



## BLASST Summit

Key principle addressed:  
Quality Learning and Teaching

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## good practice example

for promoting quality learning and teaching

Leadership role in inducting sessional staff into teaching for effective student learning

by providing

faculty-specific induction and development workshops and

self-access online modules covering topics of:  
goals and objectives, how students learn, learning environments, curriculum, diversity; lectures, tutorials, practicals and fieldwork; online, assessment, evaluation

<http://education.adelaide.edu.au/higher-education/sessional/stp/>



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## what it is

Two 3-hour demonstrator (DDT) workshops in 2007, developed collaboratively with the Faculty of Sciences.

These formed the basis for further systems of faculty-specific tutor workshops



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## how it works

Support for sessional staff is three-fold:

- Initial school-based induction into responsibilities of their employment status **complemented** by interactive workshops for quality learning and teaching
- online **self-access** modules
- where needed, workshops on **spoken language for NESB sessional staff**



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## critical success factors

- collaboration between academic developer and discipline-based staff:
  - by pooling expertise, discipline-specific scenarios were devised
- workshop method: interactivity:
  - probing participants' issues
  - discussion of scenarios
  - 'modelling' active learning strategies for participants to use in their own teaching.





## positive outcomes

Staff demand

Transferability of program to Faculties / Schools

Participant satisfaction

evaluation questionnaires: broad agreement in high 90%

on usefulness, confidence, understanding 'how students learn', linking learning objective with assessment criteria

Participant comments





## participant comments (selection)

### USEFUL ASPECTS

- 'real life' **scenarios** for problem solving
- own fears and hopes **are common to others**
- group activities **& insights from others** in (my) discipline
- website **resources**
- interactive sharing
- a practical demonstration of what was being taught

### FOR IMPROVEMENT

- how to develop **assessment criteria**
- **involve some students** (or role play by participants)
- hear about problems **that experienced tutors** had and solved
- have regular (once a year) **follow-up session**





# resourcing needed

early collaborative design with Science Faculty staff (2007) was funded

funding is needed to pay tutors and demonstrators for attendance

continuing evaluation and adaptation has not required additional resourcing

but as it's expanding, it will require lecturer funding / workload adjustments







## challenges and areas for improvement

- standardise sessional staff induction requirement and payment
- increase reach through publicity, incentives, mandating;
- modify online modules for greater sessional staff interactivity
- ‘train the trainer’ – more facilitators in Faculties





## evidence of impact/ success

the original jointly developed Sciences-based program

- ✓ has been delivered in Faculties of **Sciences** and Schools of **Engineering**, and has been well attended each semester since 2007
- ✓ has consistently received **affirming participant evaluations**
- ✓ became a **model**
  - for Health Sciences program (**Becoming Excellent Supervisors and Teachers 2009**)
  - and for comprehensive Program for the **Faculty of the Professions** (pilot 2012 and full implementation 2013).

