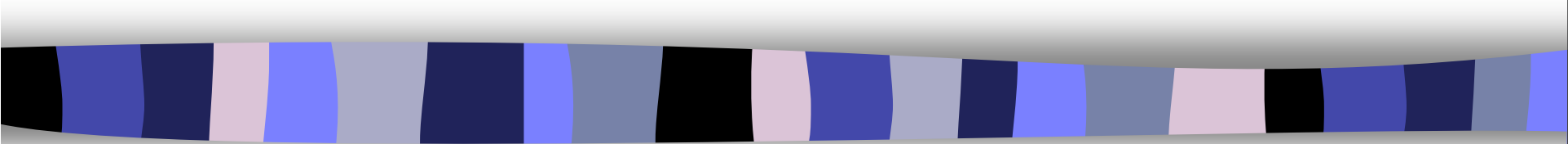


# Staff Feedback on L&T in EdSW



Re-engaging with the faculty's three  
learning and teaching priorities



# What energizes & inspires?

## ■ **Division of Learning and Teaching**

- Strong presence of DLT
- Having Fora/being granted a voice
- Opportunities for PD, eg. Seminars, connecting with others
- Accessible and innovative resources and tools
- Valuing and recognition of (and increase in?) Faculty feedback about our teaching
- Involvement with TIES



# What energizes & inspires?

## ■ Staff

- Having input in the recruitment process
- New staff joining the team
- Talking with colleagues
- Collaborative, team approaches - peer energizing
- Writing together
- Team teaching
- Being physically close together (office space)
- Being part of a mentoring or buddy system
- Hearing positive teaching stories



# What energizes & inspires?

## ■ Students

- Reciprocity - two-way communication and connection
- The international element
- Seeing the students back in class again
- Sense of privilege in preparing our students for their professional lives
- Seeing the students demonstrate their learning outcomes



## How to make the three L&T priorities more relevant to your teaching?

1. Engaging with student feedback
2. SUMO
3. USE policy



# Student feedback

- Ethical responsibility of responding to student feedback
- Feedback must be a continuous developmental process
- Consider negotiating the curriculum, involving students in rubric design
- Be clear this is not a purchaser/provider model
- Encourage students to respond to academic feedback
- Expect social decency from your students - implement the ethical code of conduct



# SUMO

- SUMO needs more work
- But ... has allowed consistency
- And peer review
- Peer review should occur before semester and after student feedback



# Unit of study evaluation

- USE – some of us implement other evaluative strategies, such as mid-term informal feedback strategies which can allow you to demonstrate what you change to your student group



## L&T baseline/guiding principle?

- We **ARE** the Faculty of EDUCATION and Social work – and need to be critically engaged with the issue
- As a faculty, we need to be open to being more critical of our learning and teaching



# To consider

- Does a tension between valuing research output and excellence in teaching still exist?
- Are our Education students more critical because we are the Faculty of Education and Social Work and, if so, what does this mean for the faculty?



# Other improvement ideas

- The PD program for our Faculty might benefit from a showcase series (brown-bag lunch time) where staff could share what has worked and what has not worked for them (could be on a no. of foci, eg. teaching large classes; assessment etc)
- Provision of \$\$\$\$\$\$