

# ACADEMIC DEVELOPMENT PROGRAM QUT UNIVERSITY WIDE



**QUT**

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# What is it?

1. Introduction to Learning and Teaching
2. Strategies for Student Success
3. Assessment Feedback and Marking
4. Strategies for Academic Success







How it works ...



# success factors

Modeling

Scaffolded

Facilitated

Structured



# Understanding your role: Why do we do it?



Collaborative scenario based exercise:  
Brainstorming in small groups

Due to budget concerns, your head of school has decided to cancel labs/ tutorials/ lectures in your subject.

To put together a submission: What arguments would you use to convince them to retain this aspect of the course?

Report to all

Principles: Vary activities to increase engagement

Brainstorming allows you to harness the wisdom of the group (cf. didactic).

Voice what they know > debate > agree > establish belief > own the knowledge.





Engaging

Active

Participatory







## SESSIONAL ACADEMIC PROGRAM ENGAGING STUDENTS IN LEARNING

How would you rate these strategies? Respond on a scale of 1-10

| Strategy  | Engage | Learn | Connect | Rank | Notes |
|---|--------|-------|---------|------|-------|
| Didactic delivery   |        |       |         |      |       |
| Individual reflection, voicing tacit knowledge, collective thinking |        |       |         |      |       |
| Group brainstorm, to develop position, principles etc.              |        |       |         |      |       |
| Group presentation  |        |       |         |      |       |
| Whole group reflection on learning                                  |        |       |         |      |       |
| Poetry tree   |        |       |         |      |       |
| Feedback – stop start go  |        |       |         |      |       |
| Social activity   |        |       |         |      |       |
| Debate in teams on concepts   |        |       |         |      |       |







# What does Success look like?

Program average 4.6  
Teaching average 4.9  
Satisfaction over 99%





## But this is what it really looks like:

*“It was unbelievably helpful and has transformed me from a nervous, ill-informed tutor into one with confidence and a passion for what I am about to take on! it was beneficial ten fold!” F Frain, Law*

*“I had classes after lunch and already felt that I was doing a better job - or maybe I just felt more confident! :) Can't wait to go back and reflect on the materials again to prepare for next weeks classes.” M Young, Business*

*“your effect reaches further than you can possibly imagine. I learn from every aspect of your sessions. That is the content of course, but also your style, approach, attitude, and professionalism. All of these influences I have taken with me, and implement in my teaching in a very active way every single tutorial. I now feel more confident in the quality of my own attitude and teaching style.” F Keemer, Nursing Sessional Staff*

*I found them very rewarding and bring about this win/win situation between teacher and student. G McLay, Dance, CIF*

Image acknowledgements: Photographs Leon Frainey and Jillian Hamilton QUT