ACDS Teaching and Learning Conference 2013
Feedback from Participants

During the meeting, participants sent in their thoughts, proposals and inspirations online. These ideas will be incorporated into discussion with the ACDS regarding priorities for the ACDS TL Centre in 2014 and into the future.

A: Proposals for ACDS projects

Curriculum Design and Quality Assurance

- *Standards and TLOs*: collected examples of best practice
- *Benchmarking*: facilitating exchange of assessment materials and discussion (calibration meetings)
- Recommendations for *curriculum mapping tools*
- Establish a *practice exchange* and/or a curated collection of resources for learning and teaching
- Advocate for the re-introduction of *pre-requisites for science degrees*
- Projects to improve *assessment practice* and building capacity amongst academics: explanations, exemplars, involving students, leading reform

Sector issues and developing capacity in teaching and learning

- Offer a *leadership workshop* (possibly a bootcamp for new ADTLs)
- Develop *training modules* in good practice with "badges" of accomplishment
- Collect and review mechanisms to *streamline management* and Faculty operations
- Foster *Scholarship of Teaching and Learning* through workshops for ADTLs and or writing retreats for emerging educational researchers
- *National Calibration workshops* that develop staff through peer review of assessment
- Activities to build *peer networks* to link leaders, innovators and scholars.

Tools for teaching/ pedagogies

- Examine options for managing *underpreparation of students* for university study in science and mathematics
- *Science teaching resources*: collate and curate existing relevant resources for teaching, construct resources for science teaching as open educational resources (OER)
- Develop *communication teaching tools specifically* for science and mathematics
- Examine the role of *MOOCs* in University science and mathematics education
- Report on the role of Faculties of science in *career development learning*

B: The ACDS TL Centre

Operations

- Establish an ACDS TL Centre *leadership group*: embed mentoring of emerging leaders, ensure leadership connects with teaching academics, use experience from retired leaders
- Foster *links* with: research, disciplines, academic developers, potential, existing and past OLT grant holders
- Regular *communication* is needed through multiple mechanisms: e-newsletter, e-mail/listserv, twitter
- *Facilitate meetings* via existing education meetings (ACSME, HERDSA), informal skype meetings, making international connections
- Reach out to those *beyond "the usual suspects".*

Products

- *Explanations*: "pedagogy one-pagers"
- *Case studies and good practice guides*: both successful and unsuccessful strategies, critique/evaluation to stimulate engagement, showing potential scope and value
- *Professional development* for ADTLs: leadership skills, managing processes to minimize effect of staff, include international perspectives, leading change and staff development