November – December, 2004

Kerri-Lee Krause, 2005, 'Understanding and promoting student engagement in university learning communities.' This paper was presented as a keynote address 'Engaged, inert or otherwise occupied?: Deconstructing the 21<sup>st</sup> century undergraduate student' at James Cook University Symposium September, 2005

Maryellen Weimer, 2003, 'Focus on learning, transform teaching,' Heldref Publications, Gale Group

#### PRESENTATIONS BY CAMPUS-SPECIFIC ACADEMIC STAFF

The following staff provided presentations at the designated site:

##### GOLD COAST INTERNATIONAL CAMPUS (at Southport)

Hans Telford  
Glen Russell  
Ugh Zillman

##### BRISBANE INTERNATIONAL CAMPUS (at Southport)

Robyn Parry  
Ethan Salleh

##### SYDNEY INTERNATIONAL CAMPUSES

Dr Darryl Gauld  
Dr Ergun Gide  
Dr Anna Sekhar  
Najamul Khan  
Robert Wu

##### MELBOURNE INTERNATIONAL CAMPUS

Dr Tris Kerslake  
Liz Sidiropoulos  
Wesley Tupou  
Nick Fountas

#### ***REPORT ABOUT THE COMPILATIONS AND FEEDBACK FROM THE ACADEMIC DISCIPLINE TABLE-GROUPS***

More than 100 suggestions were provided from the discussion groups at the three seminars

These have been analysed and five overall categories were identified and used in sorting and classifying the input.

#### **FIVE OVERALL CATEGORIES**

The five categories were:

1. Critical Thinking
2. Assessment
3. Teaching techniques
4. Tutorials/labs
5. Group work

## 1. CRITICAL THINKING

An example of the input received is included. The source was a group of academics from the Gold Coast International Campus. Their submission states:

“Our group began by analysing students in a more general way. We recognised that one of the most important skills for all students, but especially IT students, was **Critical Thinking**. Tasks like programming, data/process modelling and database design all require a significant amount of critical thinking.

After identifying this point, we briefly discussed students and the differences that need to be identified with all students.

### Learning Differences

Our group determined that identifying learning differences was an important part of successful teaching. We spoke about *identifying students at different levels* and tailoring their participation accordingly. For instance, fast learners can complete more complex exercises, while slow learners can be set simple achievable exercises to bolster their confidence. We also spoke about the importance of *peer learning*, and how much students, especially in IT, can learn from teaching somebody else. The *Bottom Line* is that all students must achieve results!

### Cultural Differences

We next spoke of cultural differences and dealing with diverse groups of students. We determined that, while it is important to note cultural differences, these *should not affect your teaching style*. Rather, each student should be considered an individual, with their own learning outcomes. Having said this, identifying students' interests (music, arts, games, hobbies) can help to develop examples that apply to them.

### Differences in the Cohort

Mary raised the idea that we should also identify differences in each cohort of students. Between semesters and even between tutorial classes, *different students learn differently*. As teachers, we need to identify those differences and modify our classes to suit.

### Differences in Student Backgrounds

Finally, we discussed analysing the students past. By doing this, we can *determine the students current level of experience* and tailor our exercises accordingly. Michael gave the example of his programming principles class, which this semester had an excellent set of students with significant previous programming experience. Michael had to cater to this and did so by assigning more challenging exercises to the students that could benefit from them.

### Discipline-Specific Analysis

To finish, our group spent some time discussing how we could apply some of these techniques to our specific discipline. We identified two separate fields within IT to discuss: Programming and Information Systems.

### Programming

We determined that programming is at its heart a problem-solving exercise. With this in mind, teaching programming should not just be about teaching students C++, but also proper algorithm and program design. We should deemphasise the programming language and emphasise problem-solving (with natural language).

**Group Teaching Methods:** We discussed the use of peer learning and 'pair' programming in our classes. In pair programming, Group A develops an algorithm for Group B to code. At the same time Group B develops an algorithm for Group A to code. Using this method, we can take advantage of some of the differences highlighted above, such as differing experience levels and different learning styles.

**Exam Preparation:** We all agreed that programming comes down to three things: practise, practise, practise. Preparing for programming exams is all about practising programming and understanding the concepts. This comes back to the previous comment on critical thinking, without which it would be impossible to program.

### Information Systems

Our group determined that a lot of the learning done in IS is through terminology. With this in mind, we suggested that some of the techniques described by Ethan Salleh in his presentation might be appropriate here (Crosswords). We also recognised that IS can (and should) be very business focussed, as IS is about how these systems can be used to support business decisions. Finally, with this in mind, we discussed the use of a semester-wide case study to apply IS concepts to a single business each week.

**Group Teaching Methods:** We discussed putting students into groups in classes and then using techniques such as concept maps and brainstorming. We also talked about asking students to tell stories from their experience and asking them to lead a discussion on a particular topic. All of these techniques come back to the differences identified above and hope to implant some concepts and definitions in students' minds.

**Exam Preparation:** We identified that the main problem students faced with IS exams was not understanding the structure of the exams. So, one of our main exam preparation hints was to help students to analyse the structure of the exam. By doing this, we can 'remove the fear' for students. Part of this approach also involves doing a lot of practise, including looking at case studies and asking students to complete questions similar to those in the exam. In this way, we hope to prepare students for the exam and also give them knowledge that is useful in their future real-life pursuits.

### **General issues raised by the group**

- Assessment
  - Are we evaluating their learning?
  - What is our expectation of understanding?
  - Should we be teaching to assessment? Inconsistencies in aligning course content with assessment with course objectives make doing anything else very difficult.
  - Core academic skills i.e. how to format and structure assessment, is a key focus of tutorials around assessment times
  - Providing clear outlines of expectations and requirements crucial to the success for students. This needs to be reinforced throughout the semester.
  - Do examinations evaluate understanding or rote learning? This could be in direct conflict with the analysis required in assignments and confuse students about what they need to demonstrate to pass the course.
  - Students are driven by their grades rather than learning.
  
- Teaching techniques
  - Case studies are used often to illicit course concepts and encourage the students to demonstrate understanding
  - Groups with a purposeful cultural mix is a technique used to provide different perspectives of experience and ideas about course concepts

- Peer teaching used in groups work – matching stronger students with weaker ones from same language groups to provide peer support
  - Use of PowerPoint a contentious issue! Materials provided often have too much information; a lot of extra preparation time goes into developing complimentary materials. Some lecturers believe that if the slides are provided they have a responsibility to use all of them in the class – especially for exam subjects. Some lecturers doubtful that slides are truly representative of what needs to be learned to pass the assessment. Again, sorting of relevant materials is time consuming and raises issues of consistency of what is being taught across campuses. Quality control?
  - Lack of facilities such as computer labs for semi technical subjects such as marketing research makes teaching the skills and knowledge required for assessment very difficult. Ability to book library AV rooms and computer labs would contribute to the variety of teaching methodologies that could be used to enhance the student learning experience.
- Teaching focus
    - Academic skills development rather than depth of understanding of content
    - Techniques for passing – exam preparation and assessment expectations
    - Internal conflict – we have a responsibility to teach ‘understanding’ as well as ‘how to pass’”

Following are four lists of suggestions submitted by participants. As mentioned above, the lists have been categorised into:

- Assessment
- Teaching techniques
- Tutorials/labs
- Group work

## 2. ASSESSMENT

1. Preparation for Assessment (including Exams) plus LSU input
  - Reinforce understanding of assessment processes by confirming students’ understanding – questions in small groups
  - NLP techniques – pattern interpretation; music; colour
  - Group discussion ie assessment concerns
  - Students can submit questions anonymously, to be discussed
  - Create an empathetic environment for understanding assessment problems
2. Have open discussion with students
3. Student groups could summarise chapters of set texts and distribute these to other class members
4. Have 10% for a class attendance and participation mark
5. Practise ‘exam answering’ techniques in class, for example
  - Calculation of time in exam
  - Rejuvenate for exam – start preparing for the final exam in Wk 1
  - Start exam revision from Wk 9 or earlier

6. Give the marking instructions at the beginning of the term, not after assignments are submitted, as is the current situation
  - That is, the rules and conditions are explained to the students before penalising them
7. As much as possible, prepare 'mock' assignments/exams, relevant to the course
8. Have more regular assessment of different parts of the course
  - Multiple choice
  - '4 step' tutorial test
  - Quicker return with feedback
  - Have access to a Law webpage on the CQU webpage
9. Mid-term assessment should not be 'take-home' as most of our students copy from their friends
10. Have peer assessment in tutorials
11. Reward expectations and set them earlier
12. Use relevant, real-life examples
13. Provide assignment feedback in tutorials and individually
14. Provide assignment feedback in tutorials and individually
15. Use 'carrot' (want) & 'stick' (have to – compulsory)
16. Communicate expectations to teachers and students about assignments before they are due, eg marking schedule (expanded version). It would also help teachers to know exam format, revision topics, at the beginning of term
  - Revision for lectures/tutorials - 2-3 weeks before the exams
  - Tutorial/class problems solved individually/in groups
  - 'Mock' exams/past exams/model question tests – to improve exam writing skills
  - Explaining structure of assignments and expectations from students
  - Personalised guidance/emotional difficulties – in exam issues
17. Get rid of student solution manuals /publish on 'O' drive one week later

### 3. TEACHING TECHNIQUES

1. Language
  - Ask questions in a different format
  - Let them repeat the questions
2. Different Learning styles
  - a. Visual, verbal, kinesthtic – accommodate all
3. Provide Structure not Content
  - a. Structure of assignment (25 pages, sub-headings ...)
  - b. Consider level of understanding
4. No repetition of lecture in tutorials – announce the tutorials
5. Humour, witty jokes
6. Use 'ice-breakers' develop a comfort zone
7. Give a 'juicy bone' in the first 15 minutes
8. Personal, positive feedback to students
9. Provide information about the value of learning
10. Provide a friendly environment
11. Provide an interactive student environment
12. Show a good sense of humour
13. Use different teaching strategies (visualization – graphics, figures, tables, websites)
14. Value students' comments
15. Healthy debatable environment
16. Relevant case studies
17. Use an approach that rewards students (eg A 'good' reference after they have finished their studies)
18. Emphasise classroom participation
19. Provide context-based, real industry strategies, for preparation of assessment tasks and exams
20. Provide very clear explanations of assignment requirements at the beginning of term
21. Provide some examples that can help students with their assignments without plagiarising

22. Encourage students to attend the Learning Skills Unit (LSU) sessions to learn about Essay writing, Report writing and Examination preparation.
23. Know the students' background
  - a. Customise your teaching delivery
24. Encourage students' input & achievements
25. Remember their names
26. Make a Study Skills module compulsory for all students, eg research skills, writing skills
27. Be welcoming but firm
28. Tell personal stories/anecdotes
29. Keep topical/up-to-date with real life examples
30. Ban access to the internet in labs, when the task does not need such access. Keep the students 'on task'
31. Instigate practical excursions both on campus and within the work-force
32. Use 'guest lecturers' with industry experience
33. Instigate 'work experience' opportunities

#### 4. GROUP WORK

1. Group work tasks
  - a. Differentiate group members by cultural/gender background
  - b. Group members can allocate roles themselves. Roles cannot be done twice. Eg spokesperson, scribe, timekeeper
  - c. Allocate different questions or tasks to each group
  - d. Debrief responses to multiply learning
  - e. Pose hypothetical questions to debate in groups, followed by debrief
2. Group work tasks
  - a. Report on progress to tutor/lecturer, on an ongoing basis
3. Create groups to answer questions. Change members of groups each time
4. Form groups and facilitate them to understand the questions. Let them share ideas
5. To enhance the productivity of group assessment, it would be better to
6. try to have students join a group that contains different background cultures and interests
7. Encourage students to share different cultural values and ideas
8. Arrange discussion groups with a mixture of talents – more capable with the less capable students
9. Celebrate diversity
10. Encourage students to introduce themselves and share about their culture
11. 'How lucky they are!' Appeal to their social consciousness: eg. *'At this point in time, there are possibly millions of young people dreaming to have the opportunity you have to learn. Of course, they will only dream. You are here, use the opportunity wisely.'*
12. Make them laugh
13. Interconnect one to another
14. Take them out of the classroom for excursions, if possible
15. Group Work
  - Split cultural groups in answering problem questioning sessions
  - Have short answers 'handed in' to improve English language skills

#### 5. TUTORIALS/LABS

1. Put signatures against roll names, when marking attendance
2. Tutorial assessment tasks – from previous lessons – who achieved the 'best' marks
3. Encourage students to attend the Learning Skills Unit (LSU) sessions to learn about Essay writing, Report writing and Examination preparation
4. Show how the concepts that you are teaching are relevant to their career, eg. Get students to look for search words like, 'risk management' on seek.com.au. This shows why risk management is critical to their career
5. Sit with students during class exercises in groups and individually

6. Share experience of what differences they noticed coming to Australia. What shocked/surprised them? Then, link back to the topic.
7. It will be good to let the students know about what extreme action has been taken for non-attendance. It would, at least, be helpful to let the students know the penalties. Some students just have the impression that they can get away with non-attendance
8. Transition issues: some students apparently did not settle down immediately to learn in class. Some students were not starting their classes until Wk 3 at the earliest.
9. Have peer assessment in tutorials
10. Reward expectations and set them earlier
11. Use relevant, real-life examples
12. Ban access to the internet in labs, when the task does not need such access. Keep the students 'on task'
13. Get students to say aloud, in class, what they have done in the last week – sharing time
14. Incorporate more tutorial exercises (both individual and especially group tasks) in the course/study guide

## **FUTURE SUGGESTIONS**

All participants were asked to complete an evaluation form about the Seminar. On the reverse side of the form were places for suggestions for a) future topics, and b) other improvements. The list is considerable and is provided below. The list is divided to indicate the Seminar attended:

GOLD COAST JUNE 7, 2006

### **FUTURE TOPICS**

1. Assessment (five times)
  - more continuous & flexible
  - Relevant
  - Teaching towards goals
2. Difficult student management
3. Program structure/designing courses
4. Research
5. Material content in programs/assignments and final exams
6. Culture be included as part of the teaching process. In particular, how different cultures will impact on the learning outcomes & student expectations
7. Developing lecture/tutorial material
8. How to use technology & How NOT to use technology (humorous)
9. Emphasise the principles of developing student thinking & initiation of effective learning

### **OTHER IMPROVEMENTS**

10. Conduct professional development each term
11. More flexible structure. Stop having discussion stifled because of inflexible structure
11. Continuous discussions during the year. Followup – chat – email – discussion. Shorter & more frequent sessions. Twice a year
12. Practice the techniques we discuss
13. Hold the Professional Development Seminar after assignments are marked
14. Start at 9.30 am
15. How NOT to do it! – humorous
16. Use 'cutting edge' examples

## FUTURE TOPICS

1. More about student engagement
2. Match student expectations & teacher's input
3. Close the gap between the program objectives and goals by the teacher and the student – need to include the student
4. Higher teacher:student interaction
5. More practical and less theory – give more details on 'how to do' and 'what to do,' not just 'why to do.'
6. More details in engagement
7. Marking & Moderation (six times) – relate to Admin duties; exam stats and subsequent recommendations for improvement. Marking actual assignment scripts to show how to give adequate feedback through comments
8. Dealing with ethical problems – eg plagiarism, exam/test cheating
9. Dealing with problem students
10. Interesting cultural issues which we ought to know
11. Celebrate diversity – dealing with diversity
12. Forum on key issues raised eg lecture slide showing vs flexibility to apply creativity & innovation vs time available for lectures
13. Forum to discuss CQU/C\_MS staff/program issues
14. Using non-violence for conflict resolution
15. How to encourage students to attend classes on time (punctuality) & absenteeism
16. Critical thinking issues
17. Day course on Lead Lecturing/Course Coordination
18. It is very important to make sure that all our teaching staff are familiar with up-to-date research in the area of international/cross-cultural education at the tertiary level

## OTHER IMPROVEMENTS:

1. Include a selection of students – student input (six times)
2. Have graduates return to share experiences
3. Provide more practical examples, like the e-commerce team. I have improved my teaching skills further though Dr Ergun Gide's 10 golden Rules (four times)
4. Increase the session time so that everyone has enough time to express their opinions and suggestions. So that more ideas can be shared
5. Have half-day sessions, more often
6. Not held in the same week as other training days
7. Send suggestions by email to us
8. Use a bigger screen
9. Probably have more visitors and speakers from other similar organisations
10. More time for Question and Answer sessions
11. Run PD on the weekend
12. Have clearer group tasks to ensure the production of results – more focus – rather than rambling discussions
13. Get better chairs
14. Real success cases from specific disciplines
15. How to better coordinate assessment-related information. (Not having access to information about assessment tasks & exams (or having it at a minimum) makes it hard to advise students on what is expected)
16. How to deal with inactive students and motivate them to study
17. How to teach students to write reports and essays
18. How can we help our students to adapt to Western learning methods?
19. Can be more specific. Eg we can share some teaching skills in each specific subject and how difficult concepts are made easier for students to understand
20. More emphasis on engaging interactive students – research and evidence of strategies that work and why
21. Bring the Lead Lecturers and the Course Coordinators together in future sessions
22. Lecturer involvement in program design and assessment + moderation

23. More opportunities for participants to break into their specialised groups and share information regarding: i. What's working well? ii. What problems need to be addressed? iii. How to address them?
24. More practical examples rather than theoretical knowledge
25. Practical examples of pedagogical theories in practice
26. Professional Development in discipline area
27. e-courses; webct; blackboard
28. Provide more time for each staff presentation session
29. Focus by having one seminar for IT and one for business/law
30. More practical presentations ie sharing the practical things that we face in class
31. Incorporate film content (dvd/video) + up-to-date research on cross-cultural communication on AICs leading to intellectual engagement with materials
32. More team-work presentations
33. More time for presentations, so that we can share knowledge
34. Hold the PD closer to the beginning of term
35. Offer PD after initial Induction
36. Provide assistance to provide a teaching portfolio
37. Less use of visual overhead projections
38. Conduct the training during non-marking time
39. Offer more specialised content in relation to teaching disciplines
40. Provide more examples from CQU and other universities comparing our work
41. Be more specific – too general
42. More visual and kinesthetic emphasis
43. Appoint a moderator for each group. Improve the structure of groups and their reporting at the Plenary Session, use posters to explain – use creative visual aids
44. Pre-reading was valuable
45. Demonstrate an ideal teaching/lecturing session – 'real life experience – an 'ideal' teaching session (four times)
46. Highlight a practical case
47. Integrate students' career objectives into class sessions – transfer to the 'world of work'
48. Develop a 'community of learners'
49. Focus on deeper cross-cultural issues that affect student learning
50. Prefer 9.00 am – 3.00 pm
51. Have a microphone and lectern set up
52. The use of anecdotal evidence by presenters when they discuss concepts such as 'empathy' and 'inclusivity.'
53. Recording comments earlier in the day when we are more fresh
54. Tape audio comments of discussions at table groups
55. Have a karaoke machine!
56. Handouts for slides provided prior to the presentations, so that notes could be added
57. More group discussions with similar course members
58. Control moderation of comments by some participants; some were irrelevant
59. The way we went into groups to 'brainstorm' ideas was really great and helpful!
60. Career planning for academic improvement
61. Increased time for presenters

MELBOURNE

JUNE 9, 2006.

#### FUTURE TOPICS

1. Research issues on teaching, learning & evaluation
2. Changes to management processes concerning C\_MS
3. How to handle cultural diversity and helping student transition into university
4. How to effectively mentor students with group-work & team-work

#### OTHER IMPROVEMENTS

1. Involve post-grad students as an agenda item to talk about their expectations and outcomes

2. Bring students in for their input
3. Discipline specific PD programs
4. Shorter than a whole day
5. Have a special PD for subject-specific group discussions
6. More practical experience
7. More examples of best practice
8. Incorporate more examples into presentations
9. Timing – earlier in a term
10. More solution-based
11. Making PD an accredited program for staff
12. Have bigger participation (more staff attending)
13. Hold more regularly and around the middle of the term
14. Provide statistics on such creativity & innovation in modern teaching
15. Improve participation of Lead Lecturers in all areas, so that they can lead improvements in subject areas and within their group, collectively, such will uplift the quality of teaching
16. More Course Team presentations
17. More discipline-specific workshops to share ideas
18. Melbourne campus has a set of unique issues that should be addressed
19. More supportive ideas to improve participation. Especially collecting ideas/opinions from students
20. Upload teaching tips (with brief explanations) on a CQU website
21. More cross-campus interaction to share ideas in specific disciplines
22. Discussion of support/admin-related issues that might impact on the teaching role, eg resources and support for casual academic staff
23. Not to be held when we have so much marking to do
24. More participation from Rockhampton Course Coordinators and program designers
25. I'd like to see Course Coordinators and academics from other campuses
26. Interacting with students and finding some new ways to share more knowledge among colleagues so that we have better coordination among lecturers and coordinators
27. More input from Course Coordinators and program designers (three times)
28. Explanation of how feedback from past sessions has influenced learning programs
29. What are the time constraints by which revised strategies can be implemented?
30. It would be better if the program incorporated real-life, best practice examples, into the teaching & learning workshop
31. Provide profiles of 'typical' students from their 'home' country. Town/city and typical educational background and experiences of past learning

\*Contents of the document: *How we do it!*

#### ONGOING DEVELOPMENTS

Having an on-going and flexible program of professional development is having an impact on academic staff and students. Such is the purpose of the program. As an example, the number of concerns being expressed by students about the teaching staff has nearly disappeared. This year, the number of concerns submitted, has been less than the 'fingers on one hand.'

Further developments have been:

1. Academic staff are discussing their on-going teaching amongst themselves and over catered lunches, usually in discipline teams.
2. Presentations have been encouraged by staff at a campus-focussed 'Brown Bag Series.' The types of topics that have been shared include: reports about staff research tasks; completion of higher degrees - thesis and dissertation sharing; conference attendance reports; and visiting speakers.
3. There is an ongoing Academic Staff Mentoring Program, whereby staff are observed teaching in their lectures or tutorials and a written report is provided to them. Also, a pre- and post-discussion is usually included. A special focus has been upon recently

appointed staff. Hundreds of effective classes have been observed and many suggestions for improvement have been made.

### ***RECOMMENDATION***

As the Academic Professional Development Seminar program gathers momentum, there will need to be circumspect decisions made about the scope and sequence of topics and format in the future. The amount of goodwill and sharing that has evolved augers well for the continuing improvement of teaching and learning within the institutions.

Careful scrutiny of the needs of students, the capacity of academic staff, and the university's goals, will need to be considered as the program evolves. There is certainly ample input from academic staff for consideration.

### ***CONCLUSION***

The paper has provided a vast amount of ideas, information and suggestion about the Academic Professional Development Seminar program being offered to C\_Management Services academic staff in the delivery of programs for Central Queensland University.

APPENDIX A

Copy of invitation letter and Agenda

# Memo

To: Academic staff at Sydney International  
From: Prof. Ross Lehman  
Date: Wednesday, May 17, 2006  
CC:  
Re: AIC Professional Development Seminar #2 at Sydney on Thursday, June 8, 2006

CQU Sydney International Campus  
Graduate Campus 400 Kent Street  
SYDNEY NSW 2000  
Telephone: (02) 9324 5777  
Fax: (02) 9324 5766  
E-mail: r.lehman@syd.cqu.edu.au

Dear Staff

Welcome to your involvement in our Professional Development Seminar on June 8, 2006.

Please enter the date into your diary. Venue: Level 11, Graduate Campus, 400 Kent Street

***You are invited to attend and encouraged to be a very active participant.***

Some advance reading material will be forwarded to your campus for distribution later in the month.

Please inform your Associate Director, Academic, Dr Alison Owens, about your intention to attend, as soon as possible. Certainly communicate by Friday, June 2, at the latest, for catering arrangements. If you have any dietary needs, let us know.

The purpose of the Seminar is to focus on improving our teaching skills which consequentially will lead to improved student learning. Active learning by students is our goal, as too many of our students act like 'passengers.' A further outcome, is the desire to improve students' attendance on a regular and ongoing basis throughout every term.

By the end of the Seminar series, on all campuses, it is planned to produce a Faculty Guidebook for Teaching & Learning of International Students in an Australian University setting. The intended document should be at the 'cutting edge' of our academic business and facilitate challenges for us all.

Should you have any suggestions, please pass them on to your Associate Director, Academic, Dr Alison Owens and to myself.

I look forward to seeing you on June 8<sup>th</sup>

Kindest regards  
Prof. Ross J Lehman  
Teaching & Learning Coordinator  
Australian International Campuses  
Sydney International Campus  
Central Queensland University



- 4.30 pm          Training and Evaluation Form filling
- 4.45 pm          Listing of future topics  
Encouragement for application of the day's outcomes
- 5.00 pm          Topic:            Thanks for attending and participating  
Presenter:        Campus Director, Barbara Abou-Lehaf
- Please join us for Refreshments

**Prof. Ross J Lehman**  
**Teaching & Learning Coordinator**  
**Australian International Campuses**  
**Sydney International Campus**  
**Central Queensland University**

## APPENDIX B

Copy of future proposals.

# Memo

To: XXX  
 From: Prof. Ross Lehman  
 Date: Thursday, November 3, 2005  
 CC:  
 Re: Proposals for Future Teaching & Learning Professional Development

CQU Sydney International Campus  
 333 Kent Street  
 SYDNEY NSW 2000  
 Telephone: (02) 8295 5805  
 Fax: (02) 8295 5990  
 E-mail: r.lehman@syd.cqu.edu.au

Dear XXX

## A. TOPICS

Below is a list of the topics suggested by academic staff at the conclusion of Teaching & Learning Professional Development Seminars held in 2005 (Melbourne x 2, Sydney x 3, Brisbane/Gold Coast x 1, Fiji – nil)

- a. Evaluation, Marking and Assessment
- b. Lead Lecturer workshop
- c. Classroom Management – control, increasing students' participation
- d. Practical teaching tasks, using video feedback
- e. Learner-centred learning – including students in a workshop
- f. Research report about teaching international students – share the information – research into scholarship of teaching
- g. Teaching using groups
- h. How to write a PEP application
- i. How to write a Research application
- j. Instructional Management Systems – especially *Blackboard*
- k. Collaborative Learning
- l. Peer Review procedures – teaching nurture
- m. Facilitating student networking
- n. Quality of teaching – bench marking – best practice
- o. Computer-based systems workshop – hands on – eg. On-line library searches, results, on-line marking, powerpoint preparation
- p. More cross-cultural aspects
- q. Tutorial and Lecture planning and presentation
- r. More scenarios about practical learning & teaching
- s. How to tackle student learning problems in tutorials – especially students who won't participate or won't respond. How to get students to ask questions.
- t. Dealing with students who are reluctant to seek assistance. Is it more than apathy?
- u. Teaching feedback – how to check if students understand
- v. High context cultures and preferred learning styles – eg. More visual. Especially teaching Chinese/Korean students
- w. Reading strategies
- x. Group work activities

- y. Brainstorming solutions to teaching problems – open forum
- z. How to manage the poor standard of some students' English
- aa. How to include CQU Course Coordinators in our workshops
- bb. How to curtail unintentional plagiarism
- cc. Tips on how to cope with teaching lots of theory in a course
- dd. Spaced learning, rather than four hour blocks in the timetable
- ee. Planning for Wks 1-12 and the realities
- ff. Student consultation
- gg. Introduce 'lunch-time' seminars to share ongoing ideas and conference outcomes
- hh. Clarify video-lecture availability
- ii. Dealing with 'uncomfortable' students who are fearful of being 'brainwashed' by westerners
- jj. Dealing with 'inseparable' students in group settings
- kk. Consider assessment tasks during the term that are different and better than long essays
- ll. How to increase more critical thinking and analysis in learning processes
- mm. How to have the students prepared before beginning lectures – expansion of the Pre-Course set of four LSU modules, for all new students on all campuses
- nn. Understanding about political and religious tolerance
- oo. How to identify the prior learning paradigms of students
- pp. Include post-grad students in future workshops which are arranged in academic discipline groupings – eg. Accounting, Programming, Law, Multi-media
- qq. Dealing with plagiarism
- rr. Improving attendance and punctuality
- ss. Dealing with incessant mobile phone distractions – the silent ones.

## **B. FORMAT**

Format suggestions have ranged from half-day, whole day, to two consecutive half-days

## **C. SCHEDULE FOR 2006**

Possible weeks for consideration for 2006. Note these are peak periods for staff to take annual leave, but are not in teaching weeks.

April 24 – 28	Mid term T106
June 12-16	Second week after the end of lectures for T106
August 21 -25	Mid term T206
October 16-20	Second week after the end of lectures for T206

**Prof. Ross J Lehman**  
**Teaching & Learning Coordinator**  
**Director, Centre for Intercultural Pedagogy & Learning**  
**Australian International Campuses**  
**Sydney International Campus**  
**Central Queensland University**

## APPENDIX C

### Readings for the 2006 Professional Development Seminar

#### Summaries

##### **Barr and Tagg (1995)**

This article emphasizes the importance of fostering student learning by 'whatever means works best', and describes this as a 'learning paradigm' which is closer to what we espouse, contrasting this with an 'instruction paradigm' which is the approach which tends to be in use. The emphasis of the learning paradigm is on providing environments and experiences to help students learn. The article puts a lot of its focus on the difference between the two paradigms and the focus, in the learning paradigm, on outputs rather than inputs and the importance of flexibility of approach, with the outcome being students with demonstrated knowledge and skills. They argue that this approach does not necessarily require increased resources and can be less demanding of resources including teachers. The focus is on holistic learning (rather than atomistic) and 'learning for understanding'. If quickly reviewing the article, check the chart comparing characteristics of the two paradigms on the last few pages of the article.

##### **Chickering and Gamson (1991/2004)**

The authors propose a 7 point definition of good practice in education (good teaching, if you like). These should be considered as starting points for debate, as you will have your own ideas of what constitutes good teaching from your observations and what you have found to be effective. Associated with each of the 7 criteria, the authors list characteristics which demonstrate them in practice. They then ask what environments should be provided to encourage good practice and how it can be supported for undergraduate education.

##### **Cooper and Robinson (2000)**

The authors address practical ways to encourage informal small group discussion in class as tools to promote understanding and is a useful resource for widening the resource base of teachers looking for new ideas for effective approaches. The use of these does not involve extra resources, assists with a more dynamic classroom, can enhance greater understanding of concepts by students and can actually make teaching more satisfying, as well as more effective.

##### **Halpern (2003)**

Halpern starts by noting that university academics commonly start from a base of expertise in their respective disciplines, with often little formal training in adult learning and teaching. She argues for the need for us to depart from the approach experienced by most of us in our own learning and consider approaches supported by current theory. Our 'intuitive' understanding of what is good teaching may not always be accurate. She argues that the first and only goal should be teaching for long term retention. She cites ten basic principles, derived from experimental results, which would contribute to this outcome, as guides to classroom practice. She then concludes with the note of caution that we should not accept advice from others uncritically but should be prepared to seek concrete evidence to support it.

##### **Kinzie and Kuh (2004)**

This article reports the results of a project (DEEP), which examined 20 different US campuses and the effectiveness of their learning outcomes. These were all rated well in a national survey. They used 'student engagement' as a proxy for quality, as this was found to be the best predictor for student success. After having teams visit each institution they concluded that several factors were critical for success in engaged learning by students, including: leadership; partnerships between academic, 'student affairs' (in our terms, Student Client Services, LSU, the Library, TECC) and administration staff working together effectively to meet students' learning, welfare and social needs; students having significant responsibility for their learning both in and out of the classroom; the potential importance of each person with whom the student may come in contact for their success and well-being. Effectively they found that large numbers of staff on campus felt a strong sense of shared responsibility and work well together in the interest of the students.

**Krause (2005)**

Krause explores the concept of student engagement, a term representing a central concept in the last decade. Krause uses results from an Australian national student experience survey to explore several notions of engagement and strategies for achieving it within and beyond the classroom. On pages 12 - 14 of the paper, Krause lists her 10 working principles for enhancing student engagement

**Weimer (2003)**

Weiner promotes a change in teaching practice to effect a focus on learning and demonstrates the impact of the changes. These include: shifting the balance of power more towards the students in the student-teacher dynamic; teachers supporting more student agency; provision of learning environments which motivate students to accept responsibility for their learning; help develop students' learning ability to assist them to handle content more effectively; use formative evaluation. It is proposed that these ways of focusing on learning move away from a focus on content and develop students as learners as well as cover the curriculum content.

David Hamilton

24/9/06

REFERENCES:

CQU Performance Portfolio, 2005 produced for the Australian Universities Quality Agency Audit. August, 2005.

C\_Management Services Pty Ltd Homepage