Foundations of Learning and Teaching – Semester 1, 2016

The Foundations of Learning and Teaching (FOLT) is Curtin's key professional learning program for teaching academics. The program comprises three extended modules that are available in both semesters. FOLT and the various specialist professional learning programs it links to, are designed to support Transforming Learning @ Curtin. Participation in FOLT will give you an opportunity to engage with colleagues from a wide range of interdisciplinary backgrounds, levels of teaching experience and teaching philosophies.

What are the aims of FOLT?

FOLT aims to provide staff who are new to Curtin, and or new to teaching, an opportunity to explore contemporary teaching and learning issues and practices to gain knowledge, skills and confidence to operate effectively in 21st century learning environments. This will be achieved by drawing from your own and your peers' experiences and reflections, as well as the educational research literature. The program will provide you with an orientation to teaching at Curtin, using a practical, interactive and experiential approach. You will be introduced to:

- Curtin’s philosophy of teaching and learning
- The student learning context and implications for teaching
- Theoretical constructs underpinning teaching, learning, assessment, feedback and learning design in higher education
- Learning technologies to support quality learning and student engagement
- Some tips on the practicalities of teaching in the Curtin Converged model
- Processes to support critical reflective practice to advance teaching excellence.

What does the program encompass?

An overview of the themed modules follows.

**FOLT 1: Transforming learning, teaching and assessment**

An introduction to learning, teaching and assessment, theories underpinning good practice and practical strategies for assuring quality are explored. The Curtin context and participants’ individual teaching contexts and experiences will be examined to identify common issues and improvement strategies.

Participation in FOLT 1 is a requirement for all casual teaching academics, and New-to-Curtin teaching staff. This module is available in both face-to-face and online modes.

The completion task involves a short reflection that outlines your learning through the course or your beliefs about teaching and learning that can build towards a teaching portfolio.

What are the outcomes of FOLT?

Upon completion of the FOLT program, you will be able to:

- Demonstrate how to align unit outcomes, learning activities, assessment tasks and the provision of feedback to students
- Design and facilitate learning activities that incorporate global; intercultural and Indigenous perspectives; work integrated learning, and English language development strategies and accessibility principles
- Employ critical reflection to your own learning and teaching practice by developing and documenting strategies for improvement (in a teaching portfolio).

An overview of the themed modules follows.
FOLT 2: Learning Design

The second module focuses on curriculum-related issues, in particular, constructive alignment of learning outcomes, teaching and learning activities, feedback and assessment. As well, strategies for integrating current priorities into curriculum, namely global, intercultural, and Indigenous perspectives; work integrated learning; and English language development are considered.

The completion task involves application of the ideas learnt in the sessions to demonstrate how you’ll transform your teaching. As with FOLT 1, your consideration of these ideas and the completion task can build towards your teaching portfolio.

FOLT 3: Teaching excellence and scholarship

The third module focuses on quality enhancement practices related to evaluating teaching by both students and peers and through critical reflection and scholarship of teaching and learning.

The completion tasks for FOLT 3 involve two levels. The first is the reflective statement completed as part of a collaborative peer review. The second is the creation of your teaching portfolio, something that the other FOLT courses would have provided elements for.

Teaching portfolio

As stated above, the development of a Teaching Portfolio is an optional professional learning pathway within FOLT. FOLT participants are encouraged strongly think about their teaching beliefs and the impact of those beliefs on their students’ learning. This creates the prospect of developing a teaching portfolio to document their teaching and learning practice and professional activities, and to showcase their achievements against Curtin’s teaching excellence criteria.

Further related opportunities

The FOLT program provides experience with Collaborative Peer Review of Teaching and this can be extended to incorporate Developmental Peer Review and Coaching. As the program encourages a high level of reflection, it also embraces the ideas behind Open Door Teachers. Consideration of your contributions to teaching and learning provide an avenue towards the Scholarship of Teaching and Learning.