

Teaching@ECU

Learning & Teaching Principles



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Teaching at university is a complex process. It is important for teachers within a university to have a common understanding in relation to what constitutes best practice and to have some means to articulate this.

Such information is essential to guide and support the activities of agencies and staff within a university including support staff,

sessional staff and those responsible for administering academic programs.

These Learning and Teaching Principles are intended to guide the design and delivery of educational programs at ECU.

The principles are intended to be implemented in ways that acknowledge the values of the university and its strategic aims and goals.

They are not intended to describe how to teach, nor are they intended to describe the outcomes of learning.

The principles are described in three areas: planning, delivery and management of teaching and learning.

Learning and Teaching Principles

Course and Unit Development

Relevant and rigorous curricula

Courses and units are developed with strong connections to contemporary knowledge and practice in the field of study and through appropriate engagement with external stakeholders. The depth and level of the learning outcomes have been established appropriately through careful consideration of university and industry standards and expectations.

Research informed teaching

Courses and units reflect contemporary research practice and findings in both the discipline and its pedagogy.

A focus on transferability and employability

As well as the discipline specific knowledge, all courses and units at ECU are planned to contribute strongly to the development of

- (i) transferable knowledge and skills in ways that facilitate application to settings beyond the classroom;
- (ii) generic skills and capabilities relevant to all students irrespective of their specific course of study;
- (iii) skills required not only to gain employment, but also to facilitate personal growth and contribution in the workplace.

Constructive assessment

Constructive assessment tasks are integral components of the learning process. Courses and units demonstrate strong alignment between intended learning outcomes, learning activities and assessment tasks.

Course and Unit Delivery

Acknowledgement of context

Relevant contexts are provided for learning which provide direct links and connections to the application of the knowledge to settings beyond the classroom and into the workplace.

Learner engagement

Learners' prior knowledge, interests and motivations are considered in the design of learning settings. Settings are designed to further stimulate and engage learner interest and enthusiasm.

Community engagement

Courses include a range of learning activities which provide students the opportunity to meaningfully and productively interact and collaborate with stakeholders within the community and workplace.

Learner ownership

Learning is achieved through activities and tasks that encourage learners to be independent, self-critical and to assume ownership of their learning.

Provision of practice and reflection

Students are given opportunities to practice and apply their learning in ways which provide the forms of feedback required to support knowledge construction and reflection.

Clear expectations and standards

The standards and expectations of units are always made explicit and clear to students.

Flexible delivery

Courses and units are delivered in ways that recognise and cater for diversity in the needs and expectations of students.

Provision of appropriate learner support

Students are provided with the levels of scaffolding and support needed to achieve their individual aims and goals.

Informative and timely assessment and feedback

Students receive feedback on their assessment tasks in a timely fashion and in a manner which enables them to maximise the learning opportunities from the assessment experience.

Adequate resourcing

Learning settings are resourced and supported by appropriate infrastructure, equipment and technology.

Teaching and Learning Management

Effective coordination

Course, unit coordinators and other staff engage in collaborative processes to monitor and ensure effective teaching and learning.

Continuous improvement

All aspects of learning and teaching involve evaluation and reflection in a cycle which supports continuous improvement.

Encouragement and support

Successful learning and teaching is highly valued at ECU and appropriately encouraged and rewarded.