



THE UNIVERSITY OF  
NEWCASTLE  
AUSTRALIA

# NEW ACADEMIC STAFF HANDBOOK

A guide to teaching and learning

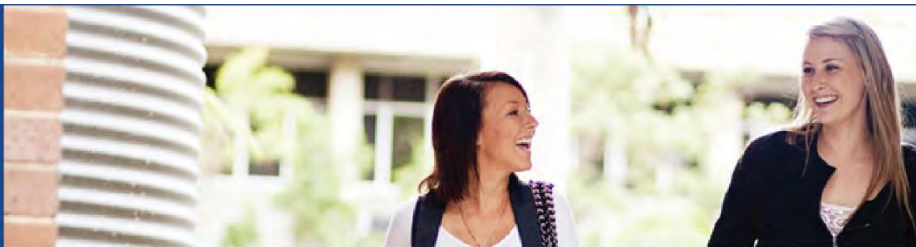


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# Welcome to the University of Newcastle



## Guide to set up of university systems

### Staff number and number-plate/Uni-ID

Upon starting work at the University, you will be assigned a unique username known as your Uni-ID or number plate and a password to access University computers and systems. This will be included in the letter sent to you by HR outlining your employment details. Your supervisor can give you your staff number on your first day, if you don't have the letter. You will need a staff number in order to get your numberplate, which then gives access to email and computer systems and will enable you to get paid. At peak times, there can be delays in allocating staff numbers, so make sure you follow this up with your supervisor.

### HRonline

HRonline is a web-based system which can be accessed at any time of day, either on or off campus. The system is for all University staff including full-time, part-time, ongoing, contract, casual and conjoint staff.

Before you can use HRonline, you must have accepted the terms and conditions for computing use by logging in to <https://accountactivation.newcastle.edu.au/staff> with your staff number and date of birth.

Instructions for setting up and accessing online systems can be found at: [www.newcastle.edu.au/current-staff/working-here/it-and-computing/your-uni-id-and-accounts](http://www.newcastle.edu.au/current-staff/working-here/it-and-computing/your-uni-id-and-accounts)

If you need assistance with this process, please contact Digital Technology Solutions (DTS) on 4921 7000.

### Staff ID Cards

Your Staff ID Card:

- identifies you as a staff member
- gives you automatic University library access
- replaces swipe cards for after-hours access to buildings, and
- gives you access to University printing services.

All staff, including Conjoints and Honoraries, need an ID card and must carry it when on a campus or University facility. University lanyards are supplied, or if you prefer, you can carry it out of sight. Any existing building access you have will be transferred automatically to your Staff ID Card.

Applications for new or additional access are submitted via the online tool Maximo.

#### *How do I get one?*

You will need to show some photo ID, such as a driver's licence or passport, and your staff number to an ID Card Production Station. If you don't have photo ID, you will need to bring with you 100 points of identification, and your staff number. Locations to collect your ID are available at [www.newcastle.edu.au/current-staff/working-here/new-staff/staff-id-cards](http://www.newcastle.edu.au/current-staff/working-here/new-staff/staff-id-cards)

## Student information system – NUSTAR

Student Systems and Business Enablement (SS&BE) team at the University of Newcastle is located in Student Central and focuses on the business management, development, and enhancement of the University's strategic student systems. The SS&BE team are the business owners of the NUSTAR system.

The team configures academic and financial configuration within NUSTAR and assists with DEEWR reporting. Staff can view student data related to enrolments, grades, programs, and run transcripts. NUSTAR can also provide a range of data through queries and reports. Data for students in all careers is retained in NUSTAR.

The team can also assist users with MyHub, Adverse Circumstances and other student administration systems. For more information visit the [Student Systems Community SharePoint site](#).

### What is NUSTAR?

NUSTAR (Newcastle University Student Administration Records) is the University of Newcastle's student information system that captures all student records for current and past students.

### Who can access NUSTAR?

University staff, both academic and professional, who need to view and administer student records can apply for access to NUSTAR.

NUSTAR can be reached via <http://nustar.newcastle.edu.au>

### Who should have a NUSTAR account?

Any professional or academic staff member who requires or would benefit from direct access to student information.

### Application Procedure for New Staff

Staff who have not yet been assigned or are not aware of their UniID and password will need to contact IT Services to obtain this information. These details are needed before applying for a NUSTAR account.

Applications are online through ServiceNow at <https://uonau.service-now.com/dts>

### Changes to User Security

If you have recently changed positions and your NUSTAR access requires adjustment, apply online through the [Student Systems Community SharePoint site](#).

### How does myHub relate to NUSTAR?

myHub is the Student Self Service view into NUSTAR. It is the student's view of their own records and allows them to perform administrative functions regarding their contact details, enrolment, financial accounts and other associated activities.

Students can access myHub by logging into MyUON and accessing the MyHub tile.

### NUSTAR Enquiries

If you have enquiries please contact the SS&BE team via the [Student Systems Community SharePoint site](#).

You can also access a number of NUSTAR User Guides and articles through ServiceNow at [https://uonau.service-now.com/itservices?id=kb\\_article\\_view&sysparm\\_article=KB0024518](https://uonau.service-now.com/itservices?id=kb_article_view&sysparm_article=KB0024518)



## Communication systems

### Staff email

Microsoft Office 365 is the University of Newcastle's centrally managed email and scheduling package for staff. Functions include email, personal calendaring, group scheduling, imaging, task and document management, rules-based message management and electronic discussions.

### Telephone Systems

IT Services provide and manage telephone and voice related services to the University of Newcastle. This service includes the provision of a telephone extension and voicemail box. Zoom phone and video conferencing software has replaced traditional handsets allowing your phone extension to move with you and your computer or device.

For further information, please follow the following links:

#### Telephone and Voice Services

[www.newcastle.edu.au/current-staff/working-here/it-and-computing/telephone-services](http://www.newcastle.edu.au/current-staff/working-here/it-and-computing/telephone-services)

#### Voicemail

[www.newcastle.edu.au/current-staff/working-here/it-and-computing/telephone-services/voicemail](http://www.newcastle.edu.au/current-staff/working-here/it-and-computing/telephone-services/voicemail)

### Zoom for Telephony and Video Conferencing

Zoom is the University of Newcastle's telephony and video conferencing solution. Available to all staff, students, and affiliates, Zoom enables you to easily host or join a virtual meeting where you can screen share and collaborate with anyone, anytime, anywhere.

[www.newcastle.edu.au/current-staff/working-here/it-and-computing/unify-collaboration-tools/zoom](http://www.newcastle.edu.au/current-staff/working-here/it-and-computing/unify-collaboration-tools/zoom)

Zoom Training sessions are available via Discover. Register your interest or book in for any available session.

<https://discover.newcastle.edu.au/course/index.php?categoryid=117>

### Microsoft Teams and other collaboration tools

Microsoft Teams is a collaborative workspace available within the university's access to Microsoft Office365 tools. For further information go to

[www.newcastle.edu.au/current-staff/working-here/it-and-computing/unify-collaboration-tools](http://www.newcastle.edu.au/current-staff/working-here/it-and-computing/unify-collaboration-tools)

Microsoft Teams can also store and share files and used for internal telephony and meetings. Pre-recorded videos and bookable training is available via Discover

<https://discover.newcastle.edu.au/course/index.php?categoryid=101>

## Organisation Structure

The University is made up of three Colleges and five Divisions:

- College of Engineering, Science and Environment
- College of Health, Medicine and Wellbeing
- College of Human and Social Futures
- Academic Division
- Global Engagement and Partnerships Division
- Research and Innovation Division
- Resources Division
- Vice-Chancellor's Division

The University of Newcastle's organisation chart can be found at:

[www.newcastle.edu.au/our-uni/governance-and-leadership/organisational-structure](http://www.newcastle.edu.au/our-uni/governance-and-leadership/organisational-structure)

## Our Students



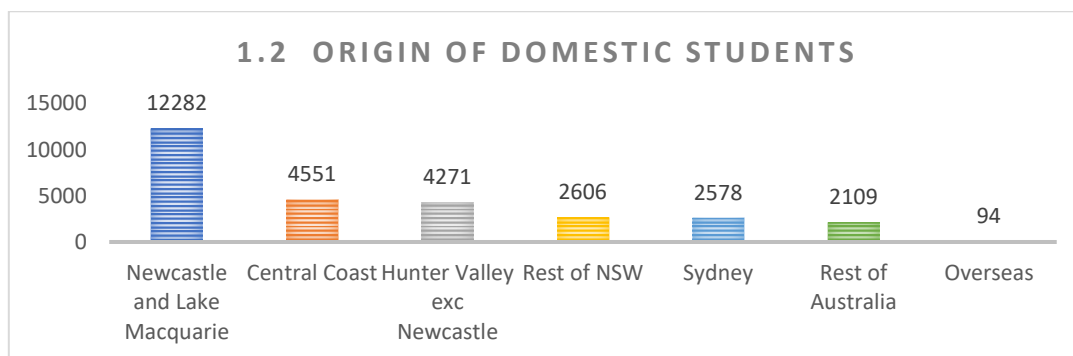
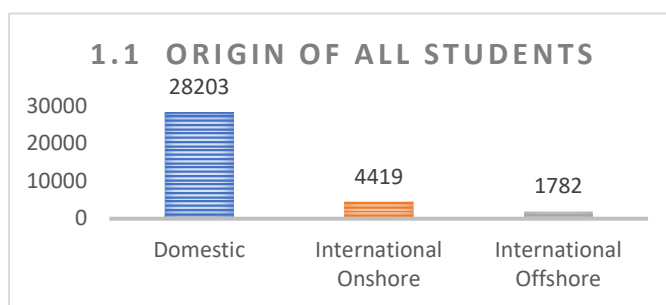
The University of Newcastle has five main campuses located across five sites: Newcastle, Central Coast, Sydney CBD in Australia, Singapore, and several additional locations which service particular student requirements. Depending on which course you are teaching, you may work on one main campus, across several locations, and/or online.

More information about the different campuses is available at [www.newcastle.edu.au/campus-life](http://www.newcastle.edu.au/campus-life)

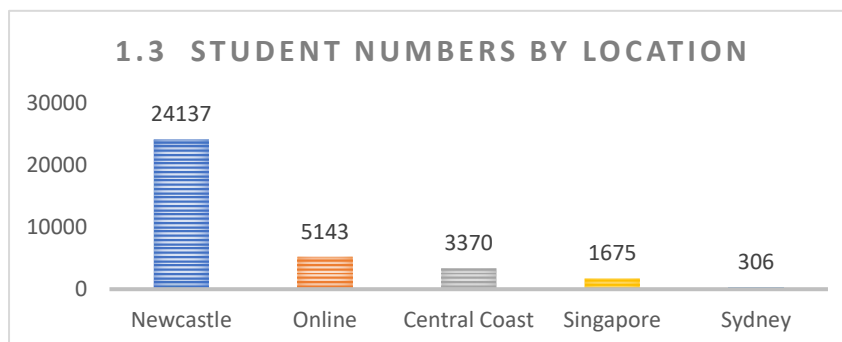
### Who are your students?

Students come to the University of Newcastle from all over Australia and the world (graph 1.1). Domestic students are primarily drawn from the Greater Hunter region (graph 1.2). Local students often begin their programs with a strong sense of community and this can be a useful starting point in teaching.

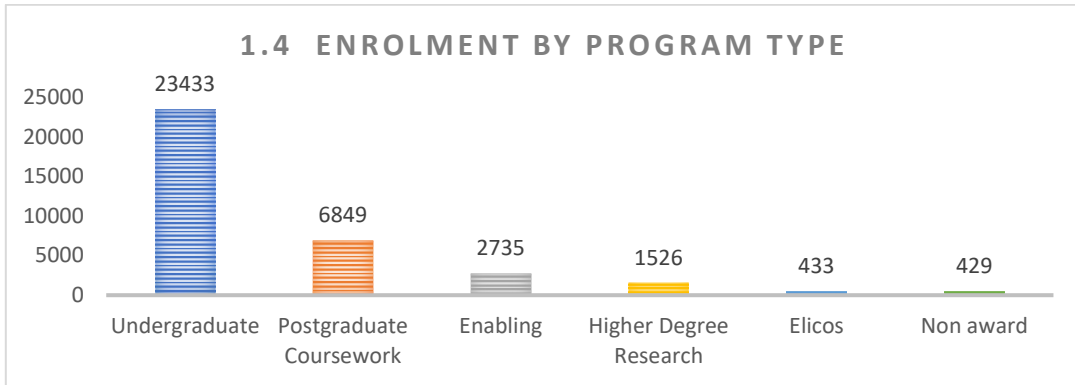
*(Data reflects 2023)*



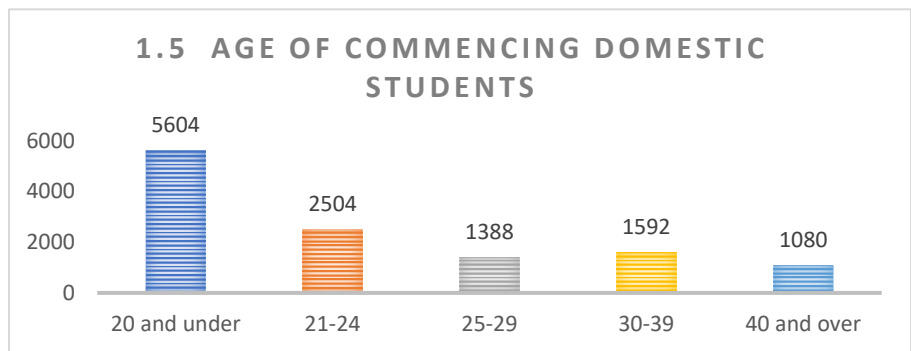
The University has more than 5,200 international students from 98 countries enrolled in all our programs both in and outside Australia, and online, including over 1,300 students enrolled at our Singapore campus. Most students attend the Callaghan Campus, however, there are increasing numbers of students attending other campuses (graph 1.3).



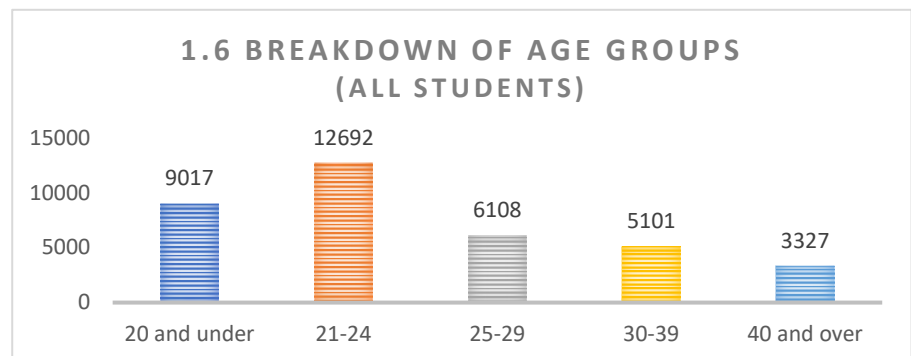
The majority of students are completing undergraduate programs (graph 1.4). For many academics this means teaching undergraduate students. Undergraduate students, particularly in the first year of their program, may find the adjustment to a university environment difficult.



The age of your students will vary from school leavers to mature students (graph 1.5).

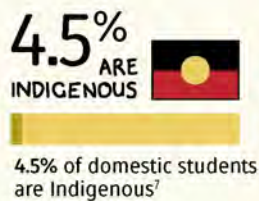
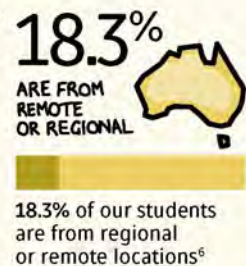
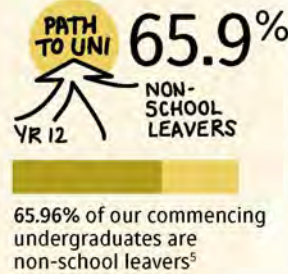
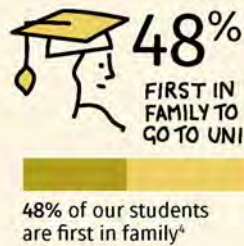
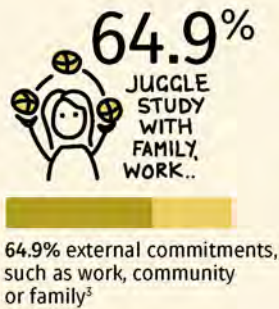
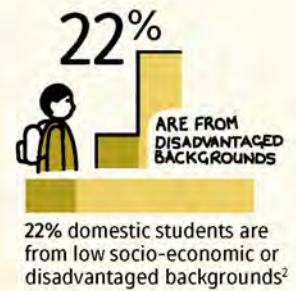
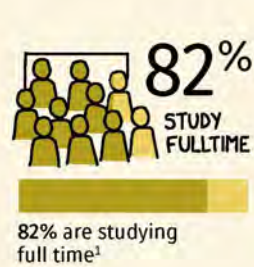


The majority of students are aged 22 and above, which is what the University defines as mature age students (graph 1.6).



# Who are our students?

To effectively support our students and respond to the barriers our students face, we must recognise that our students do not fit the traditional profile.



1. Department of Education, Skills and Employment, Student Load Pivot Table, 2020 student enrolments
2. SPP – Enrolments and Performance Reports 2022
3. Learning Impacts Data 2022
4. SPP – Enrolments and Performance Reports 2022
5. SPP – Data Warehouse 2022
6. SPP – Enrolments and Performance Reports 2022
7. SPP – Enrolments and Performance Reports 2022
8. SPP – Enrolments and Performance Reports 2022
9. Learning Impacts Data 2022
10. SPP – Enrolments and Performance Reports 2022

Further information about your student cohort can be found in the [Business Intelligence and Reporting Hub](#).





## Supporting our Students

The University of Newcastle cares about student health, wellbeing and success. Handling stress is part of student life, especially at peak times during the academic year. We know that many students are juggling high course loads with work, family and other commitments. For students who are under pressure, it's easy for their academic progress to suffer before they realise what is happening.

Common challenges students encounter include personal, social and academic pressures. They range from temporary setbacks such as a lower than expected grade to ongoing issues like financial hardship, managing physical or mental illness, or a current crisis. When academics express their concern, students are more likely to activate their own coping strategies, access support networks, and get back on track with minimal disruption to their lives.

### Recognise warning signs of distress

Some indicators that a student's stress level may be cause for concern:

- missed assignments or a sudden drop in grades
- increased absence from class
- withdrawal from class discussions
- isolation from peers
- problems concentrating, lack of energy, falling asleep
- increased irritability, emotional outbursts, crying in class
- rapid speech, confused thinking or writing
- changes in hygiene or dress
- disruptive, unusual or aggressive behaviour
- sharing personal problems with you

Students are likely to raise many concerns beyond the scope of your academic role. Some individuals will be more open to assistance than others. Express your concern and reassure them that peers also experience times of challenge or crisis, and that accessing support

is a positive step. Clarify what they need and refer them on to the relevant services. If you are unsure who is the best person to help a student, seek advice from Student Support Services. Follow up to ensure the student was able to access the right resources and that they are getting the help they need.

### Student Services and Support

Some of the key University Student Support services are provided through Student Central and other areas. These support services include Counselling, Academic Learning Support, Careers Office, Health Services, Chaplaincy. Visit:

<https://www.newcastle.edu.au/current-students/support>

Student Support Services are free, confidential and provided by experienced professional staff. Services work in partnership so students will be referred to the most appropriate service, regardless of their first point of contact.

If there is no immediate danger but you have concerns about a student's behaviour or distress and need advice, information, or support, then contact Mental Health Adviser through Campus Care.

#### Campus Care

p: 4921 8600

e: [campuscare@newcastle.edu.au](mailto:campuscare@newcastle.edu.au)

and consult your Head of School

[www.newcastle.edu.au/current-students/support/personal/campus-care](http://www.newcastle.edu.au/current-students/support/personal/campus-care)

You can also contact the University Counselling Service on the following numbers:

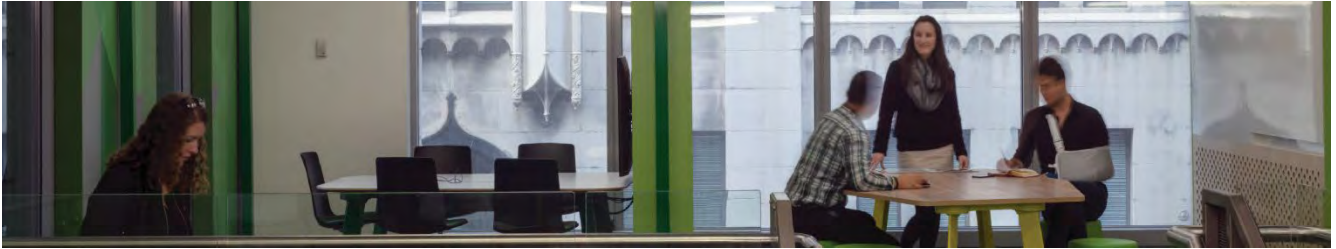
#### University Counselling Service

Newcastle 4921 6622

Ourimbah 4348 4060

Port Macquarie 6581 6200

Sydney 8262 6413



There are a range of additional student support services available including: access to student support advisors, disability support, equity and diversity, financial assistance, careers, chaplaincy, and finding somewhere to live.

The University Health Services can be contacted on 49216000 (Newcastle) or 43484060 (Ourimbah).

Note that students are required to behave in accordance with the University of Newcastle Code of Conduct. For assistance in the case of rude or disruptive classroom behaviour, consult your Head of School. Notify your supervisor, Campus Care and complete incident reports.

### Situations requiring immediate referral

In urgent situations when there is immediate risk of harm (if a student is suicidal or threatening) call:

#### **Contacting Security**

Call (02) 4921 5888 for Callaghan, Newcastle City, Central Coast or Sydney campus security.

If your situation is life-threatening always call emergency services (Police, Fire, Ambulance) on 000 first, then contact security.

[www.newcastle.edu.au/current-students/campus-environment/security-and-emergencies](http://www.newcastle.edu.au/current-students/campus-environment/security-and-emergencies)

### Adverse circumstances

The University recognises that during a student's program of study, illness or other serious circumstances beyond their control may affect their preparation for, or performance in, an end of term or end of year examination or assessment item. In this case, students should be directed to the Adverse Circumstances website, located in MyUON, which contains the procedures, allowable circumstances, and application form and submission details.

[www.newcastle.edu.au/current-students/study-essentials/assessment-and-exams/adverse-circumstances](http://www.newcastle.edu.au/current-students/study-essentials/assessment-and-exams/adverse-circumstances)

### Office of Student Advocacy

The Office of Student Advocacy works to ensure that all students receive fair and equitable treatment at the University of Newcastle across all courses and campuses. The range of support on offer extends to academic, personal and legal issues.

[www.newcastle.edu.au/current-students/uni-life/uon-community/support-network](http://www.newcastle.edu.au/current-students/uni-life/uon-community/support-network)

### The Wollotuka Institute

The University of Newcastle has a proud history of collaborating with Indigenous Australians. More information about this can be found at this website. The Wollotuka Institute provides support for students and staff seeking advice regarding Indigenous matters.

[www.newcastle.edu.au/our-uni/indigenous-commitment/the-wollotuka-institute](http://www.newcastle.edu.au/our-uni/indigenous-commitment/the-wollotuka-institute)



### Support for Students with a Disability

AccessAbility offers practical assistance and advice to students with a permanent or temporary disability or medical condition. Students with a disability are encouraged to register for support with AccessAbility.

<https://www.newcastle.edu.au/current-students/support/personal/accessability>

### Academic Learning Support

Critical thinking, reading and writing for university can be new and challenging for students. The Academic Learning Support team of dedicated learning advisers work with students to help them learn successfully at university.

Academic Learning Support offers self-help resources, drop-in clinics, workshops, advice and individual consultations. They can help with essay writing, referencing, English language support, mathematics and statistics. You can refer your students to Academic Learning Support for confidential advice or to book a consultation with a learning adviser.

#### **Academic Learning Support**

p: 4921 5350

e: [learningsupport@newcastle.edu.au](mailto:learningsupport@newcastle.edu.au)

[www.newcastle.edu.au/current-students/support/academic](http://www.newcastle.edu.au/current-students/support/academic)

### Peer Assisted Study Sessions (PASS)

PASS is an informal approach to learning that provides peer-led study sessions in which students can work together to better understand course content.

Email: [pass@newcastle.edu.au](mailto:pass@newcastle.edu.au)

<https://www.newcastle.edu.au/current-students/support/academic/learn-from-other-students>

## Blended and Online Learning



Courses are taught using a [range of modes](#). Advice on principles for blended and online When structuring your course, consider how you can leverage educational technology through Canvas and complement with face-to-face or online synchronous activities to support student learning.

Advice on principles for blended and online course offerings is provided in the [Modes of Delivery](#) and [Course Site Quality Principles](#).

Teaching and learning activities should be designed and delivered with a focus on engagement and interaction rather than passive consumption. For example, you may organise your course content and activities so that students are guided through virtual learning tasks and activities in Canvas, leading into physical classroom learning experiences, such as teacher-led discussions or field visits where students are encouraged to build upon their work in the virtual environment.

Our [Course Site Quality Principles](#) can help guide you in organising and setting up your Canvas course. With its suite of tools, Canvas can substantially enhance the delivery of your course, particularly regarding communication processes, linear course design, group work, assessment tools and flexible teaching and learning options. As the virtual learning environment will be unique and tailored to each course, we encourage you to access support, training and advice through the Learning Design and Teaching Innovation team.

### Virtual Learning Environment

The Virtual Learning Environment (VLE) is a collection of technologies used to provide online learning spaces, deliver online content and activities, and facilitate online communication and collaboration to support teaching and learning at the University, including:

**Canvas** The web-based learning management system is used to help facilitate the online interactions between staff and students and their learning and teaching activities at the University of Newcastle. Uses content management and sharing, assessment management and online collaboration and communication. Course Coordinators are provided with a Canvas course site and are able to make this site available to students as well as manage additional staff.

**Zoom** Zoom is available via seamless integration within Canvas course sites.

**Panopto** provides capabilities for recording live lectures or preparation of pre-recorded teaching material. Lectures can be recorded in Panopto enabled venues and made available to students via automated publication to Canvas. [Bookings](#) can be made to record teaching events. Timetabled lectures in Panopto enabled spaces will be automatically recorded. Zoom recordings, audio and video recordings can be made from your desktop and uploaded to Panopto for viewing by students. For more information about recording teaching events contact the Learning Technologies Team on 4055 8999 or email:

[LTS@newcastle.edu.au](mailto:LTS@newcastle.edu.au)

**Turnitin** Text-matching program that gives students feedback on referencing in their written work. Turnitin is integrated with Canvas and needs to be selected when [setting up an assignment](#). When students submit their work they will receive a similarity report that demonstrates text matching. Turnitin has implemented AI writing detection. This is unavailable to students and indicative only. Both the text matching and the AI writing detection will be available staff when marking in Canvas.



## Accessing Canvas

**Logging into Canvas**, use your university staff ID and Password to login at: <https://canvas.newcastle.edu.au/>

When Canvas course site is available it will display on your dashboard.

## Getting help with teaching technologies

**Access the 'Help' option on your navigation menu within Canvas.** Here you will find links to numerous Canvas community resources which are designed to help with functionality, features and tools.

### Phone or email the Learning Technologies Support Team

Phone 4055 8999 or email [LTS@newcastle.edu.au](mailto:LTS@newcastle.edu.au) (from 8am to 5pm during business days)

**Contact Learning Design and Teaching Innovation** to get advice or assistance with moving your course materials into a partial or fully online environment.

Email [ldti@newcastle.edu.au](mailto:ldti@newcastle.edu.au)

Note: Students should be advised to contact the 17triplezero Digital Technology Service for all support enquiries.



### Contact Learning Technologies

p: 4055 8999

e: [LTS@newcastle.edu.au](mailto:LTS@newcastle.edu.au)

w: [Learning Technology](#)

### Contact the Learning Design and Learning Media teams

e: [ldti@newcastle.edu.au](mailto:ldti@newcastle.edu.au)



### Find Helpful Resources:

[www.newcastle.edu.au/current-staff/teaching-and-research/teaching-resources/ldti/ldti-teaching-resources](http://www.newcastle.edu.au/current-staff/teaching-and-research/teaching-resources/ldti/ldti-teaching-resources)

## Teaching Tips



### Student learning

When it comes to their studies, students adopt a variety of strategies to manage their time and effort. It is therefore important to consider not only your course content, but also how you will encourage your students to engage and learn from your course. This will likely involve supporting your students to move away from surface learning strategies to deep or achieving/strategic learning strategies.

Type of Learning	Definition	Student Reality
Surface	Learning is extrinsically motivated: students learn to avoid failure, completing assessment requirements in order to 'pass'. These students see studying as a means to an end (much like a job), aiming to strike a balance that involves passing without working too hard.	Surface learners often focus on the facts and details – just the bare essentials (rather than making connections between them and seeing the structure of what is being learned). This strategy aims to reproduce information accurately, and often employs memorising. Surface learning aims to meet assessment requirements but often only to minimum standards, with an emphasis on passing the assessment instead of learning and understanding.
Deep	Students are intrinsically motivated: they learn to satisfy personal curiosity and interest in the topic.	Deep learners aim to maximise their own understanding of concepts, and make sense of what they are learning. They read widely, discuss ideas with others, reflect on different perspectives, thereby relating ideas and making connections with previous experiences.
Achieving or Strategic	Students are motivated to achieve academically (often linked to ego and self-esteem). These students wish to obtain high grades or other rewards/ recognition.	Strategic learners optimise their time and effort by choosing the most efficient and effective strategy for particular tasks. While memorising is often considered a surface strategy, it depends on the intention, and is often a part of the achieving learner's strategy if it is the most efficient/effective way of learning the particular material.  Strategic learners identify the assessment criteria and standards and estimate the learning effort required to achieve a particular grade. They often follow up on all suggested readings/exercises, scheduling their time and organising their workspace.

*John Biggs's Study Process Questionnaire (SPQ)*

	Key Principles of Learning (Biggs & Tang)	How to Support Students
1	Learners need guidance and support, and benefit from being given some basic structure from which to grow their knowledge – having ‘sign posts’ pointing out key information is crucial if it is to be learned.	Identify the key information (course outcomes, core ideas, key terms) or ask students to do so as part of a small group exercise. Reinforce contributions and correct responses while reducing the fear of incorrect responses.
2	Learning is best facilitated when students’ prior knowledge is ‘cued’, so that they can begin to assimilate new information in an organised way that relates to their existing knowledge.	Tap into students’ knowledge. What do they already know that you can tie to the course content? Employ real-life examples that are meaningful to them.
3	Learning occurs through communication and social interaction, and students should be encouraged to share, question, reflect on and challenge ideas so that their knowledge is modified and advanced.	Encourage students to discuss and work together. Ask them to explain their ideas using open-ended questions to prompt deeper learning and understanding among peers.
4	Learning is not a ‘spectator sport’ and students need to act on information for it to become meaningful and integrated with their existing knowledge.	What your students can do instead of you: running demos? Answering questions? Working on problems? Students must have hands-on opportunities to prepare for their assessments.
5	Deep understanding occurs when students are able to apply their knowledge to new situations, and this kind of learning occurs through practising with this information many times in different contexts.	Give your students the chance to demonstrate their learning by working through questions and problems as frequently as possible. Provide a variety of examples and opportunities to practice – this ensures students can apply the material, not just memorize it.
6	Students learn better when they are aware of their own learning processes, the strategies they use, and if they continually monitor their understanding.	Give students opportunity to discuss learning strategies and prompt them to reflect on why they work the way they do. This encourages the development of professional skills and graduate attributes that are applicable in and out of the classroom.

Reviewing the table above, we can work directly with students to support their transition to deep learners. Teaching that is learner-centred encourages students to engage with course material in a hands-on capacity (both in lectures, as well as laboratories, tutorials and discussions). Students’ ability to apply, analyse, examine, justify and create is what distinguishes between surface and deep approaches to learning. The more students ‘say’ and ‘do’, the more likely they are to make sense of the information for themselves, which will enable them to relate information they have learned to other sections of the course and the world outside of the course.

By employing a variety of engagement strategies and activities in both the physical and virtual learning environment, we encourage students to take responsibility for their learning while simultaneously empowering them as participatory agents in the course. In this way, students change their learning strategies from surface to deep and achieving.



## Preparing for your first day of class

There are a number of logistical and organisational issues that can arise during the first class. It's a good idea to consider potential issues and prepare yourself as much as possible. Provide supporting information and guidance in Canvas to get the 'housekeeping' out of the way when you meet your students for the first time.

### Physical teaching spaces

Whenever possible, visit the room you will be teaching in before your first class. You can check that your classroom has computers, screens, speakers, wireless microphones, DVD players and Smartboards, which are all coordinated through a touch panel on the instructor's console.

Light switches can be complex in many classrooms, so it is worth testing them ahead of time if you plan on dimming the front lights or making other adjustments.

If you have a room with movable furniture, spend some time thinking about how to optimise the layout so that students have an opportunity to interact with both you and their peers. This will encourage students to speak to each other and can be used for collaborative, small group activities.

### Ice-breakers

An ice-breaker is a short activity designed to encourage participants to talk to one another and to share limited small amount of information about themselves. These activities should provide participants with some shared history that they can discuss later and, where possible, have relevance to the taught course/university experience.

- Link the ice-breakers to the course. If the ice-breaker is relevant to the group and to future learning, students are likely to engage more fully.
- Rehearse the ice-breaker. Most icebreakers are extremely easy to facilitate, however, some are more complex and will require preparation and/or materials.

Be aware that many students do not appreciate ice-breaker activities on the first day, as they haven't yet developed relationships with you or their peers. Ice-breaker activities are still successful a couple of weeks into the course, since students will then be more comfortable with you, and have hopefully made some social networks within the class.

Sample ice-breaker activities include:

- **Human Bingo:** Students are asked to identify peers who meet the criteria of each box.
- **Corners:** A series of thought-provoking statements are read out. Students arrange themselves into four corners of the room based upon how they feel about the issue (Strongly Agree, Agree, Disagree, Strongly Disagree). Be mindful as this activity can be contentious!
- **Postcards:** Working in pairs, students write down a) what excites them or causes them anxiety in the course, b) one goal that they have for the course or c) one course concept that they are both already aware of. These cards can then be read out to the rest of the class to create a sense of community.
- **Textbook Scavenger Hunt:** A great way to introduce the textbook is to have students explore it in pairs to discover key information.

### Build a sense of community

Students work harder in classes that spark their curiosity and allow for active involvement and participation (Davis, 2004). This should be reflected in the first class. Even if you elect not to have an ice-breaker, consider what kind of activity will allow students to talk or solve problems. You can also get to know your students as individuals, which will also help them to feel more valued and work harder. Build strategies in the VLE that can be used to reinforce student-student and teacher-student interactions. As this will be unique to each course, contact the Learning Technologies team to discuss ways to do this in Canvas.





## Create guidelines

It is essential that you and your students come to an agreement on the nature of your time together in class. One way to do this is to create a document detailing guidelines and expectations for both you and the students. With reference to the Course Management and Assessment Procedure Manual include information regarding:

- Late attendance.
- Expectations prior to and in class.
- Response time to student emails - i.e. (110) Students' queries should be addressed within an appropriate timeframe (usually three University working days).
- Respectful learning place.

By completing a list of guidelines and expectations as a group, you communicate to students that their feedback is valuable and that they are active agents who contribute to the success of the course. This document can also be used to reinforce previously-agreed upon elements, should challenges arise in the future.

## Compulsory attendance

The University records student attendance in all first year undergraduate (1000 level) courses. Attendance is not recorded in lectures, but is recorded in all other activities, including tutorials, labs, workshops and field trips. Students must meet an 80% attendance requirement to pass the course, however they can apply for Adverse Circumstances for consideration of exceptional circumstances impacting their attendance.

Information on recording attendance is available at [www.newcastle.edu.au/current-staff/teaching-and-research/teaching-resources/recording-attendance](http://www.newcastle.edu.au/current-staff/teaching-and-research/teaching-resources/recording-attendance)

## First few weeks of Semester

### Unstable class List

Be aware that there is quite a lot of movement of students in and out of courses in the first two weeks of a teaching period.

This is particularly pertinent if you are assigning students to groups or planning long-term activities. Class lists will be finalised after the trimester or semester Census date.

### Substantial absenteeism during the first class

Quite a few of your students will miss the first class for various reasons (they are not registered, flight arrangements, student visa application delays).

Be prepared for these students to contact you to find out what they missed. You can expect new students to show up right up until the official Census date. While you should do everything that you can to accommodate the latecomers, you are not obligated to 're-teach' two or three weeks' worth of material to new students.

If students enter a class late, it is their responsibility to make up what they have missed. In some cases, this may result in a negative impact on their grade.

## Face-to-face teaching

Lectures may be a primary mode of course delivery, though they are rarely the most effective (Biggs & Tang, 1999). In terms of balancing course content and enhancing the blended learning approach, it's preferable to organise learning activities in Canvas so that students engage with content before class. That way, face-to-face time can be dedicated to other teaching activities and assessments.

Consider the following elements to ensure your lectures are as effective as possible:

- **Include learning outcomes:** Open your lecture by introducing the learning outcomes. This will contextualize the lecture and identify the main points for students to take away. For more on Learning Outcomes, see Fink (2003)
- **Stress connections:** Students often have difficulty understanding how one aspect of the course relates to another (this may include assessment strategies). In the early weeks of the course, be transparent and explicitly identify course and content connections. Work with students throughout the course so that they can eventually make these linkages themselves.
- **Teach incrementally:** Student attention wanes after approximately 15-20 minutes. Aim to teach a core concept in this time, then introduce an activity or assessment to determine your students' understanding of the material (see below for examples)
- **Include engagement activities:** As Barbara Gross Davis explains "...students learn best when they take an active role, when they discuss what they are reading, practice what they are learning, and apply concepts and ideas" (168). Activities and low-risk assessments such as discussion, polls, problem-solving, reflection and debates should be incorporated into your lecture at regular intervals in order to maintain student engagement. This will also allow you to determine whether your students understand a concept before you move on.

Note: Activities and assessments can be as brief as 2-5 minutes.

## Using PowerPoint (and other visual aids)

Many academics mistakenly believe that they must use visuals such as PowerPoint. It is true that many students expect there to be a visual component during a lecture, but this can take many forms. Here are some suggestions for using visuals in class:

- **Avoid clutter:** Use simple, non-cluttered slides with no more than 4-5 bullet points. This will help to avoid 'death by powerpoint'.
- **Include pictures/video:** Images are useful for clarifying or illustrating content. Be sure to source your images, making sure to address copyright and model best practices for academic integrity.
- **Don't go overboard:** Students want information more than they want elaborate presentations. Animations, templates, and colours can be good for maintaining interest and illustrating concepts, but these require more preparation and can distract from your content. Weigh the benefits of these add-ons to maximise your preparation time.

For more suggestions and tools for addressing common teaching and learning tasks see the LDTI resources at:

<https://www.newcastle.edu.au/current-staff/teaching-and-research/teaching-resources/ldti/ldti-teaching-resources>

## Posting Lecture Slides

A common concern about offering students slides in advance is that they will consider them equivalent to attending class. Statistically this has not proven true, though there are measures that can be undertaken to address this concern.

- **Talk with your students:** Clarify your reasons for providing lecture slides in advance and reinforce your expectation that students attend class. Remind students that statistically there is a correlation between class attendance and student success. Present lecture material in an interactive way, where possible allowing for student-student and teacher-student interaction to discuss key concepts
- **Post abbreviated versions of your slides:** Provide students with outlines or major points as an amendment to detailed slides you employ in class. This will ensure students who cannot attend due to illness or emergencies can identify the basic point of the lecture, while encouraging students to attend so that they can take notes.
- **Flip the classroom:** Provide lecture slides (possibly with a brief video and a practice quiz) that students can review in advance. Then, in lieu of a traditional lecture, students come to class ready to pose questions, participate in activities and assess their understanding of the material. As a result, your face-to-face time is spent directly addressing student challenges and allowing them to engage with course content in a hands-on, active fashion.

## Lecturing during the first class?

You should offer an introduction to your course during your first class. Work with students to identify key information within the course outline and establish a guide for managing behaviours and expectations.

You may also wish to use your first class to help students get to know you. Tell them why you teach the course and what your research interests are. If it is essential that you offer a lecture in the first week, ensure students are mentally prepared by

communicating this news to them ahead of time through Canvas. You should model your active learning approach to teaching in the first class, so that students have a sense of what to expect moving forward, including the expectation that they will actively engage with course material by participating in learning activities.

## In-Class Small Group Activities

Small group activities can be done anywhere: in tutorials, as well as lecture theatres. As Barbara Gross Davis explains, it is important that you explain why you are using these small group activities so be sure to discuss the relationship between participation and learning (168). One way to increase your students' buy-in is reinforcing to them how small group activities will help them succeed on course assessments and achieve the course learning outcomes.

Consider:

- **Size of group:** will students work in pairs or small groups? Larger groups means that they can be assigned more complicated/larger tasks, though bigger groups will produce more discussion and require longer periods of time to complete a task. Groups should be limited to a maximum of four or five members to keep them productive.
- **Duration:** Are you asking students to discuss a point of view that will only take a few minutes? Do they need to review their notes (~5 minutes)? Will they need to solve a problem or come to a consensus (5-15 minutes)? Consider the depth of learning and complexity of task when considering how much time your students will need. Bear in mind that they traditionally need more time than you might expect!
- **Facilitation:** During activities, you should move around the class to answer questions, keep students on track and listen to discussions to get a sense of how groups are progressing.

- **Reporting back:** Depending on the size of your group, you may be able to call on each group for a response. If you are teaching a larger class, however, you may need to ask groups to nominate a presenter or use clickers to collect responses.

It is integral that all activities are taken up. Failure to do so suggests that the activity was unimportant, and students may feel they did not receive an answer/closure.

## Examples of In-Class Small Group Activities

Gross Davis outlines a number of small group learning activities that can be used during lectures, including large-enrolment courses (168-172).

<b><i>Pairs and Trios:</i></b>	Sometimes referred to as Think-Pair-Share. Ask students to define a term, respond to a question, solve a problem or justify a position to a controversial statement. Individuals then discuss with a partner (or two) before reporting back to the class.
<b><i>Learning Dyads:</i></b>	This activity is useful for connecting material between weeks. Ask students to prepare questions about the reading or lecture before the next class, pair them off and ask each other the question. Pairs can be maintained over time, or switched around to encourage diverse peer to peer learning opportunities
<b><i>Small Working Groups:</i></b>	Similar to the Pairs and Trios activity, only this activity focuses on a larger task that requires three to four students. Duration can range from 2-3 minutes to 30 minutes. This can also be useful for discussing course assessments as students help each other before asking you for help
<b><i>Socratic/Kahoot:</i></b>	Using the same format as Pairs and Trios, or Small Working Groups, pose a clicker question or problem on-screen. Have students discuss their responses and agree on a response. After all groups have responded, display the results on-screen and conduct a follow-up discussion.
<b><i>Snowball:</i></b>	Ask pairs a general question that can produce several answers. After a few minutes of brainstorming responses, pairs join to create a group of four and compare/contrast their responses. If desired, this can be done for another round. At the end, groups elect a spokesperson to speak or – depending on class size – they can write their responses on the board. Discuss as a class
<b><i>Discussion Sections:</i></b>	Announce a topic, question or case study and have students divide into discussion sections that meet in corners or sections of the class. If you have a very large class, you may wish to break large groups into multiple sections to ensure all members participate. Ask each section to report back after a set time-limit

## Giving Feedback

Feedback ‘tops the list of ... factors leading to good learning’ according to Biggs & Tang (2007). In addition to supporting learning outcomes and providing clarity on expectations and standards, feedback motivates students to think about their learning.

Feedback is about more than just grades. There is broad agreement that feedback tells students how their work was good, how their work could have been improved, and how to improve the quality of their work for the next assessment. The third aspect here is the most important if feedback is to be formative or educative. It is good practice to provide students with a direction for improvement, rather than just the statement that they need improvement.

Fink argues that feedback needs to be Frequent, Immediate, Discriminating and done Lovingly.

- **Frequent:** feedback is given in every class, if possible, from teachers or fellow learners.
- **Immediate:** feedback is given as close to the learning activity or task as possible.
- **Discriminating:** feedback distinguishes between good and poor performance.
- **done Lovingly:** feedback is given with empathy for the student receiving it.

### Good feedback practice...

... facilitates the development of self-assessment (reflection) in learning.

... encourages teacher and peer dialogue around learning.

... helps clarify what good performance is (goals, criteria, expected standards).

... provides opportunities to close the gap between current and desired performance.

... delivers high quality information to students about their learning.

... encourages positive motivational beliefs and self-esteem.

... provides information to teachers that can be used to help shape their teaching.

*(Nicol & Macfarlane-Dick, 2004)*

### Modes of Feedback with examples

Formative	↔	Summative
<ul style="list-style-type: none"> <li>• Comments on a first draft of assignment</li> <li>• Online self-assessment</li> <li>• Adaptive tutorial</li> </ul>		<ul style="list-style-type: none"> <li>• Peer grading of group oral presentations</li> <li>• Summary of rationale for a grade</li> </ul>
Individual	↔	Generic
<ul style="list-style-type: none"> <li>• Individual consultation</li> <li>• Comments on assignment</li> <li>• Peers reviewing each other's work</li> </ul>		<ul style="list-style-type: none"> <li>• Summary of class strengths/weaknesses after grading</li> </ul>
Manual	↔	Automated
<ul style="list-style-type: none"> <li>• Peer feedback on examples worked in class groups</li> </ul>		<ul style="list-style-type: none"> <li>• Automated feedback through online quiz tools</li> <li>• Adaptive tutorials</li> </ul>
Oral	↔	Written
<ul style="list-style-type: none"> <li>• Class discussion of an assignment in progress</li> <li>• Recording thinking-aloud commentary on students' work</li> </ul>		<ul style="list-style-type: none"> <li>• Posts to class discussion on Canvas</li> <li>• Email to individual students</li> </ul>
Student-led	↔	Teacher-led
<ul style="list-style-type: none"> <li>• Self-assessment reflections submitted after assignment</li> <li>• Peer assessment</li> </ul>		<ul style="list-style-type: none"> <li>• Annotated samples of previous students' work</li> </ul>

(from UNSW, [teaching.unsw.edu.au/printpdf/537](http://teaching.unsw.edu.au/printpdf/537))



## Key University Policies for Academics

There are several policies which may impact on your teaching. Some of these relate to your employment, and others are student-focused such as those relating to students with a disability or applying for extensions. There may also be School or College policies or procedures which affect you and your students. Please consult your coordinator or Head of Discipline for more information.

- Adverse Circumstances Affecting Assessment Items Policy and Procedure
- Academic Integrity and Ethical Academic Conduct Policy
- Complaint Management Policy and Procedure
- Code of Conduct
- Copyright Compliance Policy and Guidelines
- Course Management and Assessment Manual
- Education Quality Assurance Policy
- Enrolment Manual
- Flexible Work Policy
- Health and Safety Guidelines and Key Risk Area Procedures
- Inclusive Teaching and Learning Guidelines
- Information Technology Conditions of Use Policy
- Program Management Manual - Coursework
- Student Conduct Rule
- Support for Students Policy
- Supporting Students with Disability Policy
- Work, Health and Safety Policy

<https://policies.newcastle.edu.au>

# Copyright



Copyright is a form of intellectual property (IP) that protects a variety of literary, artistic, musical, and dramatic works. Copyright's collection of rights is intended to provide copyright owners with protection for their works while allowing others to access them for legitimate public good.

The University has a legal requirement for copyright compliance under the *Copyright Act 1968* (the Act) for activities around teaching, research and more.

## Copyright for teaching

The statutory licence in the Act allows staff to copy and communicate specific amounts of material from various media, providing this is done for "educational purposes". Reliance on the statutory licence requires staff to include the [S113P copyright warning notice](#).

There are also other provisions for use of copyright materials in classes and examinations, for student use in assessments, and more.

Teaching staff have the responsibility to manage copyright in their courses and should familiarise themselves with how copyright can impact the provision of materials. Please consult the Library website for more detailed copyright information: [newcastle.edu.au/copyright-support](http://newcastle.edu.au/copyright-support) or contact the Copyright Advisor with any questions or concerns.

## Copying and linking from the Internet

Everything on the Internet is subject to the same copyright restrictions as any other format. Just because something is publicly or freely accessible online does

not mean that the material is not covered by copyright. Linking to accessible external material is generally best practice – see the section on Canvas below for more.

It is important that coordinators do not link to, or encourage students to access, any material that infringes copyright.

## Using copyright materials in Canvas

Making some third-party material directly available in Canvas risks copyright infringement. The University requires that copying and communication of online readings for courses is managed via [Course Readings](#).

Adding copyright materials to your Canvas course and need a quick introduction? Access our [Copyright for Canvas Checklist](#) to help you do the 'right' thing.

## Classes and sessions

Some activities permitted for in-person sessions become breaches of copyright if material is communicated online or recorded. Other activities may be permitted, but with restrictions.

You should consider whether your usage will be in-person or streamed/online, and whether you will be recording the session. Access our in-depth [Copyright Guide for Classes and Sessions](#) to learn more.

## Open-licensed and free resources

Looking for materials with more open usage options for yourself or your students? Access our helpful [lists of image, video and music resources](#).

### GET HELP

Copyright Advisor  
phone: (02) 492 16456  
web form:

[newcastle.edu.au/copyright-request](http://newcastle.edu.au/copyright-request)

Copyright help online and the S113P copyright notice visit [newcastle.edu.au/copyright-support](http://newcastle.edu.au/copyright-support)

The Copyright Advisor can organise copyright sessions tailored to the specific needs of staff or students.

## COPYRIGHT QUICK ACCESS GUIDE

### I need help with...

#### Understanding the basics

[Copyright basics](#)

#### Using copyright material in Canvas

[Copyright for Teaching](#)

[Copyright for Canvas Checklist](#) (PDF)

[Copyright Guide for PowerPoints](#) (PDF)

[Copyright Guide for YouTube](#) (PDF)

[Copyright Guide for ClickView](#) (PDF)

[H5P in Canvas](#) (PDF)

[Padlet in Canvas](#) (PDF)

[Seeking permissions – teaching guide](#) (PDF)

#### Using readings or documents

[Course Readings](#)

[Copyright Guide for Course Readings](#) (PDF)

[Copyright Guide for Printed Readings](#) (PDF)

[Copyright for Teaching](#)

#### Copyright for classes and sessions

[Copyright Guide for Classes and Sessions](#) (PDF)

#### Copyright for examinations

[Copyright Guide for Examinations](#) (PDF)

#### Finding and using open-licensed material

[Open-licensed and free resources](#)

[Open licensing](#)

#### Finding the correct copyright notice to add

[Copyright notices](#)

#### How students can use copyright material

[Copyright for students](#)

## Course Readings

### Prescribed/set textbooks

A copy of each prescribed set physical textbook can be located in the Course Readings collection at the campus library where the course is delivered. Any additional copies will be in the Library's general collection. E-books are accessible via the Library's online catalogue.

### OER and the 'Zero-cost reading list'

[Open Educational Resources \(OER\)](#) are teaching, learning and research materials that permit no-cost access, use, adaptation, and redistribution by others with no or limited restrictions.

The Library can provide support for you to create a 'zero-cost reading list' for your students using OER and/or other materials. [Contact your School's Teaching Liaison Librarian](#) to learn more.

### Electronic Course Readings

Our [electronic Course Readings system](#) integrates seamlessly with Canvas, simplifying the creation and maintenance of reading lists.

Course staff can add and edit readings as needed, organise readings into groups to suit your course, and track the number of times a reading has been viewed by your students. All lists can be saved, updated, and rolled over for use in future sessions. Using this system reduces the potential for copyright breaches. The Library has a suite of online user guides and videos to assist with the list creation process, accessible via the link below.

### Get help

Ask Library staff or contact the Course Readings Team: [newcastle.edu.au/course-readings-support](http://newcastle.edu.au/course-readings-support)

Online support materials: [newcastle.edu.au/library/teaching-and-research-support/course-readings-teaching-information](http://newcastle.edu.au/library/teaching-and-research-support/course-readings-teaching-information)



## Academic Integrity



### Academic Integrity Module

The principles of academic integrity are central to the pursuit of knowledge undertaken at all levels in universities and in professional life. A culture that supports academic integrity requires that the development of appropriate skills and attitudes is embedded in course assessment and learning activities.

There are several resources to assist staff in developing a strong culture of academic integrity. Follow the link for further information about these resources: [newcastle.edu.au/current-students/support/new-students/academic-integrity-module](https://newcastle.edu.au/current-students/support/new-students/academic-integrity-module)

All new students will be required to complete a University Academic Integrity Module (AIM) before the end of their first enrolment period (Trimester, Semester or Block).

The University AIM will take the form of an online test in Canvas and students must achieve 100% to pass. Students may repeat the module any number of times. Existing students may complete the module, but it is not a requirement. Students will be asked 16 randomly selected questions covering the areas of Group work, Collusion and Sharing, Student Responsibilities, Referencing and Plagiarism, Academic Integrity Policy, and Social Media and Integrity.

Non-completion, within the students first enrolment period, will result in an academic hold being placed against the student record, until the University AIM is completed.

### Library support for courses

The Library is here to support University of Newcastle teaching staff for pathways, undergraduate and postgraduate courses.

All Schools have a dedicated [Teaching Liaison Librarian](#), providing support for the University's learning and teaching curriculum, including academic integrity via guidance on locating and referencing quality sources.

Teaching Liaison Librarians can collaborate on the creation of programs and resources to develop students' skills in digital and information literacy and advise academic teaching staff on library collections and open resources, selecting course reading materials, and collection development for emerging and continuing courses. Library skills modules in Canvas can be embedded or tailored to meet your students' needs.

In addition to targeted course support from librarians, staff can also make use of the modules, webinars and guides created for students on our [Study Skills page](#).

#### Get help

Contact your School's Teaching Liaison Librarian to discuss your needs: [newcastle.edu.au/library/teaching-and-research-support/teaching-liaison-librarians](https://newcastle.edu.au/library/teaching-and-research-support/teaching-liaison-librarians)

### Library support for research

Our [Researcher Skills Toolkit](#) provides a high-quality integrated resource for researchers at all stages of their study and career. If you require support with literature searches, systematic reviews, referencing, and citation analysis, please contact your School's [Research Liaison Librarian](#).

## Course Coordination



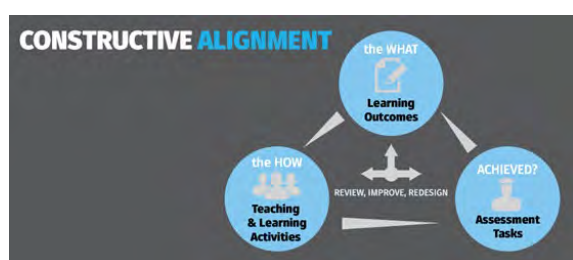
### Course design: creating your course

Creating or redesigning a course can be a daunting task, but there are a number of resources available to help ensure that your course is properly constructed.

Three essential resources that we recommend are:

- *Teaching for quality learning at university* (Biggs & Tang, 2011)
- *Creating significant learning experiences: An integrated approach to designing college courses* (L. Dee Fink, 2003)
- *Designing courses for higher education* (Susan Toohey, 1999)

These texts stress the need for student-centred courses that feature constructive alignment. This refers to the practice of devising action-oriented learning outcomes that students will demonstrate by the end of the course, which are supported by appropriate assessments and teaching strategies that encourage hands-on student engagement.



Start constructing your course by identifying action-oriented learning outcomes that students will be able to demonstrate. A guide for writing effective learning outcomes is available on the LDTI resources site at

<https://www.newcastle.edu.au/current-staff/teaching-and-research/teaching-resources/ldti/ldti-teaching-resources/resources/writing-effective-learning-outcomes>

Once you have identified three to six outcomes, evaluate which assessments are the most appropriate to measure students' mastery of the outcomes. Once the outcomes and assessments are aligned, consider how your teaching will support your students' success for completing the assessments and mastering the course outcomes.

Consider the unique elements of your course, including the content, the needs of your diverse student population and other factors such as the year of the course and any pre-requisites. All of these elements should contribute to the design and delivery of your course.

### Course outlines

Course coordinators are required to post their course outline in their Canvas course site as a PDF as soon as it is approved by their school. Consider posting the most important elements (outcomes, assessments and due dates) using the syllabus tool below the course outline so that students can refer to it quickly and easily throughout the course. You could also provide a brief recorded overview of the main parts of the course outline.

In the physical learning environment, you should have a detailed discussion with your students about the course outline in the first class. Ask them to identify key information from the course outline: course structure and assessment due dates, grading schemes, and highlight any unusual circumstances or policies (e.g., adverse circumstances, late submissions).

Exploring this document in an interactive way helps ensure that students have read and understood key information, which can allay questions or issues later in the semester.

You should also take this time to have an in-depth discussion about your learning outcomes for the course. Explicitly identify how your assessments are aligned with the outcomes so that grade-oriented students understand how the course has been constructed. This activity can serve as an introductory 'lecture' during the first class and may even include some introductory material.

## Assessment design

Fink (2003) refers to 'educative assessment' (Wiggins, 1998), arguing for an approach that works not just to grade students, but to improve their learning. A well-aligned course incorporates both formative assessment (forward-looking and provides students with opportunities to self-assess their learning) and summative (a capstone assessment that encompasses a module or the course). You may also wish to consider including an early-warning assessment that provides students' with feedback early in the course (see Timing below).

### Areas to consider when designing assessments:

Alignment	Assessments must align with course learning outcomes. Student feedback reinforces that students become dissatisfied when asked to complete assessments that do not address the goals of the course.
Difficulty	Is the assessment appropriate for the level of the course and the students' capabilities?
Format	The format of the assessment is very important as it can be used to reinforce Graduate Attribute Skills such as group-work, technological proficiency, writing, etc <ul style="list-style-type: none"><li>• In-class vs out of class</li><li>• Physical vs virtual</li><li>• Individual vs group</li></ul>
Weight	The weight of the assessment should reflect the importance of the learning outcome and the degree of effort to complete the task. Bear in mind that students use weight to determine whether an assessment is worth their time. <ul style="list-style-type: none"><li>• Avoid assessments weighted less than 5%</li><li>• Avoid assessments weighted more than 50%</li></ul>
Timing	The average course will likely have between 3-5 main assessments. These should be spread out during the semester to encourage students to consistently engage with the course and evaluate their learning  Early Assessment: It is integral that students have a chance to determine their chances of success in the course within the first few weeks. Include a minor assessment in the first three weeks so you can evaluate students' understanding of the course content and provide them with feedback.
Scaffolding	Assessments should build on each other so that skills learned/practiced in one assessment are employed and mastered in the next.
Diversity	A variety of assessment methods should be used so that students can practice and demonstrate a range of skills. If students are exposed to a limited range of assessment types, there may be certain important skills that they will not have the opportunity to develop.
Clarity	While the assessment may be clear to you, it may not be to your students. Try to read the task instructions objectively and assess whether or not students may misunderstand what it is they are to do. Be prepared to discuss each assessment multiple times, in a variety of formats. Consider preparing a brief video that can be posted in Canvas with a sample.

You can review the University of Newcastle's policy manual on Course Management and Assessment Procedure at <https://policies.newcastle.edu.au/document/view-current.php?id=183>

## Working with tutors

Structuring and delivering a well-aligned course that is student-centred, engaging and academically rigorous is difficult enough on your own. It can be daunting, then, when you are also working with a team of tutors. In order to maximize the potential of your team and avoid challenging situations, consider the following elements when you construct your course.

**Tutor Guide** Collate the information you need tutors to have and put this in a hard (and/or electronic) copy tutor guide. This will go a long way to directing the team as they go throughout the teaching term. Use this to guide your initial team meeting

**Strategic Meetings** To establish a sense of team cohesion, arrange a meeting prior to the start of semester. Team members can get to know each other, team expectations can be clarified, and mentor-mentee relationships can be established.

- If you are using a tutor guide, ensure that the guide and the meeting are well aligned. The tutor guide will be a reference for the meeting and beyond
- Use this time to create a regular meeting schedule or identify the next time you will meet (in person or virtually)
- Consider meeting as a group before anyone begins marking assessments. This will enable the group to benchmark grades and ensure consistency in grading, which will avoid large differences between tutorial groups

**Communications Strategy** Set up protocols about communication within the team, and to students. Expect all members of the team to read the discussion forums and announcements on Canvas. Ensure you are enrolled in each tutorial group (if they exist), and that you receive any emails the tutors send to their students. Communicate important information directly to students (for example, assessment due dates) to avoid mixed messages.

**Provide Mentoring and Feedback** Your role is to mentor new tutors and ensure all of your tutors are confident and prepared for their responsibilities. Ensure you contact your tutors regularly (particularly new ones) and encourage them to collaborate to reduce their workload whenever possible. You may also wish to communicate your approach to teaching and elaborate on how you prepared the course. This will help to build an effective working relationship and enable tutors to discuss the course and its structure with students.

**Peer Assisted Teaching** Whether or not you have time to provide mentoring, you may also wish to consider pairing an experienced tutor with a new tutor so that they can learn and mentor each other throughout the course (Note: this should be done with the mutual agreement of tutors).

## The Course Experience Survey (CES)

The CES is an essential tool to help with our goals and development in [Academic Excellence](#) and aligns with our [Foundations for Inspiring People](#). In the survey, students are asked about the course generally, then are prompted to select teachers in the course that they would like to provide feedback for. To obtain accurate records of teaching staff, a pre-survey confirmation is sent to the course co-ordinator. It is essential that the course coordinator complete this survey to ensure all teachers can receive feedback.

The survey uses a branching strategy, so that students who rate their course or teacher as “Good” or “Excellent” need only answer one mandatory question. Students who rate their experience as “Satisfactory”, “Poor” or “Very Poor” are asked additional questions to gather further insight as to how their experience can be improved. All students are then given the option to provide qualitative feedback.

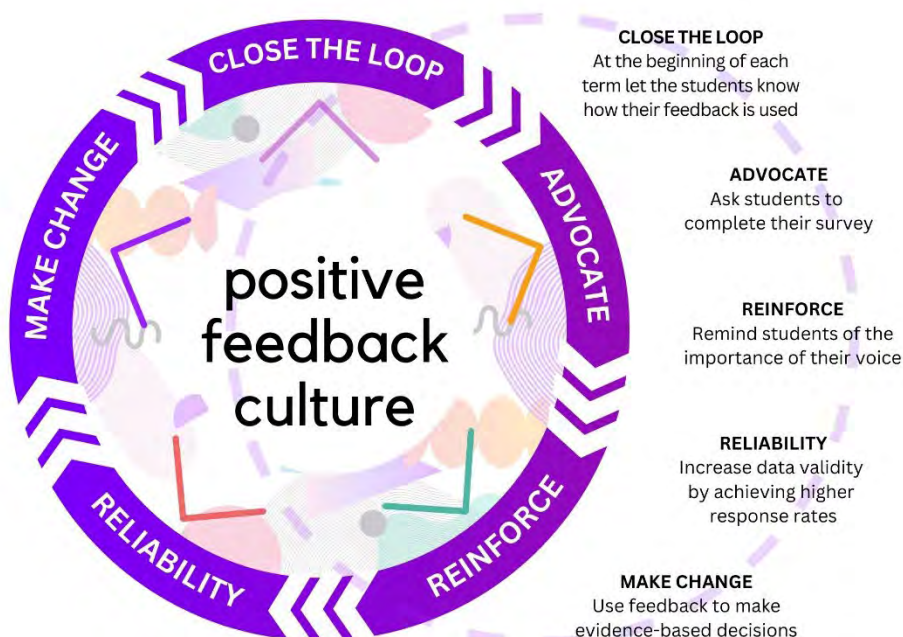
This method minimises the survey burden on students and directs focus on the element(s) of the course/teaching that could be improved.

## Response Rates

The CES is promoted using a number of channels (e.g. digital signage, social media, email etc.), however the most effective way to drive response rates is for **teaching staff to actively encourage students** to take part in the survey. It is important you ask for feedback on your teaching specifically, as well as ways to improve the course.

Once the survey is open, you can track your student responses in *Live Response Rates* via the [SPP Course Feedback – CES Hub](#). A high response rate is valuable for robust analysis of data. The following targets have been set by the Teaching and Learning Committee, however it should be noted that you can learn from all feedback, regardless of whether these targets are achieved.

Class Size	Response Rate Target
1-20	75%
21-50	55%
51-100	35%
101+	25%



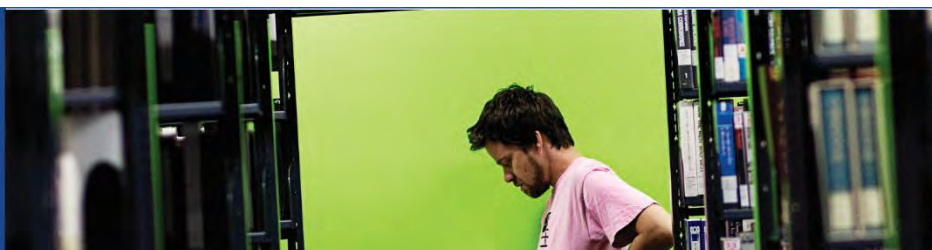
### Some ways you can help improve response rates:

- **Early notice**  
Let your students know in the first lecture that they will be asked to complete feedback for the course.
- **Emphasise the importance and value of student feedback**  
Let your students know that you value their input and how feedback on teaching and courses is used to make changes to improve the student experience. Teach your students how to provide actionable and constructive feedback, or if there are specific areas of focus.
- **Let students know when the survey is open & how access it**  
The easiest way for students to access their CES is via <http://www.newcastle.edu.au/surveys> which will prompt them to log in with their University of Newcastle credentials. This link will also be regularly emailed to them from the *Staff and Student Insights Team* and provided as a pop-up via Canvas. The CES usually commences at *Week 10* of Semesters and Trimesters, and the final teaching week of seasonal terms.
- **Allocate time in class for students to complete their CES**  
The CES should only take 2-5 minutes to complete and can be accessed via smartphones, tablets and laptops. Students can complete the survey and return to it at any time (before closing date) to edit their responses.
- **Put an announcement on your course Canvas page**  
Announcements are used to communicate with students about your course. As soon as you have created an announcement, Canvas takes care of notifying students according to their preferred notification settings.
- **Use your photo**  
To increase teacher feedback, photos can be used to help students with identifying their teacher. Teachers must provide permission via [ServiceNow](#) to use their staff photos (alternative photos can also be provided).

You can review results as well as see more information on the value of Qualitative and Quantitative data to refine practice and promote teaching excellence in the [SPP Course Feedback -CES Hub](#).

If you have any questions or technical issues please contact [surveys@newcastle.edu.au](mailto:surveys@newcastle.edu.au)

# Course and Program Management



## Policies and Procedures

This information provides guidance on policies, resources, and support that assist in program management.

### Program Management Manual - Coursework

The Program Management Manual is the key document for all information governing the design, management, quality assurance, and delivery of coursework programs at the university.

<https://policies.newcastle.edu.au/document/view-current.php?id=89>

### Course Management and Assessment Manual

The Course Management and Assessment Manual is the key document for all information governing the design, management, quality assurance, and delivery of courses and assessment at the university.

<https://policies.newcastle.edu.au/document/view-current.php?id=183>

### Program Convenor Website

The Program Convenor website contains information that will be useful for program convenors, course coordinators and other academic and administrative staff across the University, as it contains information and resources relevant to:

- Business Plans for new or revised programs
- Graduate Attribute Mapping
- Annual Program Reports
- External Program Reviews
- Online Resources
- Committees
- Supporting Students
- Key Policies for Program Convenors

[www.newcastle.edu.au/current-staff/teaching-and-research/program-and-course-management/program-administration/program-convenors](http://www.newcastle.edu.au/current-staff/teaching-and-research/program-and-course-management/program-administration/program-convenors)

## Degree Programs

The University' Degrees webpage provides information about coursework programs offered at the university

[www.newcastle.edu.au/degrees](http://www.newcastle.edu.au/degrees)

## Courses

The University' Course Handbook webpage provides information about courses offered at the university. This includes the terms and locations at which courses are offered, contact hour requirements, and an overview of learning outcomes and assessment items.

[www.newcastle.edu.au/course](http://www.newcastle.edu.au/course)

CourseLoopCourseLoop is the University's curriculum management platform. It maintains a record of the programs and courses offered at the University. CourseLoop also allows staff to propose revisions for approval at the relevant School, College or University committees, and to record the outcome of those proposals. The information in CourseLoop populates many other systems, including the Program and Course Handbooks on the University website.

## Program Advisors

Program Advisors provide dedicated, specialized advice and support to students throughout the student lifecycle and are responsible for administration of the program, from admission through to graduation. Duties include providing detailed information and advice for students, assessing applications for cross-institutional study, as well as qualifying students when they are ready to graduate. You should contact your Program Advisor for any enquiries of an administrative nature regarding study at the University.

The Academic Registrar's Toolkit provides access to useful resources and information about the Program Advisor role.

## Course Coordinator Website

This website contains information and links that will be useful for course coordinators and other academic and professional staff across the university. It includes:

- Planning checklists and reflection documents
- Assessment checklists and guidelines
- Online resources
- Committees
- Supporting students

[www.newcastle.edu.au/current-staff/teaching-and-research/program-and-course-management/program-administration/course-coordinators](http://www.newcastle.edu.au/current-staff/teaching-and-research/program-and-course-management/program-administration/course-coordinators)

## Program Management and Quality Assurance

Key guidelines regarding the management programs can be found the Program Management Manual, including the role and responsibilities of the Program Convenor. If you are new to the PC role, it is recommended that you familiarize yourself with this information. More information on quality assurance of programs can be found in the Education Quality Assurance Policy.

## Committees

**Program Management Group:** this group oversees the academic quality of a program. It is required to meet at least twice annually and is usually chaired by the Program Convenor. A template for the Terms of Reference for Program Management Groups is available from the Program Management Procedure Manual Appendices.

**External Advisory Group:** this group provides an opportunity for a program to obtain input and advice from industry, the community and other external groups to ensure that it is and continues to remain aligned with the current practices of the relevant sector. That is, in terms of the quality, knowledge and skill sets of its graduates. This committee should also meet at least twice per academic year. The Terms of Reference template is available from the Program Management Procedure Manual Appendices.

## Annual Program Reports

An important component of the Program Convenor role is the Annual Program Report (APR) process. The report will usually be submitted to the first College Teaching and Learning Committee meeting of the year following delivery. The process is outlined in Section 6 of the Program Management Procedure Manual. Most of the data required for the preparation of an APR is provided in the Program and Core Courses Report.

## External Program Reviews

Each program at the University must be externally reviewed within a seven-year schedule. This process is facilitated by Strategy, Planning and Performance. Relevant resources, templates, policies and procedures can be found in Section 7 of the Program Management Procedure Manual.

Programs that undergo external accreditation, will usually not be required to undertake an External program Review. Instead, a GAP analysis will be undertaken by the Office of the PVC Education Innovation of the accreditation process and outcomes. This process is designed to assess the accreditation procedure against the EPR terms of reference. In most cases Recommendations will be provided to address identified gaps.

For assistance or information on Annual Program Reports and External Program Reviews contact your College's Education and Innovation Officer.



## University Surveys

Feedback from our students helps us improve the quality of the university experience. It enables ongoing positive change to teaching practices and ensures we deliver programs that meet student expectations. While it is natural to take feedback personally, strive to perceive it as a learning opportunity. Feedback can assist you to refine your practice, reinforce your existing strengths, keep your teaching career on track, and help you detect and remedy errors that may happen in the delivery of a course (such as broken links, unclear rubrics or content requiring an update).

The University carries out several surveys over the academic year to track experience along the student journey. Many of these are managed internally and some are mandated by external reporting requirements. These surveys gather data on individual programs, courses and teachers, as well as particular cohorts such as international, commencing or graduating students. They provide information on the learning, social, research and administrative environments of the university. A full description of all University surveys and their purpose can be found [here](#).

If further information on surveys and reports can be obtained from the *Students and Staff Insights* Team (Strategy, Planning and Performance) via [surveys@newcastle.edu.au](mailto:surveys@newcastle.edu.au). The team are highly receptive to your feedback on surveys and want to support you in your teaching career.

The key surveys to be aware of are:

**[The Graduate Outcomes Survey \(GOS\)](#)** – externally administered to all Australian higher education students approximately four months after finishing their studies. The survey measures employment outcomes, skills utilisation and satisfaction with their studies. It can be a highly effective strategy to promote positive graduate outcomes to your current students to help them see the value of their current learning experiences and how they will contribute to their future employability.

**[The Student Experience Survey \(SES\)](#)**: externally administered to all undergraduate students annually. This survey focuses on aspects of the student experience that are measurable and linked with learning and development outcomes. The survey includes several questions about teaching quality and student skill development. It is worth familiarising yourself with these questions and how you can incorporate these indicators into your teaching practice.

**[The Course Experience Survey \(CES\)](#)**: The *Strategy, Planning and Performance (SPP)* team administers this survey and the end of a course to gather student perceptions of their experiences in individual courses. This includes onshore and offshore Semester, Trimester and seasonal (Summer/Winter) courses. Ongoing feedback from students on their course and teaching experiences helps highlight what is being done well and further areas for focus. See Page 29 for more detail.

## Course and Program Performance Data

The [Business Intelligence and Reporting Hub](#) provides interactive reports on students, courses and programs. Course Coordinators and Program Convenors should familiarise themselves with the data available in the hub as it will support ongoing quality assurance activities.

# Professional Development



## Reflective Teaching

Brookfield's Four Lenses (from *Becoming a Critically Reflective Teacher*) is useful for evaluating teaching. In this model instructors use four lenses to review their work: student feedback, peer feedback, self-reflection, and literature.

In evaluating a course, it is recommended that you develop a strategy, focusing at key times on key things such as feedback on lectures, assessment, and practical classes.

### Student Feedback

In addition to the Course Experience Survey here are also many other complementary ways to solicit feedback and evaluate the ongoing quality of your course. You are encouraged to seek feedback from students on a regular basis to check for understanding, ensure that students know how to succeed in the course and are feeling supported throughout the term. Seeking regular feedback in real time is part of having a continuous development mindset and allow you to make small improvements. Using tools that allow you to collect feedback anonymously from students is more likely to result in constructive feedback as it demonstrates you care about student learning and students won't fear being penalised.

#### Timing

- Within the first 2-3 weeks of class
- When you finish a particular module or section of the course
- When you introduce a new kind of activity
- When returning assessments
- At the mid-semester point

#### Formats

- In-class questioning (consider Kahoot, Socrative, Mentimeter or anonymous pulse surveys)
- One Minute paper
- (Short) anonymous surveys (face-to-face or using Canvas)
- Focus groups
- Interviews

It is recognised that student feedback is only one tool for obtaining feedback and results can be skewed. To obtain a wider perspective we recommend obtaining feedback from multiple sources, including seeking the input of your peers.

### Peer Feedback

It can be incredibly valuable to discuss your teaching with a colleague. Peer assisted review of teaching refers to the arrangement whereby one staff member reviews or observes and provides feedback on another's teaching. Here is one model:

- Identify parameters (define what is to be reviewed and why)
- Develop strategies (figure out how to go about the review)
- Carry out the observation/review
- Review feedback and identify appropriate responses
- Introduce new practices

You may also wish to consider a mentor-mentee relationship (for example, you may know someone who has particular expertise in an area you would like to improve), a peer-peer relationship (you can work with one another in a reciprocal fashion), or even a strategic relationship (you could work with someone in order to develop closer connections). Your colleague does not need to be familiar with your discipline or subject, as they are assessing teaching rather than course content.

Quality Teaching Rounds provide the structured process and tools for obtaining peer feedback. See the Quality Teaching for Higher Education in this section for more information

### Self-Reflection

Plan for self-reflection at specific points throughout the course. For example, after the first assessment task, you might ask yourself a series of questions to help you determine if it was effective – for both you and your students.

Course instructors can also benefit from maintaining a teaching journal. Rather than wait for specific moments, use the journal to jot down your thoughts on a regular basis. Consider your impressions of the success of the course, whether a particular teaching session or assessment went well, how students are reacting, and so on. It can be difficult to remember specific details after they have passed, so a journal provides an immediacy that you can use long after the course has finished teaching. This is particularly constructive if you need to alter an assessment or a lecture before teaching the same course again.

## Literature

There is a broad variety of theoretical and practical literature on teaching and learning, both from a worldwide context as well as Australia-focussed texts. If you have a specific inquiry, please contact LDTI for a recommendation or visit our website to browse our library of resources.

Many texts can be accessed through the University of Newcastle library. In addition to those referenced in this handbook, you may wish to examine:

- Higher Education Research and Development Society of Australia (HERDSA) [herdsa.org.au/publications](https://herdsa.org.au/publications)
- Professional and Organizational Development (POD) network in Higher Education <https://podnetwork.org/publications>
- AdvanceHE [www.advance-he.ac.uk](http://www.advance-he.ac.uk)
- Council of Australasian University Leaders in Learning and Teaching [www.caullt.edu.au](http://www.caullt.edu.au)
- Australasian Society for Computers in Learning in Tertiary Education <https://ascilite.org/>
- Australasian Council on Open, Distance and e-Learning [www.acode.edu.au](http://www.acode.edu.au)
- Discipline specific periodicals (I) (II)
- Faculty Focus [www.facultyfocus.com](http://www.facultyfocus.com)
- TEQSA Guidance Notes [www.teqsa.gov.au/guidance-notes](http://www.teqsa.gov.au/guidance-notes)

## Developing a Teaching Portfolio

Although the workload of new academics can be daunting, one integral document that all teaching staff should consider is a Teaching Portfolio. This document encapsulates your attitude towards teaching and documents your success as a professional, complementing a Research Portfolio.

Teaching Portfolios are essential supporting documents for teaching and learning awards and grants, but they are time-intensive to create. It is important to start early and continue to add to your portfolio throughout your career. New staff are strongly encouraged to consider how they can collect feedback and other documentation of teaching effectiveness for inclusion in their Teaching Portfolio as soon as they begin teaching.

Elements traditionally included in a Teaching Portfolio include:

- Teaching Philosophy Statement
- Course Experience Survey - organized by course
- Student Feedback
- Peer Feedback
- Examples of course outlines and assessment tasks
- Service to teaching (committee work, awards panels, facilitating workshops)
- Professional development (conference attendance, teaching and learning publications)

## Foundations for Inspiring People

Foundations for Inspiring People supports academic staff to strive for excellence by providing systematic guidance and defined priorities aligned to the University's Strategic Plan. Academic performance and planning is designed to guide the progressive development of an academic career by evaluating performance, acknowledging achievements and increasing individual and organisational capability through regular conversations, goal setting and an annual review process.

## Academic Mentoring Program

As part of the Foundations program the Academic Mentoring Program has been designed by academics for academics and will support career development by empowering others by sharing wisdom and expertise. Mentees will work towards a particular goal in the area of teaching, research or engagement, supported by their mentor and their peers.

Further information is available on [Academic Excellence SharePoint site](#).

## Education Development Team

The Education Development Team provides opportunities for professional development in teaching and learning. As part of the Learning Design and Teaching Innovation unit, the Education Development team supports academic staff to provide innovative and engaging learning experiences in a changing and complex learning environment.

The team provides workshops, training, and resources on all aspects of teaching and learning, including pedagogical and curriculum development. Existing resources in course design, including learning outcomes, assessment, educational technologies, and instructional design are available on the LDTI website at [www.newcastle.edu.au/ldti](http://www.newcastle.edu.au/ldti).

The team welcomes the input of our academics. If you have any development needs, please contact the team with your suggestions at [ldti@newcastle.edu.au](mailto:ldti@newcastle.edu.au).

## Quality Teaching in Higher Education

This self-paced course introduces a practical and conceptual way of thinking about teaching that has been shown to improve learning experiences, academic outcomes and staff morale. At the core of the course is the evidence-based [Quality Teaching Model](#). This model provides a practical framework for understanding quality teaching by focusing attention on three key dimensions of practice: Intellectual Quality, Quality Learning Environment and Significance. Over six units the course unpacks the Quality Teaching Model and provides practical examples relevant to a range of disciplines.

The modules are available in the University's [Discover staff learning and development portal](#) at [discover.newcastle.edu.au](http://discover.newcastle.edu.au).

## The Educator Network (tEN)

tEN aims to promote collaboration, innovation and excellence. Membership of tEN is open to all educators, being any staff involved in the education experience at our University, including academic and professional staff.

What does tEN mean for you?

As an educator tEN means opportunities to develop skills and capacity for success in all areas of your academic teaching practice.

It means delivering teaching and learning that inspires excellence and creates excitement among students and education partners at all our campuses and locations.

It also means the Educator Network is here to support what you identify as your needs and to promote your autonomy as an educator.

The continued professional development of staff is at the heart of our education transformation agenda.

Find out more at [www.newcastle.edu.au/ten](http://www.newcastle.edu.au/ten) or email: [tEN@newcastle.edu.au](mailto:tEN@newcastle.edu.au)

## AdvanceHE

The University of Newcastle, through the Educator Network, has joined AdvanceHE (UK). Our membership gives access to resources and online tools to develop your educator experience and professional development. It brings together the latest and best practice in higher education and provides access to services for professional development based on evidence and what works globally. Resources include programs and events, surveys, AdvanceHE reports and publications, and HE Connect online collaboration platform. Further information on [AdvanceHE](#) is available on our Academic Career Development page.

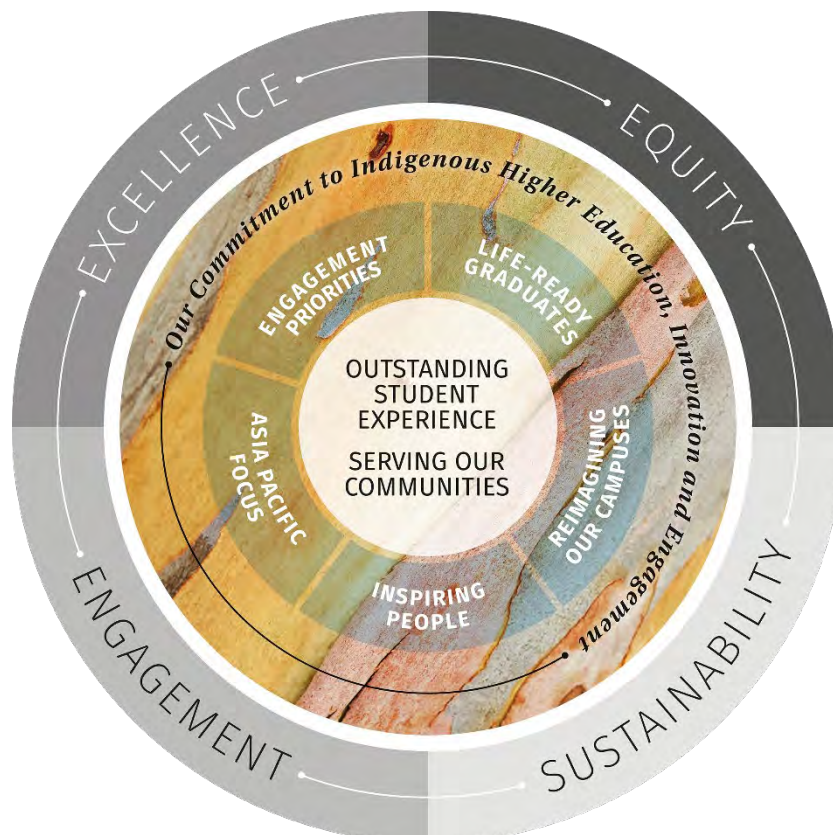
## Staff Support:

### Employee Assistance Program (EAP)

The University's EAP offers staff a professional counselling program with an experienced registered psychologist through a choice of two providers and including:

- Six University-funded sessions of external professional counselling for personal or work related issues, per staff member each calendar year
- Face-to-face counselling during working hours, or phone counselling 24 hours a day
- Assistance to all employees and their immediate family members (spouse/partner and dependent children under the age of 21 still living at home)
- A completely confidential service

An information and advice service for managers and supervisors.



## Glossary of Acronyms

ABS	Australian Bureau of Statistics	HOS	Head of School
AGS	Australian Graduate Survey	ISB	International Student Barometer
AIM	Academic Integrity Module	LDTI	Learning Design and Teaching Innovation
APR	Annual Program Report	LMS	Learning Management System (Canvas)
AQF	Australian Qualifications Framework	LT	Learning and Teaching
CAL	Callaghan Campus or Course	MYHUB	Self Service for Students
CAL	Course Availability List	NUspace	Newcastle City Campus
CAR	Course Assessment Return	NUSTAR	Newcastle University Student Administration System
CATS	Credit Application Tracking System	PASS	Peer Assisted Study Sessions
CC	Course Coordinator	PALS	Pathways and Academic Learning Support
CCF	Cultural Capability Framework	PC	Program Convenor
CCC	Central Coast Campus	PCAC	Program and Course Approval Committee
CES	Course Experience Survey	PCMS	Program and Course Management System
CESE	College of Engineering, Science and Environment	PVC	Pro Vice-Chancellor
CHMW	College of Health, Medicine and Wellbeing	QA	Quality Assurance
CHSF	College of Human and Social Futures	QILT	Quality Indicators for Learning and Teaching
DEEWR	Department of Education Employment and Workplace Relations	PMG	Program Management Group
DHOS	Deputy Head of School	SA	Student Advocacy
DVC	Deputy Vice-Chancellor	SACO	Student Academic Conduct Officer
E&I	Education and Innovation	SEO	School Executive Officer
EC	Executive Committee	SES	Student Experience Survey
EPR	External Program Review	SFP	Student Feedback on Programs
GOS	Graduate Outcomes Survey	SFUN	Student Feedback on the University of Newcastle
GR	Graduate Research	SPP	Strategy, Planning and Performance
HELP	Higher Education Loan Program	TEQSA	Tertiary Education Quality Assurance Agency
HES	Higher Education Standards	TLC	Teaching and Learning Committee (University)
HDR	Higher Degree Research	UNSA	University of Newcastle Students' Association
Hon	Honours	VC	Vice-Chancellor
		VLE	Virtual Learning Environment
		WIL	Work Integrated Learning



## References and further reading

The following resources were used in the production of this handbook.

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Nicol, David & Debra MacFarlane-Dick (2004). *Rethinking Formative Assessment in HE: a theoretical model and seven principles of good feedback practice*

Teaching Development Unit University of Western Sydney. (2011). *Tutor's guide: University of Western Sydney. (3rd ed.)* July 2011

Toohey, Susan (1999). *Designing courses for higher education. Philadelphia: Open University Press Tutor Guide. University of Western Sydney.*

## Where do I find out more?

### **Learning Design and Teaching Innovation**

Level 1, Language Centre

The University of Newcastle Callaghan NSW 2308 Australia

p: 4921 8602

e: [ldti@newcastle.edu.au](mailto:ldti@newcastle.edu.au)

w: [www.newcastle.edu.au/ldti](http://www.newcastle.edu.au/ldti)