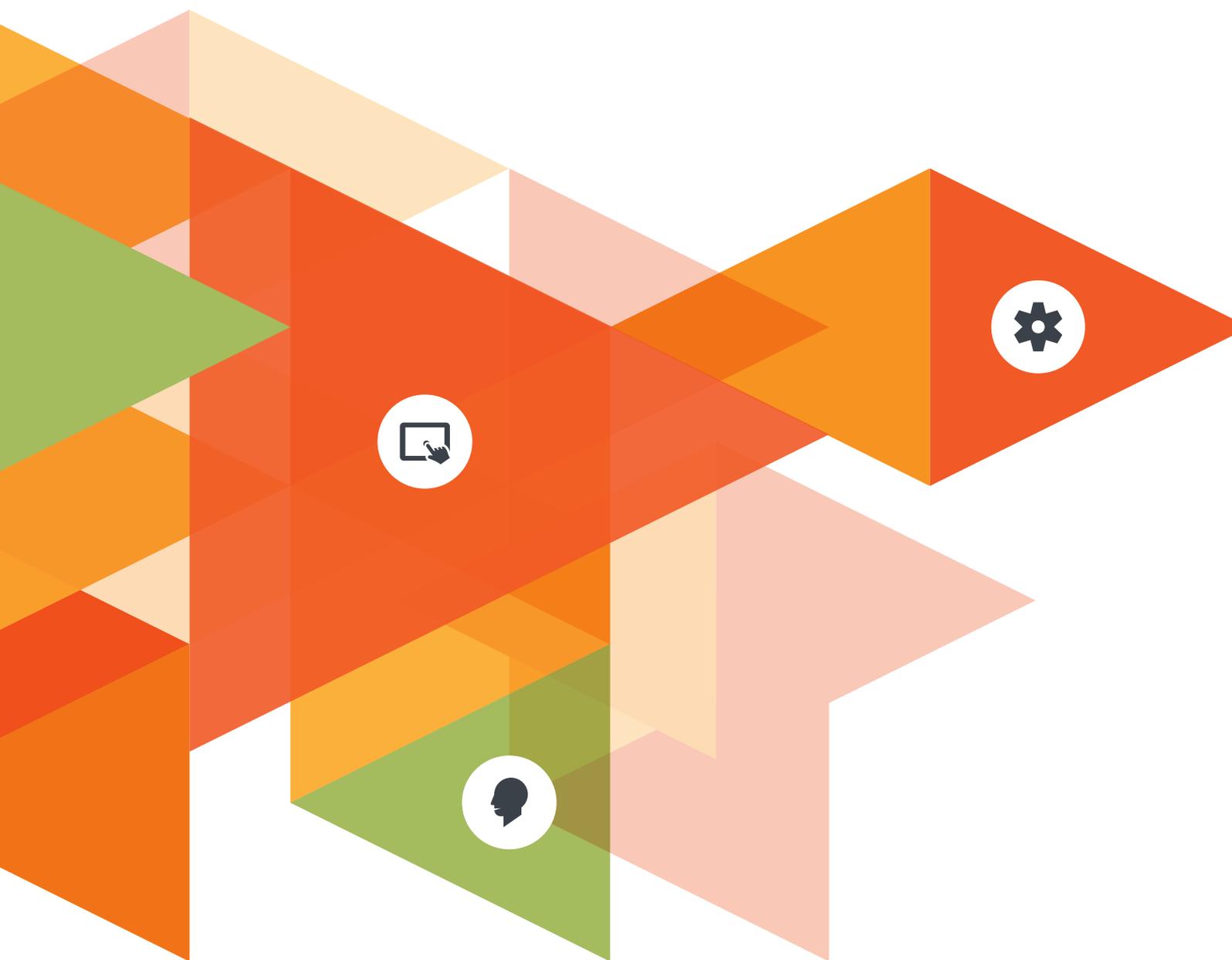


LEADING COURSES

Answers for Deakin staff who offer students
a brilliant education where they are
and where they want to go

CHAPTER 1: BEING A GREAT COURSE LEADER



First edition, June 2017





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Requests and inquiries concerning these rights should be addressed to:

Deakin University
1 Gheringhap Street
Geelong, Victoria, 3220
Australia

[<leadingcourses@deakin.edu.au>](mailto:leadingcourses@deakin.edu.au)

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CHAPTER 1: BEING A GREAT COURSE LEADER

This chapter explains:

- strategies for all those leading
- the structure of this guide
- who to call on for assistance.

Leading courses requires great teams who work together and share expertise and responsibility.

Top 10 ways you can contribute to course leadership

1. Get to know the **course team**.¹
2. Build your **interpersonal capabilities**. Those valued most highly by course team members include honesty, empathy, and being able to work productively with others with varying expertise.
3. **Know the course**—successful curriculum leaders are responsible for tracking the way the curriculum fits together from the entry point through to graduation.
4. **Know the overarching goals** for the course. What are we seeking to achieve? What will students know and be able to do when they complete the course?
5. **Document the course design** and the curriculum map. Make sure these belong to the whole team.
6. **Regularly review the course** with the course team using evidence from student achievement (progression, retention, success), student and staff feedback (eVALUate and other surveys) and demand (enrolments, Australian Tertiary Admissions Rank (ATAR) and other marketing intelligence).
7. Know the Deakin **policies** relating to course design, delivery and review.
8. Get involved in **teaching and learning innovations** in your discipline at Deakin and elsewhere.
9. **Network** across school, faculty and campus boundaries to build connections.
10. **Seek mentoring** support when possible and look for opportunities to document evidence of your leadership and team contribution.

Top 10 ways you can contribute to unit leadership

1. Build a **teaching team** where members feel valued and included in teaching plans and curriculum development.
2. **Focus on the quality** of the students' learning experience and their active engagement when designing activities and assessments.
3. **Build a network** of contributors to the teaching team: campus coordinators, student support services, technology-enabling support.
4. **Learn from** and with course leaders and other unit teams.
5. **Maintain your enthusiasm**—students and colleagues will be influenced strongly by your example.
6. **Know the policies** relating to unit design and delivery.
7. **Use student feedback** to constantly improve and adapt to students' needs.
8. **Mentor and support sessional colleagues**, building their teaching skills and inviting their contribution.
9. **Build your scholarly knowledge** about teaching in your discipline.
10. **Investigate core principles of higher education practice** that foster active and collaborative learning.

¹ Krause et al., 2012. See next page for all references.

Learn more

Krause, K., Scott, G., Campbell, S., Lizzo, A., Spencer, D., Bath, D., Fyffe, J. and Clark, J. (2012). *Developing program leader networks and resources to enhance learning and teaching in multicampus universities: final report*. Sydney: Australian Learning and Teaching Council

Lefoe, G., Malfoy, J., McKenzie, J., Ryan, Y. and Parrish, D. (2011). *Subject coordinators: leading professional development for sessional staff*. Sydney: Australian Learning and Teaching Council.

Roberts, S., Butcher L. and Brooker, S. (2011). *Clarifying, developing and valuing the role of unit coordinators as informal leaders of learning in higher education*. Sydney: Australian Learning and Teaching Council.

Scott, G., Coates, H. and Anderson, M. (2008) *Leading learners in times of change: Academic capabilities in Australian higher education*. UWS and Australian Learning and Teaching Council.

HOW THIS GUIDE CAN HELP

This guide is addressed to course and unit teams and their leaders, school and faculty teaching and learning leaders and the central divisions that support them. It links to:

1. Deakin's strategic and guiding plans
2. Deakin's policies and procedures
3. resources for learning and teaching provided by our faculties and divisions
4. external resources that can help with design, delivery, evaluation and governance of courses and learning and teaching.



This Leading Courses guide integrates with other Deakin resources, hyperlinked in the digital version.

In this guide, references to ‘school’ include ‘department.’

The guide includes:

Chapter	Coverage
2	Learning and teaching at Deakin Deakin’s teaching and learning goals, curriculum framework and regulatory and professional requirements
3	Course design Policy and good practice in course design including constructive alignment, how to write course and unit learning outcomes and work-integrated learning initiatives
4	Course delivery Face-to-face and cloud learning environments, active learning, teaching resources, student placements, supervision of research projects, student progress and support for the student experience
5	Assessment and feedback Requirements for and good practice in assessment design, effective feedback
6	Academic integrity Deakin’s approach to supporting student academic integrity and detecting and managing breaches
7	Evaluating teaching and learning How course quality data, including feedback from eVALUate, can be used to improve courses; recognising excellent teaching
8	Course governance and quality assurance Processes for course approval, review, continuation and discontinuation; external peer review of assessment
9	Admission and credit Admission and credit policies and procedures
10	Course Policy Compendium Deakin policies and procedures related to coursework programs, with links to relevant information
11	Abbreviations and acronyms Abbreviations and acronyms you need to know

NEED MORE HELP?

Contact the following teams for specific assistance.

Faculty teaching and learning teams

Faculty teams provide local support and work closely with unit and course teaching teams

- [Faculty of Arts and Education Teaching and Learning Hub](#)
- [Faculty of Business and Law Learning Innovations](#)
- Faculty of Health
 - [HILTN Health Innovative Learning and Teaching Network](#)
 - [Health Academic Development Unit](#)
- [SEBE Learning and Student Experience](#)

TeachAssist

Deakin Learning Futures is the central support team for learning and teaching. It manages the online learning environment and works with faculties to explore innovations and delivery of university projects. The [TeachAssist website](#) includes advice about design and delivery and user guides for educational technologies.

Library

The library provides direct support for teaching teams through its Faculty Liaison Librarians and online resources to help with:

- [reading lists](#)
- [copyright and licensing](#)
- [digital literacy](#).

You can find all these resources and more on the Library's [Teach](#) page.

Academic and peer support

Deakin offers a suite of [academic and peer support programs](#) which can work directly with teaching teams.

IT Help Desk

The IT Help Desk is open to staff and students from 8am-8pm weekdays and 11am-5pm on weekends. The online IT Help Desk site lists FAQs, known service interruptions and emergency and crisis information.

Contact the Help Desk for immediate assistance by:

Phone—internal phones 888; external 1800 463 888; international +61 3 5227 8888

Online—[Help](#) in [DeakinSync](#).

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Please email: leadingcourses@deakin.edu.au