

## Learning and Teaching Matters 26 August 2020

### Overview from Director, LTC Associate Professor Anthony Whitty

Welcome to another edition of Learning and Teaching matters designed to assist all staff and students with their teaching. These first weeks of semester have been very busy and productive, notwithstanding the continued challenges of COVID-19 across our campuses.

LTC Evaluations have provided detailed information below about SELT Part A reports. Overall, we have had a fantastic response to SELT surveys for Semester 1, 2020. Academic staff should be congratulated for such amazing dedication and expertise they have provided for all ACU students.

A current key focus within LTC is the development of the learning and teaching strategy and subsequent unit development for courses to be delivered on the Blacktown campus beginning Semester 1, 2021. I am currently meeting with Senior Faculty staff to develop an agreed learning and teaching strategy for all Blacktown units. Once this plan is approved, staff within LTC will meet with the key academics within the Faculties to develop the units to be delivered in Blacktown in Semester 1, 2021.

We will continue to provide our academics and teaching staff with relevant just in time information to support their teaching. This newsletter is an avenue for staff members to provide feedback on areas that require clarification from their ADLTs and the LTC.

### SELT – Part A reports

The Student Evaluation of Learning and Teaching (SELT) survey data, collected in the First Half cycle of this year, was finalised and reported at Course Registration Number (CRN) level and CRN-Teacher level on 13 August 2020.

Normally, access to all SELT reports is made available to relevant Executive Deans, Associate Deans - Learning and Teaching (ADLTs) or equivalents and Heads of School (HoS). To alleviate staff concerns regarding the possible impact of the COVID-19 situation on student feedback, the Deputy Vice-Chancellor (Education and Innovation) authorised a modified reporting process for Semester 1 units and other non-standard study periods in the First Half 2020 for which the teaching strategy was mainly online. This excludes Summer Term and Professional Term 1.

Respective individual staff teaching in units were given access to their own reports that contained data from all parts of SELT surveys. SELT reports at CRN level only (i.e., Part A quantitative data together with student comments on units) were made available to the respective Executive Deans, ADLTs and HoS.

SELT Part A reports containing student feedback on unit aspects are primarily to support quality assurance processes in ACU, such as unit/course reviews for ongoing/continuous improvement and course accreditation.

There are other instances where staff may require access to Part A reports for quality enhancement and/or quality assurance. For example, a new Lecturer in Charge (LiC) or a staff member who was the LiC but was not identified as teaching in a unit, and therefore did not have access to the report.

#### SELT reports at CRN level

SELT Part A reports (student response to rating-type [questions 1 to 5](#)) can be shared with:

- Relevant Course Coordinators, Lecturers in Charge and others (lecturers/tutors) teaching in the unit, if they did not have access to such information through their own SELT reports for the unit.
- Committees or working groups for unit/course review and course accreditation purposes.

Sharing student comments about the unit(s) needs additional care, since students may have identified specific teachers. Therefore, the sharing of any written student feedback should be on a 'need to know' basis only.

## SELT reports at CRN-Teacher level

LTC strongly recommends that each individual staff who received access to their own SELT reports ensure the reports are downloaded and saved for future reference. Student feedback on aspects of an individual's teacher in a unit should be considered together with all available evidence on teaching practice for professional development (ongoing quality enhancement) and possible career progression. Additional information on interpreting an individual SELT report is available [online](#).

Please contact [Evaluations LTC](#) with any questions for which the answers are not available at [Staff FAQs](#).

## **Studiosity's Writing Feedback service**

ACU students commencing their studies in 2020 have access to 24/7 on-demand study support, provided as part of the Academic Skills Unit's services by our external partner, Studiosity.

Studiosity offers:

- Connect Live: One-to-one real-time chat with collaborative whiteboard and file sharing on topics including foundational maths, English, accounting and economics.
- Writing Feedback: Students can submit a draft of a piece of writing online and within 24 hours receive feedback on grammar, spelling, punctuation, basic structure and the mechanics of referencing.

When students submit their drafts to the Writing Feedback service, they receive back comments in a PDF document with their issues highlighted, alongside a clear message that Studiosity does not assess the quality of the student's response to the assessment task nor how the student's writing meets the criteria. Students are reminded that Studiosity feedback does not provide an indication of the student's final mark and that their mark can only be determined by the lecturer. Studiosity specialists do not have access to course documents or detailed task descriptions.

In addition, Studiosity does not offer proofreading, or check a student's referencing or grammar for accuracy or completeness. Rather, students are referred to ACU's guidelines on referencing and to the services and resources of the Academic Skills Unit if the student's writing shows a lack of awareness of the characteristics of academic writing and of referencing requirements for academic work.

For more information, please contact Dr Leighana Thornton, Manager Academic Skills Unit at: [leighana.thornton@acu.edu.au](mailto:leighana.thornton@acu.edu.au).

## **The Great ACUR Undergraduate Research Writing Project**

### **How will Covid-19 change your field of research?**

This is the question undergraduate researchers must address in

#### *The Great ACUR Undergraduate Research Writing Project*

- 500 words or an A3 poster
- \$1,500 total prizemoney
- ACUR student membership for all entries
- Open to all undergraduate researchers, in any field and any country
- Deadline 30<sup>th</sup> September 2020

**Have your students entered yet?  
Please encourage them to do so.**

Further information and to enter:

<http://www.acur.org.au/acur/events-and-conferences/the-great-acur-undergraduate-research-writing-project/>

## Removal of LEO units - reminder

Academic staff are now mid-way into the process of reviewing their LEO units and moving those to be kept in the “excluded from removal” category. Please be reminded that the (2017 and older) units will be removed from the LEO server on Tuesday 1 September. If you need any assistance with this process, please email:

[eLearning.LTC@acu.edu.au](mailto:eLearning.LTC@acu.edu.au)

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