

Teaching and Learning Forum 2009
29-30 January 2009, Curtin University of Technology

- Link to [abstracts and papers](#) for TLF2009
- Links to [Keynote iLectures](#) and [presentation](#) by A/Prof Peter Hutchings (ALTC)

Welcome

On behalf of the Western Australian Universities, Curtin University of Technology invites you to attend the 18th annual Teaching and Learning Forum. The theme for the 2009 Forum is *teaching and learning for global graduates*.

Sub-themes include:

- Graduate employability in a global world
- Preparing graduates for global citizenship; and
- Managing these sometimes competing agendas in day-to-day teaching contexts
Such as large classes, mixed student ability and engagement, traditional and virtual environments, meeting professional accreditation requirements as well as universities' learning outcomes

This year's Forum is particularly aimed at providing university teaching staff with

- Networking opportunities with colleagues with similar aspirations and issues
- Practical teaching tips and tools

Early career, casual, sessional and part-time staff are strongly encouraged to attend.

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seen as what VCs, DVCs and Deans 'do'. The primary aim of this presentation is to provide an introduction to an ALTC-funded project which aims to identify and clearly define the roles and expectations of unit coordinators in universities. This will lead to a clarification of their responsibilities and tasks, as well as the competencies and other attributes required to more effectively lead learning in their Units.

In this interactive presentation, we will 1) explain why unit coordinators are crucial university leaders; 2) give a snapshot of the roles of unit coordinators, as gleaned from the data so far collected; and 3) discuss the most effective means of developing leadership skills for unit coordinators. Ultimately, project outcomes will result in a proposal for the development of 'leadership' modules that pertain specifically to the roles of unit coordinators as well as more defined benchmarks and criteria for inclusion in performance and probationary reviews, promotional processes, and reward and recognition systems. These will be evaluated during the course of the project for efficacy and eventually distributed to Universities for adaptation and adoption.

Concept map as a learning tool in engineering

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A concept map is a graphical presentation of the network of concepts showing the relationships among them. Concept map was used as a tool for improved learning in the classes of Structural Analysis unit. Contents of the unit are about solving Civil Engineering structures by using different methods. Solutions of structural analysis problems by different methods are based on certain key concepts. A concept map was used to show the concepts and their associations involved in each method of solution. The maps were also used to show the differences and similarities among different methods of solutions. At the end of the semester, students were given questionnaires to give feedback on the usefulness of the concept maps to help their learning in the unit. Sixty six students provided feedback on the use of concept maps. It is shown by the students' responses that majority of the students found concept maps helpful in understanding the key concepts and their associations in each method of structural analysis. It also helped students to compare the different methods, to choose the right method and follow the right steps to solve a particular problem. Students also wanted to see continued use of the concept maps in future since it introduced the key concepts and helped retain the knowledge. Therefore, it can be said that the use of the concept maps in classes of structural analysis helped improved student learning.

Managing divergent student workload perceptions and expectations in an undergraduate and graduate accounting course

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Graduates of Australian higher education accounting courses have consistently expressed concern with workload. This study reports the results of a survey of student study times and perceptions of workload in undergraduate and graduate accounting courses at a large Australian university in order to examine three questions: Is the current workload for accounting students too high? Do teacher expectations of student workload match those of their students? Can teachers communicate their expectations better? The findings suggest that workload in these courses is not too heavy but that student perceptions of workload can be improved by clearer communication of teacher expectations and improvements to unit design and delivery. The findings also suggest the need for constructively aligned curricula which motivate students to increase the amount of time spend studying and proportionally amount of time that promotes meaningful learning. Successful initiatives implemented by the school to create a better match between student and teacher workload expectations are discussed and could be generalised to most courses. Areas for further research in student workload management are proposed.

Students' feedback of teaching: Why the differences in responses?

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