

Handbook for Casual and Sessional Teaching Staff

Teaching and Learning Centre

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Introduction

The purpose of this handbook is to provide support for employees of the UNE whose principal role is teaching on a casual or part-time basis.

The handbook provides guidance in the areas of:

- employment expectations of casual and part time teaching staff at UNE
- effective teaching and learning at UNE
- UNE services available to support teaching.

These topics give assistance and advice on your rights and opportunities as employees and teachers at UNE.

The handbook serves as a beginning source of answers to your questions about your part-time teaching position. It will not contain all the information you will need, of course. Further information can be sought from staff in the Teaching and Learning Centre and from your course/unit coordinator and Head of School.

Ideas for enhancing the handbook are always welcome. Please contact Teaching and Learning Centre staff if you have suggestions for developing the document further.

Dr Sarah Stein
Teaching and Learning Centre

April 2004

Section 1: About the University of New England

The University of New England was the first Australian university established outside a capital city. With a history extending back to the 1920s, UNE has a well-earned reputation as one of Australia's great teaching, training and research universities.

Our graduates consistently rate their experience at UNE highly, a reflection of the University's commitment to student support. In the *Good Universities Guides* for both 2002 and 2003, UNE was the only university in NSW which achieved five stars for overall educational experience of its graduates.

UNE was a pioneer of distance education in the 1950s, and has built a strong reputation for its expertise in distance and flexible learning. The majority of our students are off-campus students, supported by a range of resources including detailed study guides and extensive online teaching support.

Table 1: Student Enrolments at 31 March 2003

Course type	Armidale		Other Centres	Total
	Off-campus	On-campus		
Higher degree by research	481	226	18	725
Postgraduate coursework	3,467	147	461	4,075
Undergraduate	9,969	3,110	647	13,726
Non-award & other	181	5	12	198
UNE Total	14,098	3,488	1,138	18,724

Source: Planning and Institutional Research 2003

Structure

The academic structure at UNE is based on a framework of four faculties: Arts; Economics, Business and Law (FEBL); Education, Health and Professional Studies (FEHPS); and The Sciences. Each Faculty is headed by a Dean, and has a number of Schools.

Table 2: Staff at 31 March 2003

Staff in Faculties	Female	Male	Total
Professor (E)	7	35	42
Associate Professor (D)	8	57	65
Senior Lecturer (C)	45	80	125
Lecturer (B)	82	97	179
Lecturer (A)	43	23	66
Total Academic Staff in Faculties	185	292	477
Administrative and Technical Staff in Faculties	143	103	246
Faculty Total	328	395	723
Staff in Management, Administration & Support Sections	293	236	529
UNE Total	621	631	1,252

Source: Planning and Institutional Research 2003

Strategic directions

University of New England Strategic Plan 2002-2006

In 2006, the University of New England will be recognised as a truly open university:

Our scholars and research students question, extend, and re-interpret accepted knowledge through research; they are open to new intellectual directions and to the challenges of our society, economy and culture; they are committed to open communication of research findings; they are open to regional, national and international conditions, and are actively engaged in defining problems and seeking solutions.

Our teaching will be open to students' needs, sensitive to students' backgrounds; challenging in its academic content, relevant to students' future professional and civic lives - a learning experience which will motivate students to keep learning.

Our teaching arrangements will be open, providing flexible arrangements for on and off campus study, for learning through a variety of modes and media.

Our administrative systems will be flexible and integrated to allow for initiatives to proceed quickly, for planning, budgeting, monitoring and improvements to occur rationally and efficiently.

Our student and staff support systems will be open to enable people to excel and to grow professionally.

Our policies and procedures, our work and study environments will reflect our openness and commitment to the values we espouse.

We will be open to change, open to challenges, open to our communities.

University of New England Strategic Plan 2002-2006
<http://planning.une.edu.au/Planning/STRATEGICPLAN2002.htm>

All teaching staff, including casual and sessional teachers, markers and demonstrators, have a role to play in achieving UNE's vision for its teaching - 'our teaching will be open to students' needs, sensitive to students' backgrounds; challenging in its academic content, relevant to students' future professional and civic lives - a learning experience which will motivate students to keep learning'.

It is hoped that this handbook will assist to enhance your experience as a casual or sessional staff member and, in doing so, help the further development of your career.

Section 2: Employment Expectations

How do I know the basis for my employment?

Casual staff will sign and should receive a copy of the Academic Casual Staff Appointment Form, which will nominate the period of employment, detail the rates of pay, and outline the casual staff conditions of employment.

Sessional rates for the delivery of a lecture or tutorial incorporate an allowance for preparation time. One 'session' is one hour of face-to-face teaching. Hourly rates are paid for marking and other required academic activities, such as attendance at meetings.

Staff appointed on a contract (full-time or fractional) will receive a letter of offer from Human Resource Services (HRS) which outlines the conditions of appointment, pay rate and duties. If you do not receive this, you should follow up with HRS and your supervisor to ensure that all relevant paperwork has been forwarded to HRS.

How do I know what is expected of me?

Expectations for casual and sessional staff vary considerably according to the nature and context of the work being performed.

You should discuss your duties with your supervisor, particularly with regard to:

- duties, accountabilities and expectations of your role
- whether you are expected to attend any formal induction process or training (including being shown how to access resources, complete administrative tasks, use teaching technology, facilities, etc.) and what arrangements are made regarding pay for this consultation time
- what resources or guidelines will be provided to assist you in your teaching practices
- what requirement there may be to make yourself available for student consultation time outside scheduled class hours, and what arrangements are made regarding pay for this consultation time
- what expectation there is that you attend lectures for the unit, and whether you will be paid for this time
- what support and guidance is available to you.

Please see other sections in this guide relating to teaching issues and points you may wish to clarify with your supervisor.

Staff are expected to comply with university policies and practices. Some of the ones that are particularly relevant to your employment are:

- Occupational Health and Safety
- Equity policies
- Code of Conduct
- Plagiarism.

Key university policies can be found online at:
<http://www.une.edu.au/rmo/policies/>

What resources will I be provided with?

Once again, resources will vary considerably according to the nature and context of the work being performed.

Casual marking staff will often work from home. Staff presenting tutorial or lecture sessions may undertake their preparation from home, or may be provided with office space, depending upon the frequency of the employment and the resources available.

If you do not have adequate access to office space, necessary supplies, telephone, fax and computer facilities, email, library rights and support services to undertake the duties that are required, ask your supervisor about arranging these.

What about my own training and professional development?

Here are some points to think about and follow up with your coordinator or Head of School about your own professional development.

1. Are you provided with any resources or guidelines to assist you in your teaching practices? Have you considered the programs offered through the Teaching and Learning Centre (see <http://www.une.edu.au/tlc/>) and the Organisational Development Unit (see <http://www.une.edu.au/od/>)?
2. Do you know what level of training and support you are entitled to? Have you accessed it? If you are not officially entitled to any, who could you approach in your School to arrange some internal or external training and professional development?
3. If you believe you have a particular training need, have you approached your supervisor or someone else to discuss the possibility of receiving training or mentoring?
4. Are you paid for professional development activities that you are obliged to undertake?
5. What processes are there for you to provide feedback to your School or supervisor about the level and type of induction, training and support?
6. Have you approached anybody with your feedback on this yet?
7. Does your School or supervisor make opportunities for you to liaise and share ideas with other sessional teachers? If not, what could you do to create these opportunities?
8. Are you trained in how to mark students' papers and/or carry out assessment procedures? If not, have you suggested some form of training to your supervisor to ensure consistency of assessment across the entire course/unit?
9. What processes are there for you to provide feedback to your supervisor about the level and type of support and supervision they provide?

How do I evaluate my work and get recognition for what I do?

Gaining recognition for your teaching is important. Gathering evaluative feedback on your teaching will help you to reflect on your students' learning and how well you support their learning through your teaching.

1. How do you receive feedback about your own performance? Do peers or mentors intermittently review your performance? If not, could you approach a peer or supervisor to ask about the possibility of receiving feedback on your work?
2. If you are a beginning teacher/lecturer/tutor/demonstrator, do you receive coaching or mentoring from someone more experienced than yourself? If not, could you approach your supervisor about the possibility of being mentored?
3. Do you know how to organise student evaluations of your teaching?
4. Can you provide feedback to the course/unit coordinator or Head of School about the level and type of supervision and evaluation you have received? If there are no formal means for doing this, can you identify ways to do this informally?

How do I ensure that I have regular communication with relevant individuals and groups within the School/Centre?

Staying in touch with other members of your teaching team, with your course/unit coordinator and your Head of School is important. Keep abreast of happenings within the School, Faculty and University so that you are better informed about events that may impact upon your teaching and other duties. Involving yourself will also help to inform others of the role that you play within the teaching and academic life of the School.

1. Can you get in touch with your supervisor and fellow teachers when you need to (via email, email lists, etc.)?
2. Do you meet regularly as a teaching team with other sessional and full-time staff who teach the same or similar courses? If so, are you paid to attend these sessions?
3. If your students have concerns external to their course or program of study, do you know where to direct them? Do you know about the University's student support services, including:
 - academic skills programs
 - career advice
 - counselling
 - disability services
 - indigenous student support
 - international student support
 - student equity
 - IT training
 - library skills
 - accommodation
 - finance

- enrolment
- student union.

If your students approach you with a need, problem or concern outside the scope of your role as a sessional teacher, direct them to the appropriate student support network or section. Don't feel you must solve all their problems for them!!

4. How do you receive university-wide information and messages that may be of interest to you or are relevant to you as a staff member? For example, do you have an allocated pigeonhole for receiving mail and newsletters, access to a computer with email, etc?
5. In your School or Faculty, is there a contact person for sessional teachers who is responsible for communicating with casual staff and disseminating relevant information? Who is it and have you had any contact with them?
6. Do you know how the course/unit you teach fits into the academic program as a whole and what role it plays? If not, is there some way you could find out? This information can be helpful in your teaching to make links with students' existing and emerging knowledge.
7. In what ways can you make a contribution to the curricula or to the development of teaching and learning practices within your School or course/unit? For example, do you know about your School or Faculty's Teaching and Learning Committees? If no formal means currently exist, could you suggest this to your Head of School or coordinator?

Section 3: Effective Teaching

Providing a high quality learning experience for students is a major goal of UNE. Whether you teach online, at a distance or face-to-face, or whether you are marking, taking tutorials, running laboratories or lecturing, your role as a university teacher is a vital element in the provision of meaningful learning opportunities for students.

UNE is committed to supporting and enhancing high quality teaching and learning practices. The Australian Vice-Chancellors' Committee (AVCC) has developed a set of guidelines for effective university teaching which you will find useful to help guide your planning, teaching and assessing, and your interactions with your students.

The University Teacher and Effective Teaching Practice

University teaching is a profession and a scholarly activity which draws on a high level of competence and expertise in the discipline and/or relevant professional experience together with highly developed communication and interpersonal skills.

As professionals, university teachers need to be appropriate role models and exhibit to their students a commitment to scholarly values, to life long learning, to professional and personal growth through critical reflection and self evaluation, to accountability for their own professional activities, and to a responsible and ethical practice of their profession.

As university teachers, staff need to acquire and develop knowledge and understanding of a wide range of teaching and assessment methods and of the principles which underlie student learning.

They should work to instil in their students a respect for their discipline and for learning generally, the need for personal progress towards competence and maturity, and a commitment to maximise the opportunities that each graduate will have to contribute to society.

As scholars, university teachers need to contribute to their disciplines or at least be in touch with current research and scholarship, and to integrate into their teaching the knowledge and understanding which they or others create.

Students expect and value their university teachers' competence in the subject areas they teach; effective communication of their knowledge and experience; interest in and enthusiasm for their subject; concern and respect for students as persons, and a commitment to facilitate learning for each individual student.

Indeed, all university teachers have a professional responsibility to teach their subjects in such a way that all students, regardless of their background or characteristics, have an equal opportunity to learn and to demonstrate that learning, in accordance with the aims of the subject. This means that good teaching practices vary in relation to:

- (a) the context in which particular components of the course are offered, e.g. co-operative education, clinical teaching, laboratory teaching, skills training, or distance education;
- (b) the disciplines and their particular concerns;

- (c) the students, e.g. school-leavers, special admission students, mature-age students, part-time students, overseas students, students with disabilities, students from non-English speaking backgrounds;
- (d) the level and standards commonly agreed to, e.g. first year undergraduate, Honours, graduate level.

However, despite the diversity in effective teaching practice, there are some common aims and principles. Generally, university teaching aims to enable students to reach their highest possible level of learning during their time of enrolment, and to prepare them for lifelong learning. In practice this means that staff collectively are responsible for ensuring that the design, management and teaching of their subjects facilitate effective learning by their students.

AVCC Guidelines for Effective University Teaching

http://www.avcc.edu.au/news/public_statements/publications/gleffut.htm

An indication of UNE's dedication to the enhancement of teaching and learning is reflected in the University's Teaching and Learning Plan 2002-2006 which can be found on the UNE web site at:

<http://planning.une.edu.au/UNE/Planning/Stratplans/plans/T&Lplanv2003.htm>

UNE's Online Teaching Principles will also be a useful reference to guide effective teaching online. It can be found at

<http://www.une.edu.au/offsect/>

Effective university teaching

According to Ramsden (2003: 86) all effective university teachers possess a similar set of characteristics. Of course, there is no one best way to teach and particular teaching contexts will call for different teaching methods and approaches. In general, however, good teachers demonstrate:

- a desire to share their love of the subject with students
- an ability to make the material being taught stimulating and interesting
- a facility for engaging with students at their level of understanding
- a capacity to explain the material plainly
- a commitment to making it absolutely clear what has to be understood, at what level, and why
- concern and respect for students
- a commitment to encouraging student independence
- an ability to improvise and adapt to new demands
- the use of teaching methods and academic tasks that require students to learn actively, responsibly and cooperatively
- the use of valid assessment methods
- a focus on key concepts, and enabling students' clear understanding of them, rather than covering the ground

- a desire to learn from students and other sources about the effects of teaching and how it can be improved.

Gibbs (1992: 10-11) says that it is through appropriate course design, teaching methods and assessment that deep student learning can be fostered. Creating a high quality learning environment will stimulate and encourage students to treat their learning as a serious and meaningful experience, rather than a series of things to get through to get some marks and complete a semester.

Biggs and Moore (1993: 447-482) suggest that there are key characteristics within learning contexts that we should think about when planning to teach for better learning. They are:

1. **The knowledge base** - The more one knows about a topic, and the better organised and more accessible that knowledge is, the easier, deeper and more enjoyable will further learning about that topic become.

How well-structured is the knowledge base which is at the heart of what I am teaching and what I am expecting my students to learn?

How explicit do I make that structure to my students through the learning activities and the assessment program?

2. **The motivational context** - A well-structured knowledge base is itself a condition for intrinsic motivation. Good motivation requires that: (a) the task should be valued by the learner; and (b) the learner may reasonably expect success.

What motivates my students to learn?

How do I capitalise upon what motivates them, so that they encounter valuable and successful learning opportunities, that, at the same time, do not misrepresent the discipline or field of study?

3. **The nature of interaction with others** - Learning is essentially a social activity. Such interactivity can be 'vertical', as in teacher-student interaction, or 'horizontal', as in student-student interaction. Each kind of interactivity has its own effects on learning, with the former emphasising deep integration of detail, the latter, elaboration and metacognitive awareness.

What kinds of interaction do I expect to occur?

How appropriate and desirable for learning is the interaction that is stimulated by the learning activities and the assessment program in the unit I teach?

4. **The nature of learner activity** - Learner activity is implied in each of the three characteristics above. The key to the effectiveness of any activity is its potential to get students thinking actively about the task or the concepts and applying the knowledge so gained.

What are the students doing, both physically and mentally, to engage with the knowledge they encounter through my teaching?

What am I doing to guide students in how to think in more complex and deep ways about the

knowledge and its application in a variety of different situations?

Engage in ongoing discussions about teaching and learning

Teaching is not just about knowing the course or unit content and telling students about it. Teaching is about creating opportunities for students to learn.

Therefore, it is important that you spend time thinking about and discussing the teaching you are expected to do with your course/unit coordinator, so you have a very good understanding of expectations and possibilities for your teaching and for your students' learning. It is a good idea, where possible, to discuss your teaching on an ongoing basis with coordinators or other colleagues.

It is also important, of course, to discuss teaching and learning with students. Through student feedback on your teaching and on their learning, you can gain powerful insights into their learning needs and how you can best respond to those needs through your teaching (see 'Evaluation of your teaching' below).

Attributes of a UNE Graduate

Graduate attributes describe the overarching qualities, skills, knowledge and abilities to be developed by students during their studies in undergraduate programs at the University.

Attributes of a UNE Graduate

1. **Knowledge of a Discipline**
Graduates will be able to demonstrate command of a significant body of knowledge of sufficient depth and its applications.
2. **Communication Skills**
Graduates will be able to communicate effectively.
3. **Global Perspective**
Graduates will be able to demonstrate a global perspective and inter-cultural competence in their professional lives.
4. **Information Literacy**
Graduates will have developed competencies in information literacy.
5. **Life-Long Learning**
Graduates will be prepared for life-long learning in pursuit of personal and professional development.
6. **Problem-solving**
Graduates will be effective problem-solvers, capable of applying logical, critical and creative thinking to a range of problems.
7. **Social Responsibility**
Graduates will be committed to ethical action and social responsibility.
8. **Team Work**
Graduates will be able to work collaboratively to achieve common goals.

Attributes of a UNE Graduate

Check with your course/unit coordinator about the nature and extent of graduate attribute development integrated into the teaching you have been given to do.

A handbook of resources to assist integrating graduate attributes into undergraduate curricula can be found at:

http://www.une.edu.au/gamanual/resource_guide.pdf

Assessment for learning

Assessment is an extremely important part of your teaching, as it is through the assessment program that you make judgments about your students' knowledge development. Your judgments ultimately become student grades.

If students are to learn desired outcomes in a reasonably effective manner, then the teacher's fundamental task is to get students to engage in learning activities that are likely to result in their achieving those outcomes ... It is helpful to remember that what the student does is actually more important in determining what is learned than what the teacher does (Shuell 1986: 429).

Biggs (1999) argues that it is important to make sure there is a clear link among learning objectives, learning activities and assessment. He calls this 'constructive alignment' which means aligning objectives, teaching and assessment with the intention of fostering a deep approach to learning.

Ramsden's (2003: 204-205) fourteen rules for better assessment in higher education provide a useful set of pointers to guide practice and ensure that assessment does indeed support learning, while simultaneously meeting university credentialling needs.

1. Link assessment to learning: focus first on learning, second on encouraging effort, and third on grading; assess during the experience of learning as well as at the end of it; set tasks that mimic realistic problems whenever possible; reward integration and application.
2. Never assess without giving comments to students about how they might improve.
3. Learn from your students' mistakes. Use assessment to discover their misunderstandings, then modify teaching to address them.
4. Deploy a variety of assessment methods.
5. Try to get students participating in the assessment process, through:
 - discussions of appropriate methods and how the methods relate to the course goals
 - joint staff-student design of assessment questions and negotiation of criteria for success and failure
 - self and peer assessment activities
 - offering students responsible choice among different methods.
6. Give lucid and frequent messages, both in the assessment questions you set and in your course goals, that memorisation, reproduction, and imitation will be penalised

and that success in your courses will only be achieved through decisive demonstrations of understanding.

7. Think about the relation between reporting and feedback; justify on educational grounds either the separation or the combination of the diagnostic and summative functions of a particular test, rather than blindly applying an algorithm such as "No assessment for feedback should count for a mark" or "Every assessment should count or students won't bother with it".
8. Use multiple-choice and other 'objective' tests very cautiously, preferably in combination with other methods. When numbers of students and time permit alternative techniques (see 6 above), use these.
9. In subjects involving quantitative manipulations, always include questions requiring explanations in prose (such as "What does it mean in this case to say that the standard deviation is 1.8?") as well as numerical examples.
10. Focus on validity (is what you are measuring important?) before reliability (is your test consistent?). Try to avoid the temptation to test trifling aspects because they are easier to measure than important ones.
11. Do everything in your power to lessen the anxiety raised by assessments.
12. "Examinations are formidable even to the best prepared, for the greatest fool may ask more than the wisest man can answer" (Colton). Never set an assignment or examination question you are not ready to answer yourself. Practise the habit of writing model answers to your questions and using them to help students appreciate what you want.
13. Reduce the between-student competitive aspects of assessment while simultaneously providing inducements to succeed against a standard (through using assessments of group products and deriving standards from several cohorts of students, for example).
14. Be suspicious of the objectivity and accuracy of all measures of student ability and conscious that human judgment is the most important element in every indicator of achievement.

A recent report of an Australian Universities Teaching Committee project (James, McInnis & Devlin 2002) stated that assessment should:

- guide and encourage effective approaches to learning
- validly and reliably measure expected learning outcomes, in particular, the higher order learning that characterises higher education
- define and protect academic standards.

That report provides practical advice on five current assessment issues in higher education.

1. Capturing the potential of online assessment.
2. Designing efficient and effective assessment for large classes.
3. Responding to plagiarism and developing policies to foster academic honesty.
4. Using assessment to guide effective group work.
5. Recognising the needs of students unfamiliar with assessment practices in Australian higher education.

The full report of that project can be found at:
<http://www.cshe.unimelb.edu.au/assessinglearning>

You may be involved in the assessment program of the unit you are teaching. It is important that you know how UNE views assessment.

UNE's Assessment Policy (http://www.une.edu.au/offsect/assessment_policy.htm) will explain answers to the following questions:

- How does UNE view assessment?
- What kinds of assessment tasks are appropriate?
- What is the grading system used at UNE?
- What are my responsibilities?
- What are the students' responsibilities?

If the unit you are teaching has an examination as part of its assessment program, you will need to read the Assessment by University Examination Policy and the Examinations Unit Procedures available on the Office of the Secretariat web site at <http://www.une.edu.au/offsect/policies.htm>

Marking

If marking is part of your teaching duties, you should make an appointment with your unit coordinator to discuss the marking you are to do.

You should make sure that you are given a copy of:

- Unit Study Guide
 - Unit learning outcomes
 - Assignment details, including assessment criteria
 - Textbooks and reading lists
- Resource materials provided to students
- Marking Guide
- Answer Guide
- Referencing Guide
- Plagiarism Policy.

It is important that your understanding of the Assessment Task, the Assessment Criteria, Answer Guide and the Marking Guide matches your unit coordinator's. Discuss expectations and understandings with your unit coordinator, and also with other markers, if possible.

Additional questions to ask the unit coordinator:

- How many assignments/exams will I be expected to mark?
- How long is it estimated that each one will take to mark?
- What turnaround time is expected?
- Who do I speak to for advice?
- If there is more than one marker, what moderation processes will be put in place?

- How do I submit the marks?

Things to discuss with the unit coordinator:

- What you both understand about the assignment - what is the assessment task asking of the student?
- What you both understand by each of the criteria.
- Expectations of what will constitute evidence in an assignment to demonstrate that a student has met the criteria.
- What you both understand about the marking guide.
- The nature and form of the feedback to provide to students.

Check the procedure for submitting timesheets within the School - when do they need to be in, who signs them, etc.

Plagiarism

UNE Policy on Plagiarism and Improper Conduct

Plagiarism is the intentional or unintentional use of the work of other persons, copying (in whole or in part) the work or data of other persons, or presenting substantial extracts from written, printed, electronic or other media in a student's written, oral, electronic/on-line or group assignment work without due acknowledgment. Plagiarism involves giving the impression that a student has thought, written or produced something that has, in fact, been taken from another. Any act of plagiarism constitutes a breach of this policy.

Plagiarism, cheating, and falsification of data are dishonest practices that contravene academic values of respect for knowledge, scholarship and scholars. These practices devalue the quality of learning, both for the individual and for others enrolled in the unit. The University views with the greatest concern the action of students who act dishonestly or improperly in connection with their academic work and imposes strict penalties on those students who are found to contravene the University plagiarism policy. To avoid plagiarism, it is important for students to understand how to attribute the work and ideas they use to their proper source.

UNE Policy on Plagiarism and Improper Conduct
http://www.une.edu.au/offsect/plagiarism_policy.htm

It is important that teaching staff are aware of the UNE plagiarism policy and are familiar with what to do if plagiarism is detected.

Students need to fill in a plagiarism declaration form

The plagiarism declaration form that all students must sign before submitting an assignment can be found at:
[http://www.une.edu.au/offsect/Plagiarism Declaration Form.rtf](http://www.une.edu.au/offsect/Plagiarism%20Declaration%20Form.rtf)

Check with your Faculty and School about whether special procedures or practices have been established for the students you teach.

If you detect plagiarism

If you **do** detect plagiarism, you should notify the unit and course coordinator and/or your Head of School, who will coordinate the investigation.

Teach to inform students about plagiarism

Many instances of plagiarism occur because students are unfamiliar with what constitutes plagiarism or do not know how to avoid plagiarising another scholar's work. It is important that strategies for developing understandings about plagiarism, and how to reference and use other scholars' work should be made explicit to students as part of regular teaching and learning activities.

Evaluation of your teaching

All good university teachers, whether full-time or part-time, review their teaching regularly. They reflect upon their teaching practices and their students' learning outcomes with the aims of learning from experiences and enhancing both the quality of their teaching and the learning opportunities they provide for their students.

It is important that you collect evaluative data about your teaching, even if you have casual or part-time teaching duties. This means that it is important to plan early.

UNE runs a **standard collection of student feedback** scheme as well as providing assistance with planning a whole evaluation program that would include the gathering of both informal and formal evaluation data and the making of plans to review, reflect and take action to enhance teaching and learning.

The **standard feedback scheme** uses two survey instruments for the collection of evaluation data: the *Student Feedback on Unit* and *Lecturer/Teaching Performance* surveys. Heads of School and unit coordinators look after ordering the *Student Feedback on Unit* questionnaires, but you as an individual can nominate to have your students give formal feedback on your teaching performance using the *Lecturer/Teaching Performance* survey.

Go to <http://www.une.edu.au/tlc/evaluation/> to find out about the processes and procedures involved.

The formal feedback gained through these surveys is only one type of data you can draw upon to inform your teaching. Other forms of evaluative data include:

- feedback from colleagues
- your own reflection upon your actions
- consideration of your teaching approaches and practices in the light of published research and other literature on teaching and learning
- your students' learning outcomes.

If you would like assistance with planning your own evaluation program, help can be sought through the Teaching and Learning Centre (see <http://www.une.edu.au/tlc/evaluation/>).

Section 4: Support Services and Professional Development

Teaching and Learning Centre (TLC)

<http://www.une.edu.au/tlc/>

The Teaching and Learning Centre promotes a culture of excellence in teaching and learning at the University of New England. The Centre provides services to staff and students directed at maintaining UNE as a leader in distance education and in flexible approaches to teaching and learning.

The TLC's responsibilities include:

- the design and development of a variety of print, online and multimedia learning materials
- a workshop program on a variety of teaching and learning topics for academic staff, whether part-time, casual or full-time (see <http://www.une.edu.au/tlc/timetable.htm>)
- the Graduate Certificate in Higher Education, an accredited course for university teachers (see <http://www.une.edu.au/tlc/qche.htm>)
- administration of WebCT and provision of advice and guidance for staff members teaching online using WebCT
- provision of direct organisational support for the distance education operations including:
 - the packaging and despatch of learning materials to off-campus students
 - receipt of assignments from off-campus students
 - timetabling of residential schools.

Academic Skills Office (ASO)

<http://www.une.edu.au/tlc/aso/>

The Academic Skills Office provides support to students on a variety of academic topics. You may want to refer students with particular learning needs to the ASO or contact the ASO mentor in your Faculty for advice about teaching and learning academic skills. The ASO web site is an extremely useful site for both students and teachers. Information and guidance can be found about:

- Study skills
- Academic writing
- Academic reading
- Oral presentations.

Also on the web site you will find:

- a series of Fact Sheets dealing with a variety of study skills and academic writing topics
- information about courses, workshops and learning materials for students, including the tUNEup University Preparation

Course and materials and information about the lunch time Academic Skills Workshops

- the UNE Referencing Guide which sets out the basic principles of the author-date (Harvard) referencing.

As well, the ASO runs workshops and courses for students on a variety of academic learning topics and even provides a one-to-one consultancy service.

Organisational Development Unit (ODU)

<http://www.une.edu.au/od/>

The Organisational Development Unit is part of the Human Resource Services Directorate, located on the top floor of the TC Lamble building. ODU's role is to support the work of the University by the ongoing development, implementation and monitoring of policies, strategies and procedures to assist individuals, teams and work units to effectively and efficiently perform their work.

The ODU conducts a workshop program on a wide variety of topics for both academic and general staff. Their workshop program can be found at: http://www.une.edu.au/od/calendar_4.htm

UNE Equity Office

<http://www.une.edu.au/eo/equity/welcome.html>

The Equity Office provides advice, assistance and training to management, staff and students of the University in an integrated approach to equity issues. The work of the Equity Office includes:

- policy development, coordination and implementation, and monitoring and evaluation of progress
- training and development in the areas of cultural diversity, antiracism strategies, conflict resolution and mediation, and strategies to eliminate harassing and discriminatory attitudes and behaviour
- provision of educational and promotional materials
- management and support of the Equal Opportunity Advisers team and the Disability Contact People group
- facilitation of effective complaint handling and resolution of complaints
- provision of disability services and advice to students with special needs
- elimination of impediments to students' equitable access to the services and resources of the University
- provision of advice on affirmative action initiatives.

The UNE Equity Plan 2003-2005 can be found at

<http://www.une.edu.au/eo/accessequity/equityplan2002.html>

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