

# FACULTY OF EDUCATION AND SOCIAL WORK

## DIVISION OF LEARNING AND TEACHING

### PROFESSIONAL DEVELOPMENT RESOURCES FOR STAFF 2009

#### LEARNING AND TEACHING FORA

This year's fora aim to re-engage faculty with learning and teaching priorities. Dates and times follow. Program and venue details are as yet to be confirmed.

- Thursday **12 February**, 9:30am – 1pm
- Thursday **21 May**, 1 – 5pm
- Thursday **6 August**, 1 – 5pm
- Thursday **29 October**, 9:30am – 1pm

#### LUNCHTIME EVENTS

In celebration of our faculty's many accomplished teaching staff, current/former winners of the Vice Chancellor's Outstanding Teaching Award and/or a Faculty of Education and Social Work Teaching Excellence Award present this year's program. In most cases, seminar topics address areas of learning and teaching deemed most in need of improvement by Course Experience Questionnaire 2000 – 2007 respondents. Seminars aim to provide participants with an overview of learning and teaching issues surrounding the featured topic; suggestions for ways to improve teaching practice; and the opportunity to pose questions. It is hoped that these sessions may encourage (in)formal mentor/mentee relationships too.

#### **Fostering a learning community**

**Dr Richard Walker**

**Thursday 5 March, 1 – 2pm, A35-459**

This session will explain the research origins of the terms communities of learners and communities of practice, and will offer one integration of these terms. The essential characteristics of learning communities will be discussed and large and small scale attempts to create learning communities in the Faculty of Education and Social Work will be presented. Participants will be encouraged to contribute their ideas on ways of creating learning communities.

#### **Arts-enriched techniques for engaging tertiary teaching**

**Dr Michael Anderson**

**Thursday 30 April, 1 – 2pm, A35-508**

This session will demonstrate arts-enriched techniques to support learning and teaching in the tertiary classroom. Using film, role play and images this session will discuss how arts-based approaches can support engagement in learning with and without the assistance of technology. Participants are asked to bring some lesson ideas that can be developed further in this workshop.

#### **Personal integrity and teaching to engage students**

**Dr Kate Russell**

**Thursday 28 May, 1 – 2pm, A35-424**

While personal/professional integrity and commitment to students is a goal for many of us, this goal can often be subsumed by the day-to-day difficulties of university life. Time to spare to listen and engage both with our selves and our students is that which is most often missing or lost. This session will explore the value of reclaiming this time and the resulting impact on our and our students' personal and professional life.

## **Teaching international Non-English Speaking Background (NESB) students at a graduate level**

**Dr Lindy Woodrow**

**Thursday 25 June, 1 – 2pm, A35-418**

This session focuses on issues concerned with international NESB students with an emphasis on students from Confucian heritage cultures (China, Korea, Japan). The session will start by profiling CHC students in terms of English proficiency and educational background. Then, strategies and skills to help these students adapt to our educational expectations will be discussed.

## **Dr Osborne's first science lesson: Conceptual learning, examination of instances and philosophical traps**

**Dr Armstrong Osborne**

**Wednesday 23 September, 1 – 2pm, A35-325**

Here is a research-based, adult approach to the science content that curriculum writers expect five-year olds to learn, but the research shows that many science graduates can't get it. Not surprising when one of the early stage one problems had NASA stumped! Just when we think the conceptual issues have been resolved, out of the blue issues of life, death, the status of humans, truth and falsehood raise their heads. The undead, carnivorous plants, cruel vegetarians, angry mushrooms and the stigma of teaching untruths join the carnival.

## **Achieving research-led teaching**

**Dr Alyson Simpson**

**Thursday 22 October, 1 – 2pm, A35-452**

This session investigates the concept of research-led teaching. What do we understand by the term? Is it teaching that incorporates research or research that underpins teaching and where does scholarship of teaching and learning fit into the discussion? A series of discussion-based activities will lead participants to consider ways in which they may bring the research and teaching functions of the university closer together in their own work. On the way we will also consider the age old puzzle: Why did the chicken cross the mobius strip?

## **Exploring cultural-inclusion strategies and the embedding of Indigenous perspectives**

**Dr Nigel Bagnall and Ms Jane Moore**

**Thursday 26 November, 1 – 2pm, Naked Lady Courtyard  
(or OTC Drama 427, if poor weather)**

In this session, Nigel and Jane will share their experiences on embedding Indigenous perspectives in a variety of settings and projects. The hour will include singing and yidaki performance in an exciting and innovative presentation. Participants will be expected to be actively involved in the presentation.

## **ADDITIONAL RESOURCES**

For up-to-date information on learning and teaching opportunities and resources, please consult the division website: [http://www.edsw.usyd.edu.au/learning\\_teaching/index.shtml](http://www.edsw.usyd.edu.au/learning_teaching/index.shtml)



Collograph by Jane Moore. Embedding Diversity Tree