Changing Minds and Lives
Learning and Teaching Strategy
2015-2020
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The journey for learning and teaching at Murdoch began many centuries ago with the area around the South Street campus being considered an ancient ‘place of learning’ by the Noongar people. An intrinsic attachment to land and country brought Noongar women and men here to reflect on, and share their stories and experiences.

Fast forward to today, and we now have more than 24,000 students across our local, regional and international campuses with a wide range of degree courses on offer.

Murdoch’s mission first and foremost is to generate and disseminate knowledge, seeking to advance social and scientific understanding, empower students to undertake productive and fulfilling lives, and contribute to the betterment and sustainability of both our own and other societies.

Over the years, the University has built an international reputation for high quality experiences building on real world learning in real world settings. We have 65,000 alumni, some of whom are leading world experts, practitioners, scientists and artists. They are changing the world every day, and all of this is only possible because of our outstanding teaching, research and professional staff who work tirelessly to support each individual learner’s journey.

For tomorrow’s Murdoch University to thrive, we need to grow and develop our facilities and infrastructure, innovate through activity-led learning, support academic staff development, mature our services for broader international reach and strengthen our position in the top 40 international universities in the world.¹

Changing Minds and Lives, Murdoch’s five year learning and teaching strategy seeks to do just that by creating a roadmap from which we pave the way for an engaging, enriching and rewarding journey for Murdoch students.

I hope you will join me on our journey as we continue to make Murdoch an inspiring place that welcomes free thinkers and global problem solvers for generations to come.

Professor Andrew Taggart
Acting Vice Chancellor

Changing minds and lives

Murdoch University has a long and proud history of delivering high quality learning and teaching to meet the changing and diversified needs of our students. This strategy marks a critical watershed at the University’s 40th anniversary, as it places a new understanding about the ways in which students learn at the centre of our educational and academic planning for the next five years.

We have inspiring staff and highly motivated students that together form a unique community. In building on our successes in learning and teaching, we must focus on recognising and deepening learning at every level and in every aspect of the University’s activity. We must recognise our outstanding practice, and engage in systematic renewal and reconstruction to meet the needs of students who learn with us now and in the future.

In a global and competitive environment, we must ensure that we have a clear plan for renewing our infrastructure, and the means to provide timely support and development for our teaching practitioners. Building upon advances in learning, we will work from the principle of ‘diverse learning environments’ to invigorate the campus experience and capitalise on opportunities for:

• blending modes of learning
• flipping the classroom
• enabling mobile access to learning environments
• deploying analytics and adaptive technologies
• promoting activity-led, real world and authentic learning methods; and
• opening access to wider communities of learning through pathways programs.
We are committed to advancing our national and international reputation with a research-led curriculum and exemplary teaching practice. We are committed to learning and teaching research and providing recognition for scholarly teaching practice in our Schools and disciplines. We aim to be nationally recognised for our learning and teaching innovation by 2017 and at an international level by 2018.

Academic excellence informs everything we do at Murdoch. Working together in our communities of practice, we will foster ways to share excellence through learning stories, exemplars, pilots, best practices and evidence-based approaches. We will ensure that pedagogic and technical advances are extended into our everyday practice and informed by leading academic research. We will ensure that students and staff have access to training and learning support that fully meets their needs. We will ensure that due recognition is provided for the efforts of our learning and teaching leaders and practitioners, supporting career progression and collegiality.

In 2014 a Conversation about the future of learning and teaching at Murdoch engaged practitioners, experts and students. As part of this University wide conversation, staff and students have shared their stories, through a year-long process of staff consultation and engagement events. The process has allowed us to identify key priorities, bring a community together around the learning and teaching strategy and begin a serious Conversation about issues of concern and focus for our future planning.
A University wide Learning Futures Survey, a three-day Conversation about learning and teaching, World Café Workshops, student focus groups, strategy workshops with senior leaders and review of OECD learning futures provided a wide evidence base. Challenges and issues have been highlighted and will be addressed through the Murdoch community, which includes: Schools, the Professional Services, local industry, community partners and the student body.

This strategy, Changing Minds and Lives, provides a road map that will take us through the next five years of renewal, revival and regeneration as a university internationally recognised for our translational research and student focused learning and teaching.

Our Murdoch ethos recognises that students are at the centre of a wider university community and environment supported by a spirit of inquiry, equity and resilience. Together our community of the brightest minds are solving real world challenges, responding to community needs and educating highly skilled graduates who go on to work in Australia and internationally. We will continue to inspire the next generation of graduates, by changing minds and lives every day.

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JUNE KENNY
Bachelor of Laws, 1999

June is now the Managing Director of Dwyer Durack and practises largely in commercial litigation. She is also one of the first Aboriginal women to lead a major law firm.

“The research skills I learnt at Murdoch during my law degree are invaluable and I continue to use these skills on a regular basis. Murdoch helped me become a free thinker, a better leader and gave me the confidence to achieve my full potential.”
Innovating our learning and teaching

The journey for learning and teaching at South Street began long before the University’s inception. Among the Noongar people, the area around what is now the South Street campus was traditionally considered an ancient ‘place of learning’. An intrinsic attachment to land and country brought Noongar women and men here to reflect upon and share their stories and experiences.

Forty years ago when a committed group of academics set out to educate their inaugural generation of ‘first in family’ graduates, they were determined to integrate learning from different disciplines and provide open access to higher education. They created unique and memorable learning experiences, inspiring and transforming the lives of students.

Those original pioneers set the tone for Murdoch as a place of higher education devoted to developing questioning and critical alumni with the capacity to change the world. These educational pioneers set us on our journey: opening access to four generations of learners dedicated to solving real world problems and making the world a better place.

The first cohort of 714 students commenced at the South Street Campus 40 years ago. Today student numbers have topped 24,000 across all our sites including sizeable learner populations in Singapore and Dubai.

Murdoch enrolments have grown considerably since 1975 reflecting widening participation in higher education, distance education and more recently the uncapping of domestic student places and the addition of international students, transnational education and online modes of learning (see Figure 1).
The Centre for University Teaching and Learning

The Centre for University Teaching and Learning (CUTL) is known across Australia for its distinctive and innovative work within Murdoch University. The Centre has its origin in Murdoch’s commitment to student centred and flexible models of learning and has been a key contributor to the University’s success since its foundation (under the name of Teaching and Learning Centre) in 1997.

CUTL is a dynamic and multi-disciplinary environment that exists to support the students and staff of the University in the development of learning and teaching. The Centre brings together Murdoch’s student and staff communities to apply the findings of research and scholarship within a discipline context. CUTL’s recent work has included the launch of a new Learning Management System in 2013; a major funded project on internationalisation of the curriculum in higher education; joint leadership of uniteachingcriteria.edu.au – a framework for quality teaching in Australian universities; support for the development of the Murdoch University undergraduate curriculum in the Schools of Law, Arts and Management and Governance; and the development of a Communication Skills Framework for Murdoch University degree courses. From 2015, the Centre will lead the delivery of key aspects of the Learning and Teaching strategy, in fields such as academic staff development, learning design, internationalisation of the curriculum, innovation projects and student learning. CUTL will introduce Murdoch’s new Learning and Teaching Certificate for the University’s academic staff, support the proposed new Murdoch Fellowship scheme, introduce a framework of instructional coaching for the University, and provide support to embed a framework for the development of 21st century skills across the Murdoch disciplines.

Murdoch University has been an Australian leader in delivering high quality learning and teaching, having one of the first dedicated learning and teaching units in Australia, maintaining five star student satisfaction figures in the Good Universities Guide for 13 years between 1997 and 2009, as well as possessing a well-developed distance education capacity since 1975.

We are committed to focusing upon high quality learning and teaching over the next five years

Murdoch will continue to offer students not only a testing ground for their own learning and ideas, but also real world learning experiences on our rich and diverse campus facilities.

Our campus on South Street is the largest campus in Australia - 2.27 square kilometres - and sits in bushland and wetlands. Our campuses include the veterinary farms and animal paddocks. Learning spaces and facilities include: science labs, simulated nursing wards and legal court, theatre stage, sound and television studio stages, pet clinic, seminar rooms, chiropractic clinic, counselling clinic, lecture theatres and informal outdoor learning spaces such as the Chinese Garden and Peace Pavilion. Other facilities include a sports pavilion, cricket grounds and tennis courts, exercise science lab and facilities.

At the heart of a Murdoch education is the commitment to our graduates becoming well educated and critical members of the Australian and international community. Our students have become the scientists, professionals and creatives in an international community of 65,000 alumni.
We are proud that 83 per cent of our graduates proceed straight into work or further study. They are motivated, intelligent, resilient and adaptable individuals prepared with skills and knowledge to transform their own and others’ lives for the better. Our Murdoch ethos has instilled these characteristics and this distinctive approach will evolve so that we may empower students with an appreciation of 21st century life, the skills required and the grand challenges to be faced.

We are committed to supporting our learning and teaching community to educate another 40 years and more of learners, building upon this tradition of principle, experimentation, creativity, innovation and leadership.

We are committed to extending our world standard translational research through an evolving curriculum delivered by learning and teaching practitioners inspired by world scale problems.

Over the next five years, the University will be:
- stepping up a program of renewal of our physical and virtual learning spaces
- innovating our learning and teaching practices
- prioritising the professional development of our academic staff
- improving the capacity of the institution to support the critical work of curriculum, assessment and instructional design
- alleviating the administrative burden of our business processes impacting staff and students; and
- sense checking our policy, quality and assessment frameworks.

We will improve our capability to recognise and support innovation in learning and teaching. We will achieve this through the coordinated adoption of more cohesive and holistic processes, systems and support to underpin our core business of delivering high quality learning and teaching.

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7 Source: Murdoch Australian Graduate Studies Final Tables A and B: 2012

PROFESSOR WENDY CARLIN

Bachelor of Arts & Diploma in Education, 1979

Wendy Carlin is now a world renowned economist, Professor of Economics at University College London, visiting Professor at the University of Oxford as well as a research fellow at the UK Centre for Economic Policy Research.

“When I started at Murdoch it was really exciting with only 500 or so students and a new campus sort of in the middle of the sand hills.”

“There was a sense that Murdoch University took students who wanted to take a bit of a leap in the direction of their education. That diversity was not just in the students but was true also of the faculty teaching there.”
We want to provide the best experience for our students and ensure our competitive strength. To achieve this, Murdoch is committed to providing an even richer campus life on all of our sites. We aim to rebalance our ‘student mix’ in line with other universities nationally and internationally. We will do this by increasing the proportion of international students studying on our Perth campuses and growing the number of postgraduate coursework students choosing Murdoch to support their career and further study aspirations. Consistent with our institutional intent to build a reputation for high impact translational research, we aim to strengthen progression pathways from undergraduate studies through to higher degree research.

In working to realign our mix of students we remain committed to high quality education. We must maintain balance in the scope and scale of our offering. We will need to gather our collective capacity and energy around Murdoch’s processes to support learning and teaching and develop strong targets for student recruitment. We need, systematically and strategically, to identify and support our disciplinary strengths and align our curriculum accordingly.

We will enhance and deepen our disciplinary fields of excellence, ensuring our students remain the best educated and prepared students for the global employment market. Our students will be equipped with 21st century skills which will give them problem solving and team working skills, allowing them to address challenges they will face during their lives.

**Murdoch University will be known internationally for providing activity-led and real world learning with students that graduate straight into employment or further study**

In our undergraduate curriculum this work has already begun. We will complete the implementation of our new curriculum to ensure that every student achieves a depth of disciplinary knowledge, a breadth of understanding across disciplines, develops academic and research skills and has an undergraduate capstone experience.
Access Programs

Murdoch University Access Programs are a suite of pre-university enabling courses that provide alternative entry pathways into undergraduate study and promote educational aspiration among underrepresented groups in the university system. The majority of people who enrol in access programs identify as belonging to an ‘equity’ group while others have been disadvantaged by low socio-economic circumstances or have experienced educational disruption during their school years. In this way Murdoch University Access Programs are a tangible expression of Murdoch University’s commitment to access and equity.

The Murdoch University Access Program suite consists of four key programs: OnTrack, K-Track, OnTrack Sprint and TLC110 Introduction to University Learning. Each program is designed to meet the specific needs of an identifiable group that is underrepresented in the University community.

OnTrack meets the needs of adults who do not, for whatever reason, hold the formal educational qualifications required for university entry but who have the desire and ability to undertake university study. The program provides a supportive and structured learning environment in which students develop an understanding of university life and study and the skills they need to successfully complete a degree. OnTrack is offered every semester on all of Murdoch University’s Western Australian campuses. Since 2008 OnTrack has enabled more than 2000 students to gain entry to the University and embrace the opportunity of undergraduate study.

K-Track is designed to meet the needs of Aboriginal and Torres Strait Islander people who do not, for whatever reason, hold the formal educational qualifications required for university entry but who have the desire and ability to undertake university study. K-Track enables students to enhance their computer skills, improve their writing ability and develop their capacity to think critically and scientifically. It provides a vibrant and supportive learning environment infused with thought provoking topics and is offered every semester on the Murdoch campus.
A NEW UNDERSTANDING AT MURDOCH ABOUT HOW STUDENTS LEARN

The key principles on which our learning and teaching strategy is based emerge from the University’s history of delivering learning and teaching to meet the changing needs of students.

Important among these principles is the concept of ‘building capacity in communities’. We must invest in renewal and reconstruction in order to excel in meeting the needs of the communities we serve. As well as engaging with and adapting to the needs of our communities, and in line with our commitment to re-balance our mix of students, this will involve moving away from traditional silos towards the idea of planning learning and teaching to meet the needs of individuals and their ‘personalised learning’ journeys.

A second key principle is that of ‘engaging students and staff as partners in learning and teaching’. This is a central issue that links new assessment, activity-led and challenge-based pedagogy, the internationalisation agenda, work integrated learning and new pathways for learning and maximising student success and retention. Evidence that students are more engaged when they are an active part of learning confirms the need to engage them at the earliest stages in higher education in ‘partner learning communities’.

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10 West-Burnham, J (2009) Rethinking educational leadership: from improvement to transformation UK: Continuum

By embedding such principles in our teaching practice, Murdoch students will be well grounded in 21st century critical thinking and problem solving preparing them to compete globally in their chosen field. With a growing and increasingly diverse student body, an evolving set of learner needs and backgrounds, and technological advances in performance tracking and monitoring, comes a deeper responsibility to understand the nature of our learners in greater detail. To achieve this we need to better understand our cohorts, their habits of learning and their progress and potential in more exact ways. We must work from evidence and data to inform the development and design of learning and teaching. We must explore the opportunities presented by learning analytics and adaptive learning technologies and proactively develop our capability and competence in these areas.

This will require a more focused approach informed by the excellent research we are already undertaking in education, computer science, psychology and neuroscience. To bring our existing knowledge together and ensure that our best practices are shared, we will establish a network of international excellence in the learning sciences as well as promoting learning and teaching scholarships for our community of teaching practitioners. This will provide focus to our collective effort and help to share best practices through engagement activities, piloting innovations and dissemination workshops and showcases.

**Online learning at Murdoch University**

Murdoch University has been supporting Distance Education since our first year of operations and open access education is close to our core values. Online education has been growing internationally. Today we have 1500 online students on our Open Universities Australia platform. The growth in online students is part of a wider trend towards a growing student cohort base and offers greater flexibility for those wishing to have the Murdoch University experience from outside of Western Australia. We support blended learning approaches that meld online resources with high quality face-to-face teaching. Our digital strategy will focus upon enriching the student’s experience. This will provide a driver for establishing new complementary educational partnerships. Building a greater capability for developing new and engaging online educational content for overseas markets will shape our objective to become a truly global education provider.
By building our capacity for reflective teaching practice, by coordinating our research expertise in the learning sciences, and by harnessing data about our learners, we will monitor student engagement and the effectiveness of our learning activities and support interventions. We aspire to provide personalised support for our students and provide the assistance needed for them to achieve their potential.

**Become a world leading university in learning and teaching innovations and personalised learning content**

We will address learner motivation through the adoption of the principles of personalised learning, seeing students as active participants and partners in the learning process. We will increasingly seek to design learning to cater to the needs and preferences of individuals, including the development of open access content allowing learners to access materials from wherever they are regardless of platform.

**We will engage our learners through high quality digital content across all our courses**

We must also use educational technology more creatively to ensure that students accessing learning online are given the best experience we can design. Within the library, we will ensure that digital and mobile access can be provided across all our collection by 2020. This will require training support, technical support and horizon mapping and piloting so that we may experiment with new modes of online and adaptive learning technologies.

**Murdoch graduates with 21st century skills for the global world**

**Learning approaches**

The methods we use for designing learning and teaching shape the learning experiences we provide. Our learning approaches provide a guide for learning design, quality and assessment. The kinds of pedagogy discussed in the Conversation have included: activity-led learning, real world learning and authentic learning. These approaches all necessitate context and relevance for learning in real world situations and support for solving real world problems and challenges in authentic ways.

During the consultation with staff and students value was placed upon real world situations for learning. Already, we have many real world learning spaces on our campuses, including a law court and clinic, a simulated nursing ward, a veterinary farm, state-of-the-art laboratories, television and sound studios and a theatre. In these spaces, students can rehearse and practice their 21st century skills, developing their core knowledge for their chosen careers.

Academic development around activity-led learning will allow us to upskill our teaching staff, providing them with the skills they will need to innovate our units and courses. To achieve this, we have existing expertise in our staff and can source external expertise in this field to support academic development for all of our staff. This will enhance the quality of our learning and teaching, while promoting more creative and innovative approaches, to impact the largest number of students in our largest units.
Our Staff:
Supporting passion and commitment

From the beginning of the Conversation, we have seen the passion and commitment of our academic and professional colleagues. This passion is not an unfocused interest but rather it is characteristic of an institution defined by its excellent teaching quality, innovation, drive and resilience.

WE WILL BE A WORLD LEADING UNIVERSITY IN LEARNING AND TEACHING INNOVATION BY 2020

It is the community that creates its environment and quality, not management or technology. We are therefore committed to providing as much support as possible for learning and teaching staff through:

• improved academic staff induction resources and processes
• improved opportunities and modes of academic development (including opportunities for sessional and fixed term contract staff)
• better centralised learning, assessment and curricular design support
• establishing cross disciplinary communities of practice
• providing opportunities for peer mentoring and peer review of teaching
• improvements to academic planning
• development of a simplified consolidated set of learning and teaching policies and guidelines
• incentivising innovative pedagogic practice
• recognition of learning and teaching excellence; and
• targeted support for progression in Teaching Scholar and Professional/ Clinical Scholar tracks.
**Learning and teaching events and activities**

We are supporting our world class academic staff to develop their learning and teaching expertise through sharing practices, collective intelligence, peer review and a series of events and activities. The theme for the 2015 Second Wednesday season is, ‘Creating Engaging Learning and Teaching in the Digital Age’, with themes for future years determined with input from the Schools and announced annually. The Second Wednesday events will focus upon how learning and teaching is changing in the light of digital technologies. The events will bring together external speakers and internal colleagues to discuss and debate learning and teaching issues, concerns and trends. We will host an annual Learning and Teaching Forum across the university as well as School based practitioner activities, personalised academic development sessions and drop-in clinics for educational technology and instructional design.

**Support personalised academic development opportunities for all our staff**

By supporting innovative practices, developing capacity for blended delivery, providing good curriculum design and timely, well considered support for the use of educational technology, our staff can create experiences that inspire learning.

**Place innovation in learning and teaching at the heart of what we do**

Activity-led, authentic and real world learning approaches are already used widely at Murdoch. We will support and promote these learning approaches across the University through targeted engagement activities, community building, master classes and workshops.
We will review our learning and teaching policies bringing them into one single and easy to read set of policies, guidelines and procedures to ensure that our staff fully understand them. To support this we will offer an academic induction process that prepares our staff for our culture, ethos and academic integrity requirements. Supplementary online modules and one-to-one training sessions will also be provided for our staff.

**Provide recognition and clear academic promotion paths for all our teaching staff**

Recognising excellence in learning and teaching is one part of the approach we will take, but finding better ways to share that capability with the widest range of practitioners across the University will allow us to learn more from one another. Finding ways to close the gap between leading edge thinking in learning and teaching and informing and changing practices will be a challenge with significant benefits for student engagement.

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**DAMON LOCKWOOD**  
**Bachelor of Arts Theatre and Drama Studies, 1996**

Growing in state housing with limited prospects, Damon Lockwood’s ambitions to act, write and direct seemed unattainable. However, his acceptance into Murdoch University changed everything.

“I forged friendships and working relationships that continue to grow and prosper to this very day,” Damon said.

“I was involved with some truly extraordinary plays, and it was an experience I would not exchange for anything.

Damon has enjoyed local, national and international success, and believes his experiences at Murdoch have laid the foundations for a successful career.
Our Learning Futures survey of staff and World Café Workshops highlighted how strongly the Murdoch community feels about the importance of renewing our learning environments for the 21st century. This strategy affirms the commitment to learning environments made at Murdoch’s foundation and reflected in the original design of the South Street campus in Perth.

**Commitment to renewing all our learning spaces by 2020**

We will work with our Schools and the Professional Services to improve our learning spaces to facilitate tutorial, lecture, recorded lecture, seminar, webinar and laboratory based modes of delivery. Flexible and technology enabled learning spaces will be benchmarked with other top international universities. Responding to this urgent need for renewal, the University has committed to substantial capital investment in our learning environments.

This commitment to an ongoing program of investment will continue into 2020. By then, we will have dedicated new learning environments which will be flexible, reconfigurable and multi-purpose and will distinguish the Murdoch learning experience from comparable universities in Australia.

Our campus master plan is underway led by designs for the new Eastern Precinct and evolving plans for dedicated new learning and teaching spaces. With better planning we will make our Perth campus easier to navigate, more coherent, better signposted and safer. We will also expand our conception of learning spaces to place greater consideration of the needs of students for access to informal spaces for self-directed and peer-to-peer learning.
Commitment to developing dedicated world class facilities for learning and teaching by 2020 as part of our campus planning

We are committed to establishing a Learning Innovations Studio. The purpose of this facility will be to provide a test-bed for teaching staff to experiment in the use of flexible learning spaces and alternative pedagogies. It will support innovation in learning and teaching, and provide incubation and collaboration spaces to facilitate interdisciplinary networking and showcasing space for Murdoch staff, the teaching staff of other institutions and the general public.

Our learning environments do not end at our physical spaces. We are undertaking an extensive web renewal process which will make our electronic resources more accessible. This will provide greater ease of access to information and allow new social and communications functionality to enrich interactions between staff and students.
A renewed emphasis will also be placed on the development of educational design capabilities which support the efficient use of the latest educational technologies. This will include the development of professional and consistent standards for digital learning materials and the integration of digital content into our virtual learning environments.

The Office of the Pro Vice Chancellor (Learning and Teaching), Centre for University Teaching and Learning (CUTL) and the Schools will collaborate with Professional Services units and partners to ensure the renewal of our learning environments and play a central role in specifying and implementing new projects. We will be proactive in the regeneration of our physical and virtual learning environments.

JULIE SHUTTLEWORTH
Bachelor of Science (Extractive Metallurgy & Chemistry), 1994
2014 Distinguished Alumni Award Winner

When Fortescue Metals Group Ltd was looking for a team leader for 3,000 people at Cloudbreak Mine, they turned to award winning metallurgist Julie Shuttleworth.

The 2007 Telstra WA Young Businesswoman of the Year and 2012 Telstra Western Australian Business Woman of the Year, Julie attributes Murdoch’s culture of respect and diversity for the essence of her work philosophy.

“My biggest rewards come from having a positive impact on the communities around the mines where I work, and from contributing to the development and career advancement of other people,” she said.
Our Communities: Engagement and collaboration

Murdoch is a unique learning organisation characterised by a commitment to pastoral care, social and educational support for our student cohorts and solid links to employment. Debate about the future of higher education, deregulation and digitisation in many ways masks the importance of our primary responsibility. This is to deliver the best possible learning experience we can and to appropriately engage with and respond to the needs of local, national, international, disciplinary, scholarly and professional communities.

Engagement with the diverse communities of which we are collectively a part, is fundamental to the realisation of our aspirations and to the fulfilment of our important social and economic role as a mature public institution working collaboratively across sectors to address real world problems and overcome significant challenges. We need to play a more proactive role in responding to community needs and supporting the student body to engage with local challenges through community programmes and capstone placements.

Acknowledgement of community in all its diversity is also central to understanding our students, their backgrounds, needs and expectations, and our role in fostering the development of their emergent academic and disciplinary identities.

Towards this end we will:

- develop open-access staff and community resources
- link our student body with diverse cultural communities through experiential learning in work and community integrated settings
- develop and simplify opportunities for international student exchange, internship and languages
- cultivate our range of government, industry and educational partnerships
- improve our online, distance and on campus experiences to be more inclusive and participatory
- embrace external scholarly and professional inputs to assure the continuing relevance of curriculum, pedagogies and our students’ knowledge and skills
- build and empower communities of teaching and communities of learning; and
- improve the means for communications between students and staff.
Murdoch University in Singapore

Murdoch University has had a long term engagement in Singapore that stretches from the late 1990s. Since 2009, the University’s enrolment has grown by 330 per cent making Murdoch the second largest foreign university operating in Singapore with more than 5500 students enrolled in a wide range of undergraduate and postgraduate programs. Murdoch’s student population in Singapore represents a quarter of the University’s total enrolment. The attractiveness of Murdoch’s double major programs along with strong branding and marketing has contributed to the University’s success in what is a most dynamic and vibrant city in South East Asia.

Consistent with this growth and the recommendations of the Transnational Education White Paper, the University has worked to build greater engagement in Singapore and to deliver on the University’s commitment to provide an outstanding student learning experience. In 2013 the University’s first Singapore Dean was appointed and the University’s first office in Singapore was opened to provide enhanced ‘in country’ support for its transnational education activities. In January 2014, Murdoch Singapore Pte Ltd (a wholly owned subsidiary of the University) was incorporated to facilitate the employment of full time academic and research staff.

To enhance learning and teaching in Singapore, a range of initiatives have been implemented including the appointment of full time learning support staff, the presentation of student workshops on academic integrity and academic skills, as well as induction, Learning Management System and professional development training for affiliate lecturers. Class sizes, teaching effectiveness and student satisfaction are closely monitored to ensure that students in Singapore receive a high quality experience comparable to that offered in Perth.

With the appointment of full time academics in Singapore, the University’s capabilities and aspirations in South East Asia continue to grow. Murdoch’s pursuit of excellence in transnational education will enable it to take full advantage of the abundant opportunities that lie in one of the fastest growing regions of the world, and cement its position as Australia’s leading university in South East Asia.
To realise these aspirations we must be responsive to the needs and interests of our community stakeholders as well as manage our resources and knowledge in ways that will deliver the greatest impact and value. To achieve our ambitious vision for learning and teaching we must invest in our communities.

We will develop open access learning opportunities for staff and the broader Murdoch community by drawing on our undergraduate and postgraduate courseware and experimenting with new modes of online and adaptive learning.

**Experiment with new modes of online and adaptive learning through development of open access staff and community resources**

We are committed to empowering our staff through community building, sharing of practice and promoting transparent and logical processes and governance. Underpinning this is a commitment to clear communications that reinforce our ethos, promote best practices and create a values based community of practice that embraces all our student cohorts.

**Consolidate existing and build new educational partnerships to support our offshore and online student cohorts and develop new student cohorts**

Our curriculum and pedagogy serve not just our student body, but our wider community partners such as the Fiona Stanley Hospital, St Ives community, Murdoch community, local schools and educational providers and South Street residents. Through integrated curriculum, challenges and competitions we can link our student body with local communities to make positive changes and increase the quality of lives. Work and community integrated learning will increasingly become a feature of the Murdoch experience, with opportunities embedded through the roll out of interdisciplinary and capstone experiences in our new undergraduate curriculum.
Develop close relationships with South East Asia educational providers and partners for the Asian Century

With our place in the East Asian and the Indian Ocean region, and with international recognition for an Asian focused curriculum, we are committed to simplifying opportunities for experiential learning student exchanges, partnering arrangements with Asian universities of standing and collaborative undertakings of learning and teaching related research, particularly with reference to the learning needs of the international onshore cohort. We are also exploring our transnational opportunities collaborating with the Innovative Research Universities (IRU) group to undertake significant work in Malaysia. We will look for further collaborations in China, Indonesia, Japan, Vietnam and South Korea in the form of partnering arrangements, articulation agreements and expanded opportunities for student exchange.

Support new student cohorts overseas through online learning and overseas campus experiences

The Murdoch Institute of Technology (MIT)

MIT is a college pathway for international students aiming to complete a Murdoch University degree. MIT and Murdoch staff work together to support University Readiness in students from a range of different countries, education systems and levels of previous academic success. Subject knowledge, language development and academic literacy support are given equal attention in the classroom in order to prepare students for the demands of tertiary studies in Australia.

Lessons are learner centred, with key concepts delivered in ways that are authentic, relevant and contextualised in order to engage and motivate students. Learner autonomy and independence is fostered through the setting of clear expectations and the development of reflective learning. A strong and transparent thread runs between learning outcomes, class content and assessment activities.

www.murdochinstitute.wa.edu.au
With a growing international presence and influence central to our institutional aspirations, our commitment to build and contribute to international scholarly communities is of growing importance. Our curriculum and pedagogical practices must be rigorously monitored with reference to relevant international and disciplinary standards and benchmarks to ensure that learning and teaching at Murdoch is of the highest standard.

We will monitor and assure the achievement of stated learning outcomes through appropriate, authentic and aligned assessments. To ensure that this is the case we will embed a robust quality enhancement cycle informed by the student experience and evaluations, metrics of curriculum performance and referenced to national and international benchmarks. We will underpin all our teaching within our quality framework, ensuring that the experiences of our students whether they are online, remote or transnational, are appropriate to their context and are comparable across offerings.

In matters of quality or engagement, empowerment of our communities is critical to the successful implementation of our learning and teaching strategy. We are all aligned in our commitment to offer our talented and committed students the best learning experiences we can, but the problem of scaling quality education remains a challenge. To this end, we will be promoting the ongoing Conversation aimed at probing particular issues of interest and debate in a way that empowers our community and collectively solves our shared challenges.

**Provide clear and powerful internal communications for all our staff and students**

We have a rich history of community engagement, and this strategy will build upon these traditions through collaborative and community focused approaches, powerful communications and clear target setting.

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**BAREND (BARRY) BECKER**

**Bachelor of Science, Atmospheric Physics, 1994**

Working on remote weather stations in the Antarctic or in the middle of the Simpson Desert, meteorologist Barry Becker has had an amazing and varied career.

Barry’s last remote posting was at Macquarie Island in the sub-Antarctic as the Officer in Charge of the weather station from 2013 to 2014.

Mr Becker said it was amazing what can be done with a maths or physics degree.

“The opportunity to travel and experience new things have been opened to me because I have a Bachelor of Science degree.”
The enablers for implementation of our vision for learning and teaching are many and varied. We have sets of dependencies that need to be facilitated through shared vision making and collective engagement. The next stage of implementation planning will be critical for Schools, Professional Services and students to understand and enact the ongoing revitalisation and renewal of our curriculum, pedagogies, environments and communities.

To achieve our goal to become a world leading university with strengths in learning and teaching and research, the whole University must contribute to the realisation of this vision. Towards this end, we will work collaboratively and organise our action around annual themes designed to balance our immediate needs for renewal and revitalisation, with recognition of our notable and continuing achievements in learning and teaching.
<table>
<thead>
<tr>
<th>Annual Themes</th>
<th>Outcomes</th>
<th>Measurable targets</th>
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| 2015:                      | Retaining our students                                                  | - Specify targets for student progression and retention and incorporate them in operational planning  
                              | Retain more students through targeted interventions, engagement activities, course renewal and learning and teaching innovations | - Develop a capital investment strategy which is explicit in addressing the learning and teaching strategy and objectives | PVC Office of L&T, Student Services, Schools, CUTL, LIS |
|                            |                                                                          | • Specify targets for student progression and retention and incorporate them in operational planning  
                              |                                                                          | - Develop a capital investment strategy which is explicit in addressing the learning and teaching strategy and objectives | PVC Office of L&T, Student Services, Schools, CUTL, LIS |
|                            |                                                                          | • Specify targets for student progression and retention and incorporate them in operational planning  
                              |                                                                          | - Develop a capital investment strategy which is explicit in addressing the learning and teaching strategy and objectives | PVC Office of L&T, Student Services, Schools, CUTL, LIS |
|                            |                                                                          | • Specify targets for student progression and retention and incorporate them in operational planning  
                              |                                                                          | - Develop a capital investment strategy which is explicit in addressing the learning and teaching strategy and objectives | PVC Office of L&T, Student Services, Schools, CUTL, LIS |
|                            |                                                                          | • Specify targets for student progression and retention and incorporate them in operational planning  
                              |                                                                          | - Develop a capital investment strategy which is explicit in addressing the learning and teaching strategy and objectives | PVC Office of L&T, Student Services, Schools, CUTL, LIS |
| 2016:                      | Engaging our learners and communities                                   | • Annual community engagement events                                               | PVC Office of L&T, Office of Development, Schools, CUTL, ITS |
|                            | Engaged communities of learners, local communities, business communities and other Western Australian universities | • Annual community engagement events                                               | PVC Office of L&T, Office of Development, Schools, CUTL, ITS |
|                            |                                                                          | • Annual community engagement events                                               | PVC Office of L&T, Office of Development, Schools, CUTL, ITS |
|                            |                                                                          | • Annual community engagement events                                               | PVC Office of L&T, Office of Development, Schools, CUTL, ITS |
|                            |                                                                          | • Annual community engagement events                                               | PVC Office of L&T, Office of Development, Schools, CUTL, ITS |
| 2017:                      | Renewing our Learning Environments                                      | • Progressively undertake projects to renew and establish teaching spaces which are flexible, functional and adaptable | Properties, Schools, Library, CUTL |
|                            | Renewed learning environments with high tech facilities, links to research, functioning educational technology, enhanced innovation capabilities and safe physical and virtual spaces. | • Progressively undertake projects to renew and establish teaching spaces which are flexible, functional and adaptable | Properties, Schools, Library, CUTL |
|                            |                                                                          | • Progressively undertake projects to renew and establish teaching spaces which are flexible, functional and adaptable | Properties, Schools, Library, CUTL |
|                            |                                                                          | • Progressively undertake projects to renew and establish teaching spaces which are flexible, functional and adaptable | Properties, Schools, Library, CUTL |
|                            |                                                                          | • Progressively undertake projects to renew and establish teaching spaces which are flexible, functional and adaptable | Properties, Schools, Library, CUTL |
| 2018:                      | Deepening our capabilities in Learning and Teaching Innovation           | • New learning communities established                                              | PVC Office of L&T, Office of Development, CUTL, Schools, ITS |
|                            | Internationally leading innovation in learning and teaching through high quality interactive digital learning content | • New learning communities established                                              | PVC Office of L&T, Office of Development, CUTL, Schools, ITS |
|                            |                                                                          | • New learning communities established                                              | PVC Office of L&T, Office of Development, CUTL, Schools, ITS |
|                            |                                                                          | • New learning communities established                                              | PVC Office of L&T, Office of Development, CUTL, Schools, ITS |
|                            |                                                                          | • New learning communities established                                              | PVC Office of L&T, Office of Development, CUTL, Schools, ITS |
| 2019:                      | Linking Learning and Teaching Science with Learning and Teaching practices | • Establishment of a research centre of excellence in Learning and Teaching across education, biological sciences, cognitive psychology, computer science and IT | PVC Office of L&T, Schools |
|                            | Establishment of a world leading research science centre in Learning and Teaching | • Establishment of a research centre of excellence in Learning and Teaching across education, biological sciences, cognitive psychology, computer science and IT | PVC Office of L&T, Schools |
|                            |                                                                          | • Establishment of a research centre of excellence in Learning and Teaching across education, biological sciences, cognitive psychology, computer science and IT | PVC Office of L&T, Schools |
|                            |                                                                          | • Establishment of a research centre of excellence in Learning and Teaching across education, biological sciences, cognitive psychology, computer science and IT | PVC Office of L&T, Schools |
| 2020:                      | Review and Development of next five year learning and teaching plan      | • Establish new five year plan                                                      | PVC Office of L&T, Schools |
|                            | New five year plan for learning and teaching for 2020-2025               | • Establish new five year plan                                                      | PVC Office of L&T, Schools |
|                            |                                                                          | • Establish new five year plan                                                      | PVC Office of L&T, Schools |
|                            |                                                                          | • Establish new five year plan                                                      | PVC Office of L&T, Schools |
|                            |                                                                          | • Establish new five year plan                                                      | PVC Office of L&T, Schools |
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|                            |                                                                          | • Establish new five year plan                                                      | PVC Office of L&T, Schools |

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