



Curtin University

Draft Learning and Teaching Strategy

FOR CONSULTATION

MAY 2024



FIRST NATIONS ACKNOWLEDGEMENT

Curtin University acknowledges all First Nations of this place we call Australia and recognises the many nations who have looked after Country for more than 60,000 years.

We are honoured and grateful for the privilege to maintain campuses operating in Boorloo (Perth) and Karlkurla (Kalgoorlie) in Australia. We pay our respects to Elders past and present as Custodians and Owners of these lands. We recognise their deep knowledge and their cultural, spiritual and educational practices, and aspire to learn and teach in partnership with them.

Curtin also acknowledges First Nations peoples connected with our global campuses. We are committed to working in partnership with all Custodians and Owners to strengthen and embed First Nations' voices and perspectives in our decision-making, now and into the future.

Message from the Deputy Vice-Chancellor Academic

Welcome to the draft Curtin University Learning and Teaching Strategy (2030). Our draft strategy sets out our aspirations in relation to creating a sector-leading, forward-thinking student learning experience, and identifies a strategic and goal-driven approach to realising our vision. The Learning and Teaching Strategy has been developed in alignment with the Curtin 2030 Strategic Plan and other university strategies, including the Student Experience Plan, and has been informed through some initial consultation with colleagues and students as well as relevant internal and external research findings and insights. The draft strategy is designed around a holistic aspiration for learning and teaching, which provides the foundation for the strategic themes and goals set out and which will inform the development of downstream activities and initiatives. The strategy builds on our past and current achievements with goals highlighting areas already familiar to us and which we will continue to embed and enhance, while other goals offer us new and exciting opportunities to ensure we are embracing the future direction of learning and teaching, and which puts our students first.

Achieving a distinctive and transformational approach to the learning experience will take university-wide commitment and engagement, underpinned by a culture of collaboration and enablement. The draft strategy has therefore been designed as a framework approach recognising the need to empower our staff and students to shape and flavour how strategic goals are translated, reflecting differences in our campuses, schools, disciplines and learning outcomes, as well as capitalising on the benefits of the diverse and contemporary contributions that create an effective learning environment. The design and implementation of specific action plans to enact the strategy will therefore need to be a collaborative endeavour with an emphasis on co-design.

The Learning and Teaching Strategy as currently configured is an ambitious yet realistic plan, based on strong foundations, engaged educators and staff, and enthusiastic and talented students. I look forward to consulting with colleagues and partners as we refine the strategy and our future vision for learning and teaching at Curtin and am therefore eager to hear your insights and ideas.



Professor Paul Brunton,
Deputy Vice-Chancellor
Academic

Let's move forward together and make a difference.

The student learning experience is at the heart of Curtin 2030



The Curtin 2030 Strategic Plan sets out the clear ambition and priorities for our university and focuses on transforming the experience for staff, students, partners, and the broader community. Through the implementation of Curtin 2030, the University is committed to working in partnership to make a difference for people and our planet. The vision for the student learning experience is central to Curtin's aspirations and is shaped by a meaningful commitment to our values.



Curtin 2030 – a vision for the student learning experience

Studying at Curtin will include an engaging, high-quality learning experience supported by a variety of extracurricular activities designed to help prepare our students for their lives and careers.

Our students will have opportunities for experiential learning experiences delivered through work-integrated opportunities and research-based projects, that will build skills needed to succeed in their future careers.

Our graduates and alumni will be global citizens, critical thinkers and ethical leaders who are ambassadors for the University, and the values it espouses, as our graduates are equipped with the transferable skills and cultural competencies needed to succeed in the future and make the world a better place.

Our students will feel valued and confident that their education is a stepping-stone to a more secure future.

Curtin Values

INTEGRITY

To act ethically, honestly and with fairness.

RESPECT

To listen, value and acknowledge.

COURAGE

To lead, take responsibility and question.

EXCELLENCE

To strive for excellence and distinction.

IMPACT

To empower, enable and inspire.

Our aspirations for learning and teaching at Curtin

Our aspirations

Curtin University is recognised for its innovation, quality and student-centredness in learning and teaching. Our graduates are highly-valued and sought-after by employers based on their knowledge, skills and the applied nature of their qualifications. Students typically choose Curtin because employers choose Curtin. We want to ensure that we build on this reputation and our ongoing achievements as we develop and refresh our approach to learning and teaching in response to a rapidly changing world, where students are learning and engaging in different ways, emerging digital technologies are introducing new challenges and opportunities and our overall approach to the delivery of education is being disrupted. We are committed to delivering an outstanding student learning experience, but need to innovate and transform to appropriately support all our students in realising their potential, preparing them for the complex challenges they will face in their personal and working lives, and equipping them to adapt to an evolving global landscape and to be the leaders of tomorrow.

In addition to the evolving learning needs of our students we are mindful that they also increasingly must balance their studies with family, work and other life commitments and challenges. The changing needs and preferences of students will shift further as the generation alpha learner emerges looking to connect with their learning in a very different way. We need to respond by providing a more flexible learning approach and one that provides an accessible and supportive environment to students no matter their background, circumstances, location or mode of study. Therefore, at the centre of our value proposition is a commitment to develop the 'Curtin Hybrid' adaptive learning environment where the physical and virtual domains are brought closer together into one ecosystem. We will capitalise on our continuing strengths and commitment to providing a compelling on-campus experience with our expertise in delivering dynamic online and digitally-enabled learning to offer a more flexible and personalised framework for students to engage with their studies. We will use smart solutions and a digital-first approach to design purposeful and dynamic curricula and environments which meet the changing needs of our learners and allow them to study and succeed anytime and anywhere.

'We want to be recognised as the leading university for learning and teaching in the oceanic region, offering unmatched accessibility to learners and providing a holistic approach to supporting and preparing students for their lives and careers'



Our aspirations for learning and teaching at Curtin

We are committed to creating an exciting, equitable and appropriately challenging student learning experience that builds aspirations, fosters critical thinking, nurtures ethical leadership, and creates life-changing memories. We want to welcome new and increasingly diverse groups of learners at Curtin and ensure that all our students transition effortlessly to their studies and are provided with a supportive and inclusive environment that is geared towards their success. Our curricular and co-curricular activities should provide a range of immersive opportunities for students to gain the knowledge, experience, skills and attributes necessary to advance their employability and enable them to meet their evolving career goals. As part of this we want to partner with industry to ensure all students experience hands-on, practical learning, emphasised by varied work-integrated learning opportunities. We want all students to benefit from our local and global learning communities and be inspired by Indigenous and multicultural knowledge systems and culture. Curtin should be the natural home for every student's life-long learning journey.

Our educators and professional staff are critical agents in enabling student learning success and wellbeing at Curtin by providing an environment of engaging and experiential learning opportunities, collaborative and interactive learning environments and effective and personalised learning support. We want to ensure all our staff are empowered and supported appropriately in these critical endeavours by cultivating a meaningful culture and team-based working community that inspires and rewards and provides a safe and caring environment. We want our students to be key partners in this community as active participants, co-creators and influencers in learning and teaching design and delivery. By bringing students to the heart of our approach we will help foster a sense of belonging and support their wellbeing and ability to flourish.

Curtin University will support and empower every student's life-long learning journey, providing a learner-centred, flexible and inclusive experience that emphasises the importance of experiential learning, fosters critical thinking and nurtures ethical leadership.



Our strategic themes

Realising an engaging, high-quality learning experience will take university-wide commitment with engagement from staff, students and partners. The Learning and Teaching Strategy has been designed as a framework of five interconnected themes, each with a set of defined goals providing the direction on how the university will achieve its aspirations in learning and teaching. Reaching these goals will require the design, development and implementation of targeted activities and initiatives.

Theme

1

SUPPORTED AND RECOGNISED EDUCATORS

We want all our educators to be capable, creative and connected so they can design and deliver a learning experience that is effective, innovative and student-centred.

Theme

2

TRANSFORMATIVE LEARNING AND TEACHING PRACTICE

We want to provide an effective and transformative learning, teaching and assessment experience that reflects the future and recognises the changing needs of learners, and employers.

Theme

3

ADAPTIVE AND INCLUSIVE LEARNING

We want to be accessible and welcoming to all learners regardless of background, circumstances or location and support their life-long learning journeys.

Theme

4

ENHANCED GRADUATE CAPABILITIES AND ATTRIBUTES

We want to ensure our students are highly employable and prepared to be global citizens, critical thinkers, ethical leaders and agents of social change.

Theme

5

DIGITAL EMPOWERMENT AND ENGAGEMENT

We want to take advantage of the benefits that digital technologies can offer us in transforming the learner and educator experience.

Strategic goals

Theme

1

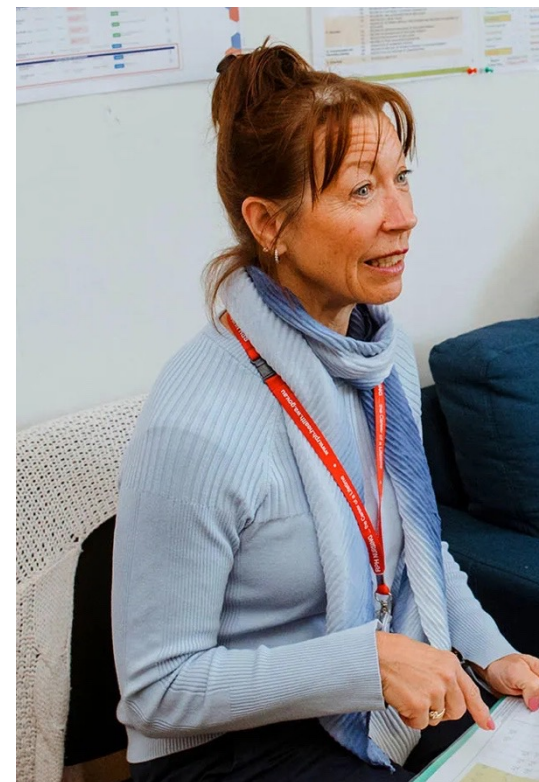
SUPPORTED AND RECOGNISED EDUCATORS

Capable and creative educators. We will actively facilitate opportunities, resources and space for all educators to continually develop and extend their skills, capabilities and proficiency in learning and teaching through a revitalised program of professional development activities and access to expert advice that aligns to the Academic Capability Framework. We will equip our educators to be flexible and confident in creating innovative, active and digitally-enhanced learning experiences and engaging content across all modes of delivery. We will also encourage educators to actively critique and review their current approaches to ensure they are providing the most effective and appropriate learning opportunities. We will ensure our educators have additional real-time help by establishing a range of online resources and tools that are easily searchable, accessible anytime and anywhere, and prioritise exemplars of effective practice that can be easily adapted and used.

Connected educators. We will provide an enhanced supportive environment for our educators that promotes collaboration, opportunity and wellbeing so that they are able to fully embrace their roles in teaching and supporting learners. We will create a community of educators through cross-disciplinary networks and communities of practice that empower them to act courageously and creatively, provides a space to share and learn about different ideas and approaches, and values and utilises the diverse views, experiences, and expertise our educators bring.

Embedded scholarship of learning and teaching.

We will further integrate the scholarship of teaching and learning (iSOLT) into the fabric of our approach to designing and delivering an effective and innovative learning experience at Curtin. We will develop a framework that provides effective and consistent experiential opportunities across our faculties and campuses and enables our educators to develop their professional practice within an environment that fosters an evidence-based and scholarly approach to pedagogy, educational innovation and learning support, and encourages reflective practice. We will use iSOLT activities to challenge, inform and enhance our approach to learning and teaching for the benefit of all students and educators.



Learning and teaching recognised, celebrated and rewarded. We will actively recognise and reward teaching excellence and effective contributions to the student learning experience. We will support educators to assess their teaching practice and to develop a portfolio that demonstrates the breadth, depth and impact of their activity and achievements. We will expand the range of measures used to demonstrate and evidence excellence, quality, and significance of the endeavours of our educators and provide opportunities for them to validate and certify their standing and accomplishments. We will celebrate all aspects of learning and teaching and the contributions our staff, students and partners make to the learning experience at Curtin and use our spaces to actively showcase our learning and teaching enterprise.

Strategic goals

Theme

2

TRANSFORMATIVE LEARNING AND TEACHING PRACTICE



Interactive and engaged learning. We will advance active learning pedagogies that maximise engagement and opportunity for students to interact and collaborate with educators and their peers. We will focus on revitalising large group teaching using a less didactic approach and one that is mediated by digital technologies to promote connection, participation and inclusiveness. We will design learning environments, both physical and virtual, that enable educators to create flexible, accessible, responsive and enticing spaces to support learning success.

Innovative assessment and feedback design. We are committed to redefining our approach to assessment and feedback to focus on delivering relevant, challenging, and authentic assessments and enabling the provision of timely, engaging, and accessible feedback. We will harness digital technologies to advance the personalisation of assessment and feedback, promote formative and reflective learning opportunities, and enhance academic integrity, as well as streamlining assessment processes and activities.

Culture of innovation and sharing. We will promote a culture of innovation that challenges and improves curriculum design and delivery, by providing a safe space for developing and piloting new and exciting approaches and technologies. We will actively support the sharing of ideas, practices and resources through collaborative networks and cross-disciplinary groups and ensure we involve our industry partners, alumni and local communities. We are committed to evaluating experiential outcomes to ensure we develop evidence-based pedagogies that can be effectively integrated into the curriculum, and which lead to meaningful learning impacts.

Research enriched learning. As a research active university, we will ensure that we provide our students with a distinctive learning experience that is enriched by our research and in turn, that our learning and teaching practice is informed and motivated by our research. We will enhance the research-teaching nexus by encouraging our research staff to be actively engaged in the student learning experience, inspiring our students, allowing students to benefit from their knowledge and expertise and providing opportunities for students to engage in local and global research-based projects and to develop important research skills and competencies.

Strategic goals

Theme

3

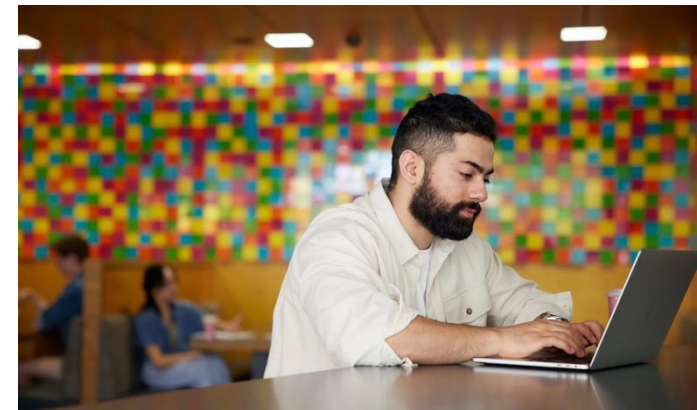
ADAPTIVE AND INCLUSIVE LEARNING

Student health, wellbeing and belonging. We will prioritise the health and wellbeing of our students as part of the learning design process, with an emphasis on enabling students to connect with their peers and educators, providing access to timely, dynamic, and personalised support, and developing the capacity and confidence of students to be autonomous and manage and drive their own learning. In line with our Student Equity and Inclusion Framework, we will facilitate collaboration between staff and students in growing and promoting a sense of belonging to the Curtin learning community and provide a safe environment that encourages exploration and understanding of equality, diversity and inclusivity.

Co-design of learning. We will be learner-centred in developing and delivering learning with a focus on co-design with our current and future students, our alumni and our key stakeholders as active partners. Through a collaborative approach to building knowledge and sharing understanding we will ensure relevant and inclusive outcomes that are meaningful and valued and can be adapted and personalised to meet the needs of diverse learners. We will provide students with a range of other opportunities to give feedback and insights for educators to consider when reviewing and refining learning and teaching approaches.

Universal learning design. We will ensure that our design approach to learning, teaching and assessment explicitly widens access to new and diverse student groups, promotes an inclusive and connected learning community and actively supports the success of all our students. We will facilitate the integration of universal design principles and adaptive learning pedagogies to ensure each of our students has the equal opportunity to achieve and reach their aspirations regardless of their background, circumstances, location, or mode of learning. We will support staff and students to collaboratively create and curate effective, engaging, high-quality learning materials and resources that meet learner needs, and encourage their re-use, sharing and publication as open educational resources.

Short Form Learning Model. We will develop and deliver a high-quality, dynamically evolving and cohesive suite of financially viable short-form learning products including credentials, that offer learners a flexible and accessible environment to gain knowledge and skills. The approach will focus on leveraging industry partnerships and accelerating translation of research into learning, with implementation facilitated by a review of policy settings looking at incentivising the involvement of academic staff and an integration of short-form learning into the traditional curriculum. Broadening the offerings available from Curtin will open opportunities to attract a wider and more diverse population of learners, encourage inclusivity and support life-long learning.



Strategic goals

Theme

4

ENHANCED GRADUATE CAPABILITIES AND ATTRIBUTES

Enhanced skills and competencies. In addition to disciplinary knowledge and skills, we will ensure all our students are graduate ready by providing opportunities to develop and enhance a broad range of high-order transferable skills and cultural competencies as part of curricula, short-form learning and extra-curricular activities. We will redefine our graduate capabilities to focus on skills and competencies that are reflective of student, employer and industry needs as well as those that prepare our graduates to be global citizens, critical thinkers, and ethical leaders. We will prioritise early opportunities for students to advance digital and data literacy skills so they can be highly engaged learners and effective and evolving practitioners in an increasingly digital world.

Skills passport. We will support our students in recognising their skills and competencies and gaining an awareness of their employability by developing a skills passport where they can articulate, demonstrate and evidence their achievements and capabilities including those gained from their curricula and co-curricular activities and experiences. Skills and competencies gained from prior-learning, work experiences and training will be able to be incorporated in the passport. This continuing and developing record will be a transportable and consolidated showcase of students' accomplishments, which can be shared with prospective employers and support their life and career advancement.



Learning integration into work. We will facilitate increased quality work-related and experiential learning opportunities for our students through greater connection and partnerships with industries, employers, and our alumni and communities. We will design and develop a range of innovative approaches that enable all students to engage with work-integrated learning and activities that support engagement with practice no matter their location, or their mode of learning. We will also encourage the creation of and access to student-led enterprise, practice-based and work-based learning activities within the curriculum and as part of the co-curricular space.

Embedded sustainability knowledge and capabilities. We will ensure all our students are informed about, engaged with and responsive to the sustainable development agenda. In line with the Curtin Sustainable Development Strategy, we will continue to embed the Sustainable Development Goals into our learning outcomes and support educators to take a transdisciplinary approach to refining the curriculum to highlight and advance sustainability. We will also provide students with experiential opportunities to develop, practice and enhance their knowledge and capabilities enabling them to adapt in a changing environment.

Globally connected learners. We will ensure our students become engaged and connected global citizens by using our global expertise and footprint of campuses to advance an internationalised infused approach to learning and enhance cultural competencies. In addition to adapting curricula and learning outcomes to provide meaningful insights, perspectives and culture informed by real-world practice, we will utilise digital technologies to embed distributed learning opportunities so that our students can connect and actively collaborate live with other learners across our campuses, bringing our students together in learning.

Strategic goals

Theme

5

DIGITAL EMPOWERMENT AND ENGAGEMENT

Digitally transforming learning landscape.

In line with our Digital Roadmap, we will embrace and leverage digital transformation in redesigning and enhancing the physical and virtual learning and teaching landscape at Curtin. We will use a digital first approach to create an immersive, interactive, intuitive, and integrated experience that all students can connect to, engage with, and personalise. We will actively promote the development and accessibility of digital assets and explore the important potential of generative artificial intelligence, simulation technologies, and gamification applications to enhance and activate a dynamic, pedagogically-sound learning experience. The digital environment will facilitate purposely-designed content and activities for online learning that can be enhanced for on-campus delivery, ensuring all students have access to an effective and engaging experience.



Advance learning via analytics. We will empower our students in their learning journey by providing up-to-date personalised data delivered in accessible and intuitive formats, so they are able to check their progress and assess their performance. We will ensure students can use information to guide and control their learning priorities and connect with responsive and individualised support mechanisms and advancement tools. We will also provide our educators with improved access to enhanced learning analytics that gives a holistic view of their students, enabling them to intervene, challenge, and support to foster success. We will leverage data insights to inform curriculum design and teaching quality.

Personalised learning management. We will provide students with an effective, intuitive, and personalised digital experience with searchable content, proactive support, and ability to seamlessly connect and collaborate with peers and educators in an engaging learning environment that is accessible on any device. All educators will be empowered and enabled to utilise the environment to provide an interactive and immersive learning experience, high-quality and curated content, and to efficiently manage their teaching and learning support responsibilities.

Measuring progress and success

We will implement a framework of continuous evaluation to measure the success of our Learning and Teaching Strategy and ensure outcomes are meeting the needs of our students and realising our vision for the student learning experience. The use of the framework will provide opportunities to measure the progress of implementation, track individual projects and initiatives and assess outcomes and impacts. A proactive approach to measuring progress and success will enable goals and initiatives to be adapted, refined and redirected as appropriate. There are a range of measures that will be used as part of the evaluation framework and examples of short-medium and longer-term indicators have been identified (see below), which will need to be considered and aligned to the goals, within each theme, as the specific projects and initiatives are developed.

Examples of short-medium term measures

Short-medium term indicators

- staff and student wellbeing and belonging
- student satisfaction
- student learner engagement
- teaching and learning quality
- student and learning resources
- short-term learning offerings
- work-integrated learning opportunities
- student skills competencies
- local and global connectedness
- staff engagement and feedback
- educator recognition
- student partnership
- digital engagement

Examples of longer-term measures

Longer term indicators

- student demand
- student diversity and inclusion
- student retention
- student progression and success
- learning advancement
- skills passport
- industry engagement
- employer satisfaction
- graduate employability
- external recognition of learning and teaching
- reputation in scholarship of teaching and learning
- alumni (re-)engagement
- inculcation of Indigenous knowledge systems
- digital transformation



Approach to implementation

Implementation of the Learning and Teaching Strategy will require engagement and collaboration from all areas of the university in the design and actioning of specific projects and initiatives for each goal. Faculties and campuses will need to interpret the goals of the strategy in ways that are most meaningful to their disciplines, best meet the needs of their students and take account of current position and progress in reaching each goal. Projects and initiatives will therefore need adapting and refining to reflect differences and to maximise potential positive outcomes and impacts. Results from any pilot projects and prototyping will be actively shared so that they inform further development and wider roll outs. A Strategy Planning and Oversight Group will be formed to provide operational planning and governance oversight of the implementation and evaluation of strategic themes and goals under the primary responsibility and sponsorship of the Deputy Vice-Chancellor Academic. The group will have membership from the faculties and central areas of the university as well as students and partners as appropriate.



***Making Tomorrow Better
for Learning and Teaching***