



CURRICULUM RENEWAL: PREPARING THE TEAM



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- Priority Focus and explanation of PATS variation

The focus was Quality Improvement to introduce a new curriculum approach and prepare tutors for undertaking an interactive problem-solving approach in a large tutorial setting. The unit's teaching team were involved in a series of workshops, reflections and peer observations to develop skills and capacities to undertake an innovative tutorial approach.

Why

The unit "Management and Organization Behavior" (Faculty of Arts and Business) has been re-developed based on an innovative flipped classroom approach. The large scale tutorials will be a different learning experience for tutors and students. It was necessary to undertake professional learning for the tutors, most of whom are sessional academic staff. The structure of PATS provided a framework to undertake professional learning and team-based peer review and reflection to ensure all unit team members were integrated into the ongoing curriculum development.

People

The teaching team for a large unit that includes casual, fixed-term contract and ongoing, academic and professional staff.

Timeframe

Over one year

Scope: Unit and teaching team

The focus was on a unit delivered with a degree program and the professional development of a diverse and large teaching team for a flipped delivery.

- Key Outcomes

PATS variation – outputs and outcomes

This PATS variation has resulted in continuing development and collegial discussion of the new curriculum approach for a unit in Management and Organization Behavior. The teaching team has been able to undertake more systematic study of the changes necessary for the new

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approach. The process of peer observation, reflection and review engendered a more collegial developmental process of professional learning. A collegial culture, where peer review is valued and contributes to the ongoing quality assurance of the course, has been fostered through this process.

System level impacts

Within University of the Sunshine Coast, this variation to PATS for the Management and Organizational Behavior aimed to have impact at IMPEL levels 1, 2, 3 and 4 and currently sits at Level 2.

1. **Team members:** influences on teaching team members included targeted professional development (for flipped classroom approach) and creation of more collegial approach.
2. **Immediate students:** delivering an innovative flipped approach to tutorials, delivered by tutors appropriately trained for flipped delivery.
3. **Spreading the word:** discussion with other Unit /Course Coordinators and teaching teams will help disseminate this practice and influence others to adopt similar practice.
4. **Narrow opportunistic adoption:** This team-based approach can be implemented relatively easily and at low financial and time cost by other teaching teams across the institution and beyond and thus is expected to have wider impact - to other related units and the course (degree program) of study.

- Learning

1. Barriers and opportunities

A major barrier was the time that was available for professional learning, with time for discussion and consideration for the changed curriculum approach. The curriculum change was planned during one semester for implementation in the next semester. The other drawback was that not all the staff members engaged in planning the approach were part of the teaching team employed in the semester of implementing the curriculum change. This meant some teaching team members had not experienced the collegial process that established the underlying philosophy.

2. What worked well

The regular, planned workshop times engaged the teaching team in considering issues and challenges that were inherent for the new curriculum approach. This enabled useful discussion and sharing of practice that formed a strong basis for the new approach. Peer observations created strong collegial relationships within the teaching team.

3. What didn't work well

The compressed time frame to implement workshops, with discussions and peer review of teaching practice, at the same time as teaching the unit content. Time demand was especially problematic as most of the teaching team were sessional academic staff appointed on a casual basis.

4. What was learnt

PATS is a valuable, important approach that can support the re-development of quality curricula (which enhances student experience and learning) but also valuable in team building. Detailed discussion and reflection of teaching practice can be very illuminating so making time and space for such deliberations is critical.

5. National System Impact



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IMPEL Level 2: Changes by team members leading *to* changes for students who are directly influenced.



QUALITY IMPROVEMENT