

AUT LEARNING AND TEACHING Roadmap to 2025

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AUT Directions to 2025 confirms the centrality of our students, and recognises the importance of our place - in Auckland, Aotearoa, and globally - in students' sense of belonging and in their academic development. Our students experience AUT's distinctive exceptional learning, both formally and informally; inspired by outstanding academic and professional staff. Our framework for creating exceptional learning experiences draws inspiration from the complex fields of practice and environments that our students are moving into: experiences shaped through a deep connection to work, communities and iwi; structured opportunities to interact with interdisciplinary/intercultural ways of knowing, doing and being, and assessment that reflects the kinds of tasks and decision-making required of our graduates.

Our great graduates are well suited to 21st century living and working in Aotearoa and beyond, who, throughout their lives, will thrive in changing and complex environments, and will change their world for the better. Our teachers are our researchers, exploring the frontiers of their disciplines and pedagogy. Our researchers are our teachers, sharing their expertise and developing the creativity, curiosity, critical thinking, and empathy that underpin AUT'S graduate profile – CARE, QUESTION, ACT.

As we look out to 2025, we hold the following four aspirations for ourselves and our students.

1. The quality of our teaching, and distinctiveness of AUT's approach to creating exceptional learning experiences will be known - at AUT, in Aotearoa New Zealand and internationally.
2. The University will be recognised internationally for its use of innovative digital technologies and pedagogies to deliver a compelling and contemporary student-centred campus-based learning experience for students.
3. Our students experience a contemporary, elegant curriculum of offerings, supported by administrative processes that are easy to navigate, and clear.
4. The ways in which we support our teachers to inspire great graduates and delight our students will be leading edge and at the fore of contemporary organisational professional learning practices.

The Learning and Teaching Roadmap sets out an ambitious five-year blue print for learning and teaching excellence at AUT. As a core plan, the Learning and Teaching Roadmap expands on relevant themes of AUT Directions to 2025 and situates our key learning and teaching goals within the University's overarching educational intentions. Going forward this plan will be supported through annual action plans through which we will monitor progress and success.

Our directions

THEME 1_

Creating Exceptional Learning Experiences

DIRECTIONS

GOAL 1 Delivering compelling programmes

a. *Exceptional learning experienced holistically in a student's life at AUT*

- i. Develop and implement the Exceptional Learning Framework
- ii. Develop a digital onboarding platform for students, aligned with orientation, the AUT learning experience and enable connection with peers
- iii. Use the 5 year periodic review cycle to strengthen and quality assure the AUT Exceptional Learning Experiences

b. *A contemporary elegant curriculum of offerings, supported by administrative processes, that are easy to navigate and clear*

- i. All curricula are aligned with Great Graduates as 'Care.Question.Act'¹, and the Exceptional Learning Experience Framework
- ii. Support our students to become contemporary professionals with the digital capabilities required to excel
- iii. Strengthen Mātauranga Māori in curricula
- iv. Ensure all qualifications support flexibility and their structures are easy to navigate.
- v. Review academic quality systems and practices

c. *A coherent and holistic approach that cements an inclusive, student-centred, whole of institution approach to the student experience, and student success*

- i. Devise and implement an agreed whole of institution philosophy and approach to all aspects of student learning support and engagement
- ii. Evaluate AUT South Project, as a campus-based approach to integrated academic and other student support
- iii. Continually explore and deliver tailored learning experiences that support successful outcomes for all of our students

GOAL 2 Going beyond educated and employable

- a. *Opportunities available at each stage of the student lifecycle for students to develop skills and dispositions that equip them for learning, life, work and professional practice*
- i. Extend the range of opportunities for students to be involved in our communities, in service and/or advocacy
 - ii. Create a digital portfolio to enable our students to curate and capture formal and informal learning.

GOAL 3 Designing student-directed learning

- a. *Contemporary formal and informal environments that enable flexible and interactive learning*
- i. Ensure physical (informal and formal) and virtual learning spaces enable a rich array of teaching and learning, and make the most of the affordances of being campus-based
 - ii. Actively engage students in relevant data and analytics to enhance their own insights into learning and success

GOAL 4 Supporting great teaching

- a. *A culture that promotes teaching excellence and inspires innovation and creativity to enhance the quality of the student learning experience*
- i. Implement Academic Expectations

¹ Academic Board, July 30th, 2018

- ii. Establish the AUT Academy
 - iii. Develop a university-wide framework of opportunities for recognition and accreditation
 - iv. Review and refresh current institutional student experience survey to ensure that feedback provides sound evidence base for paper/programme innovation and renewal
 - v. Develop and enhance our capacity in learning analytics to enhance teaching effectiveness, and inform supportive interventions to improve student outcomes
- b. *A culture that values teaching, and supports, sustains and rewards educational excellence*
- i. Recruit outstanding academic staff who meet academic expectations
 - ii. Establish a required introductory professional learning programme in teaching and learning, for permanent and fixed-term contract, and for all hourly casuals, new to AUT and new to teaching
 - iii. Design and implement a new staff learning platform, -physical and digital, aligned with the learning provision of People & Culture, Graduate Research School, Information Technology Services, the Library and Learning and Teaching
 - iv. Develop professional learning initiatives that maximise opportunities to share good practice and to engage with emerging ideas in higher education practice
 - v. Support our staff in the development of digital literacies and capabilities to evaluate and introduce new digital technologies into their teaching practice
 - vi. Support staff and students to develop the learning and teaching dimension of research and scholarly activity throughout the curricula
- c. *A culture that promotes and enhances our capability in the research and scholarship of learning and teaching in higher education*
- i. Foster and fund pedagogical research, and the scholarship of learning, teaching, including curriculum, through enhanced opportunities for funding and support
 - ii. Foster reflection upon and develop scholarly teaching practice

INDICATORS OF PROGRESS

1. % of programmes that align to 'new' graduate outcomes, and the Exceptional Learning Experience Framework
2. AUT Exceptional Learning Experience Framework embedded across all programmes
3. 100% of our students having an international experience as part of their studies
4. More than 90% of UG programme graduates have completed work-integrated learning
5. 100% of permanent/fixed-term teaching staff new to AUT completed an induction/orientation programme
6. 100% of casual staff completed induction/orientation programme
7. 100% of teaching staff having completed teacher development or refresher activity in the last three years
8. More than 90% of students responding that: (1) they would recommend their programme of study; (2) their programme of study has improved their employability or chance for progression; and (3) their programme of study has improved their communication and critical thinking skills
9. Improve retention from first year to second year of all groups of bachelor's programme students.
10. Improve course completion rates in undergraduate programmes