

Guidelines for Staff Engagement with Learning@Griffith

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Document URL	http://policies.griffith.edu.au/pdf/Staff Engagement with Learning at Griffith.pdf
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Description	This document guides staff on the minimum engagement level for all courses within Learning@Griffith to improve the quality of the student experience.

Related documents

[The Strategic Plan 2020 – 2025](#)

[Course Catalogue, Coding and Other Course Attributes Policy](#) (with particular reference to Section 13 Learning Mode)

[Course Profile Requirements Procedure](#)

[Course Profile Template](#)

[Guidelines for preparing a Statement of Resources](#)

[Role Statement Course Convenor](#)

[[Guidelines for staff engagement with Learning@Griffith](#)] [[Relationship between Learning@Griffith and the Course Profile](#)] [[Extending the Student Learning Experience](#)]

1. GUIDELINES FOR STAFF ENGAGEMENT WITH LEARNING@GRIFFITH

The following are a guide for course convenors to facilitate engagement with Learning@Griffith and enhance the quality of the student experience.

For every Griffith course:

- 1.1 All students will be provided with access to the Learning@Griffith Learning Management System**
- 1.2 Course Convenors are responsible for administering and overseeing Learning@Griffith course pages, including ensuring:**
 - a) Course Menu and pages should be available to students in accordance with publication deadlines for specified in Section 2 of Course Profile Requirements.
 - b) The timely provision of the Course Profile prior to the commencement of the trimester in accordance with publication deadlines specified in Section 2 of Course Profile Requirements.
 - c) Where applicable, Teaching Team members are added prior to Teaching Week 1 to enable their access and agency in providing appropriate resources and communication.

1.3 As a minimum, the following should be included in course pages on Learning@Griffith:

- a) Welcome announcement from the Course Convenor/Lecturer, which may include introductory information on the course and material contained in the Learning@Griffith course page.
- b) Regular Announcements and emails as required throughout the offering of the course.*
- c) Teaching Team information; including contact details and preferred communication procedures (e.g. consultation times for all teaching staff, email, Virtual Classroom).
- d) Course Profile link.
- e) Lecture and tutorial resources (e.g. Lecture PDF/Power Points, Lecture Capture, Lecture and/or Tutorial notes) to be available to complement face-to-face teaching and normally to be available 24 hours before the scheduled teaching session. If there are extenuating circumstances the information is to be available within 24 hours of completion of the scheduled teaching session.
- f) Assessment information, including standards, criteria, and explanations, the method of submission, return of assignments and notification of marks and feedback, (These details will not be a variation to information provided in the Course Profile, which is the official public University document, but may expand on information contained therein.)

1.4 The following tools available in Learning@Griffith , should be used:

- a) Blackboard assignments submission tool, SafeAssign or Turnitin:
 - For all text-based assessment tasks both draft and final submission points are to be established in SafeAssign or Turnitin so students are able to access the text matching tool and the originality report to assist with revision of the work prior to its submission for marking.
 - InlineMarking in the Blackboard assignments tool or the online marking and peer marking features in Turnitin are provided for marking assessment tasks.
- b) My Marks
 - Marks for all assessment tasks are made available through 'My Marks'. This may be done by the examiner manually entering the marks or by using the online marking tools. Marked text-based assessment tasks are to be returned online through BlackBoard assignment tool or Turnitin.

All students, other than those undertaking a higher degree by research, will be automatically enrolled in a suite of key student learning tools which will include online tutorials provided by Learning Services. Within this context students are educated about academic integrity and the purpose and use of text matching tools e.g. SafeAssign and Turnitin.

2. RELATIONSHIP BETWEEN LEARNING@GRIFFITH SITE AND THE COURSE PROFILE

The Course Profile Requirements specifies the requirements for a Course Profile, and the responsibilities of the Course Convenor in preparing the Course Profile. Course Convenors are encouraged to read this document and also to be familiar with the Course Approval and Review Processes.

Information contained on the course's Learning@Griffith site is to be consistent with information contained in the Course Profile. "Variations to the Course Profile during the trimester of offer are not permitted, except in exceptional circumstances, where the Dean (Learning and Teaching), after advice from both the Course Convenor and Program Director, may approve a variation that will be notified to students in writing via an email and Learning@Griffith. Where information differs students are to be provided with an explanation on the Learning@Griffith site about where and why it differs and that the variation has been approved by the Dean (Learning and Teaching).

Additional/supplementary information to that already included in the Course Profile regarding the content of this course is to be published on Learning@Griffith.

3. EXTENDING THE STUDENT LEARNING EXPERIENCE

To extend the quality of the student learning experience beyond the minimum engagement level it is recommended that a course blended learning plan be developed and implemented. This plan would outline the ways in which the learning outcomes and the student experience will be further enhanced by means of additional blended learning resources. The plan, and its implementation, would be informed by relevant University strategy and policy documents, supported by the Academic Group Blended Learning Advisors in liaison with relevant Deans Learning and Teaching, and by the Learning and Teaching Systems Team within Information Services, and the Centre for Learning Futures.