<table>
<thead>
<tr>
<th>Module name</th>
<th>Key Content Areas</th>
<th>Facilitator</th>
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</table>
| Teaching at ANU: policies and context | - Introduction to Foundations – philosophy, requirements  
- The HE context in which ANU operates (TEQSA, AQF, Go8, HEA)  
- ANU by 2020 – strategic drivers in Education  
- ANU Policies/Guidelines Code of Practice in Teaching & Learning | Dr Beth Beckmann  
Senior Lecturer, Staff Education (Teaching & Learning) Centre for Higher Education, Learning & Teaching and guest speakers |
| Reflective Practice in Teaching | - Reflection as a tool for continuous improvement – why and how  
- Reflection to help develop a teaching philosophy and portfolio  
- Professional Standards Framework (HEA) and the ANU Fellowship scheme | |
| Basics of Research-Led Education | - Frameworks for understanding research-led education (RLE)  
- Balancing research and teaching  
- Case-studies: RLE at ANU | |
| How Students Learn | - Conceptions of learning at university  
- Introduction to Constructive Alignment (Biggs)  
- Introduction to the SOLO Taxonomy (Biggs) | |
| Constructive Alignment & Learning Outcomes | - Developing and writing learning outcomes – why and how  
- Bloom’s taxonomy as a tool  
- Focus on learning outcomes at ANU in the context of constructive alignment | |
| Constructive Alignment & Assessment | - Developing assessment tasks aligned with learning outcomes  
- Describing assessments to students  
- Developing assessment criteria and marking rubrics, and giving feedback | |
| Flexible and Technology-Enhanced Learning | - Rationales for flexible learning (FL) and technology-enhanced learning (TEL)  
- Case-studies: TEL at ANU | |
| Evaluation and Improvement | - Formative and summative evaluation of teaching  
- Student Evaluation of Learning & Teaching at ANU  
- Improvement cycles | |
| Supporting our Students | - Meeting legislative responsibilities  
- Diversity and inclusion  
- Understanding student support services | |
| Designing Teaching for Inclusive Learning | - Applying constructive alignment to curriculum and course development  
- Implementing reflective practice  
- Where to from here? Opportunities for professional development and recognition | |