

UNIVERSITY OF  
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Australian Government



Office for  
Learning & Teaching

# Barn Raising: Fostering a Collaborative Culture to Design Curriculum in HE

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The Fourteenth International  
Conference on Knowledge, Culture,  
and Change in Organizations



On the Organization

# Current HE Context

Internationally there is **pressure for significant change** in measuring quality in teaching and learning (Krause, Barrie & Scott, 2012).

- USA - Martell and Calderon (2009) cited **growing public dissatisfaction** with the quality of college education
- U.K. - Government White Paper, 'Students at the Heart of the System' (2011), set out the quality challenges of a changing higher education environment, recognising the need to strengthen the processes and to adapt and **reinforce systems to improve practice**.
- Australia - recently established regulatory body, Tertiary Education Quality and Standards Agency (TEQSA) identified the **need to focus on quality improvements** (TEQSA, 2011).





Te Pokapū Kōunga Mātauranga  
mō ngā Whare Wānanga o Aotearoa

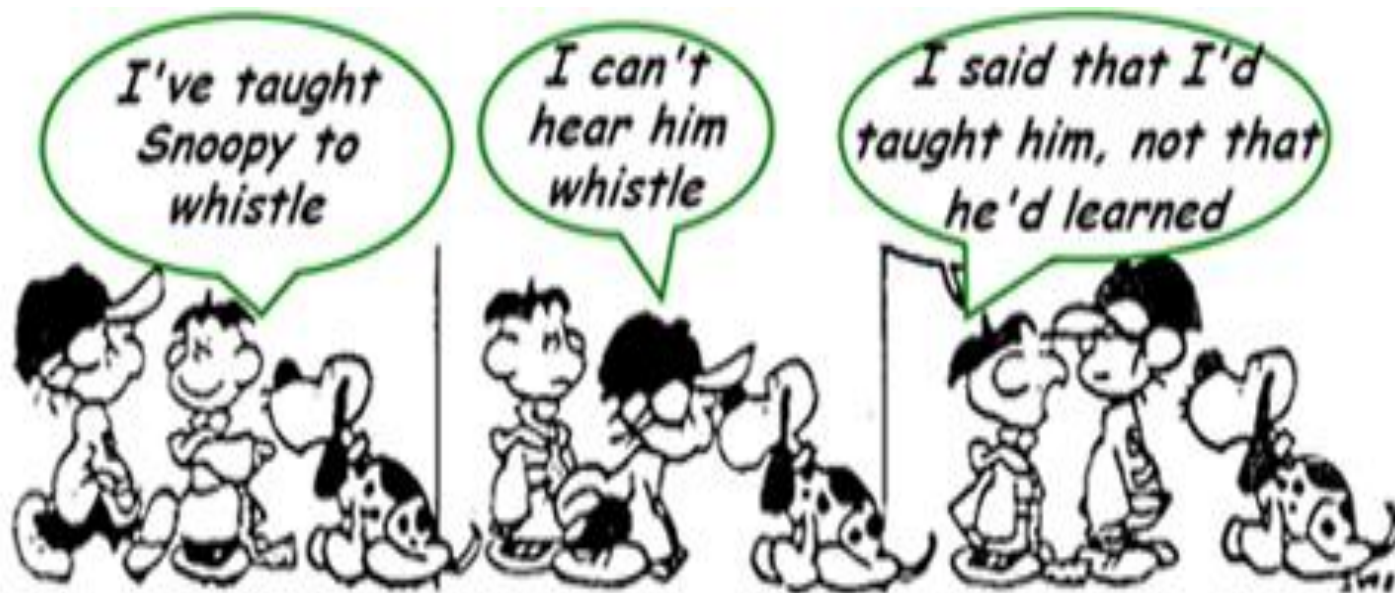


# Council for Higher Education Accreditation

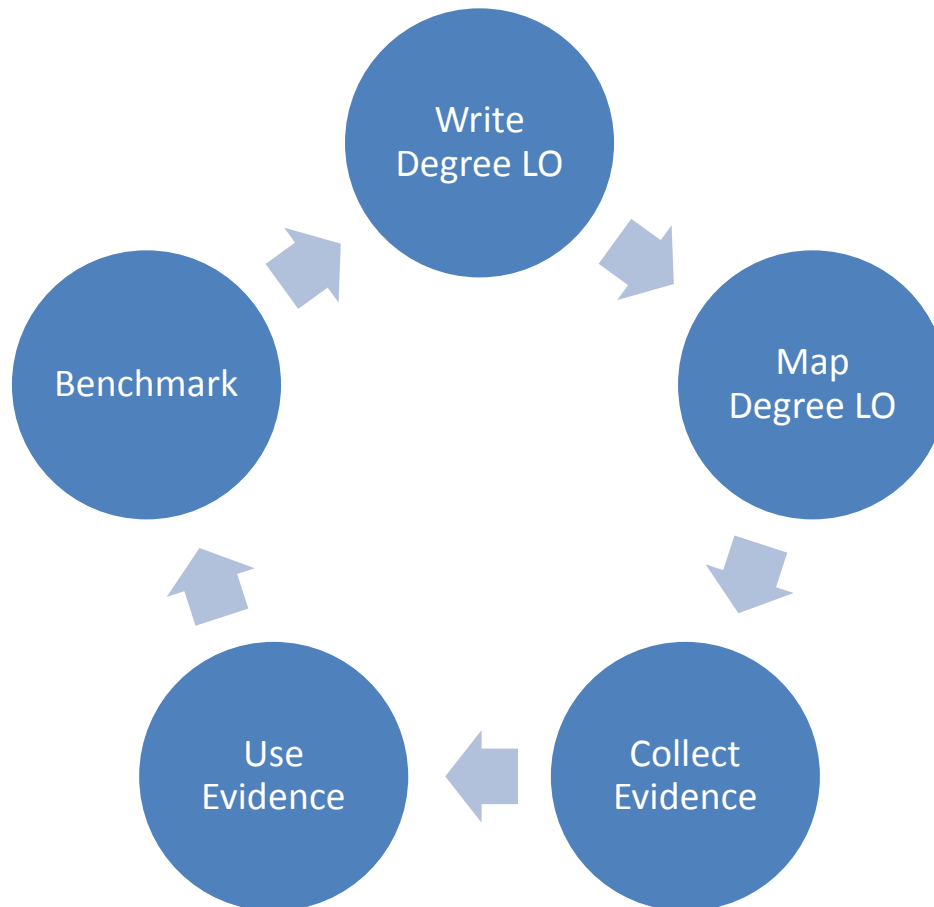
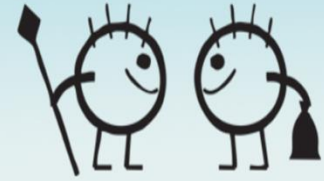


**Australian Government**  
Tertiary Education Quality and Standards Agency

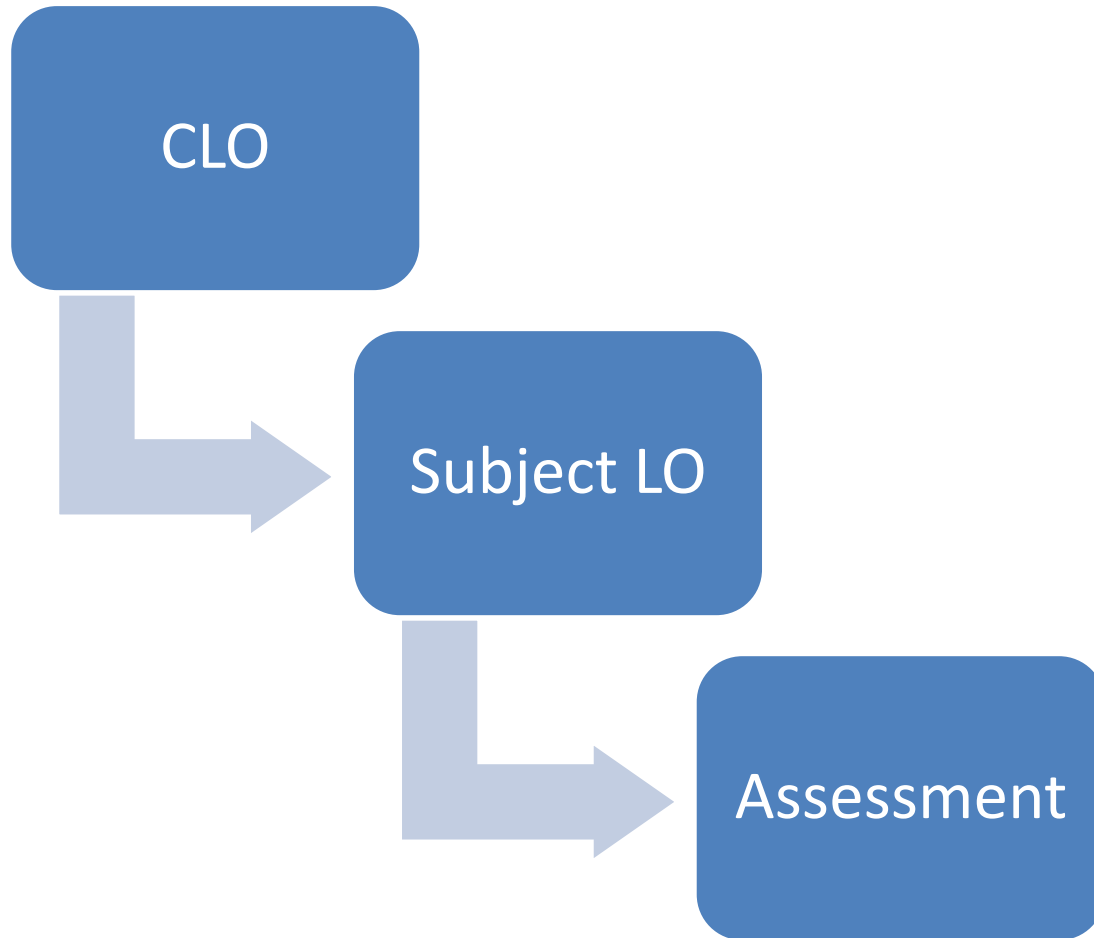
# What are we trying to achieve when we assure learning?



# How do we assure learning?



# Silo Effect



# Silo Effect

STANDARD	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
<b>GRADE</b>	<b>Z</b> →	<b>P</b> → <b>C</b>	<b>D</b> → <b>HD</b>
<b>CRITERIA</b>			
<b>Demonstration of inter-relationships between differing business related disciplines</b>	<p><b>Limited demonstration of integration between disciplines.</b></p> <p>e.g. identification or description only.</p>	<p><b>Sound demonstration of integration between disciplines.</b></p> <p>e.g. examination, explanation, interpretation, application or analysis of interrelationships.</p>	<p><b>Comprehensive demonstration of integration between disciplines.</b></p> <p>e.g. detailed examination, insightful analysis or interpretation, synthesis, extrapolation, evaluation and/or recommendations.</p>
<b>Application of critical understandings of theoretical concepts underpinning perspectives in industry based scenarios.</b>	<p><b>No / little application of critical understandings demonstrated.</b></p> <p>e.g. Only one perspective drawn on to demonstrate concepts.</p>	<p><b>Application of critical understandings demonstrated.</b></p> <p>e.g. 2-3 perspectives drawn on to demonstrate concepts.</p>	<p><b>Convincing application of critical understandings demonstrated.</b></p> <p>e.g. Relevant and innovative application drawn from multiple / global perspectives.</p>

# Data Validity

- Sadler (2012) discusses commonly used options in assuring achievement including:
  - overall results,
  - external examiner systems,
  - threshold standards
  - and standardised testing,but stresses problems with each of these methods unless a
  - **moderation and calibration** process is included.

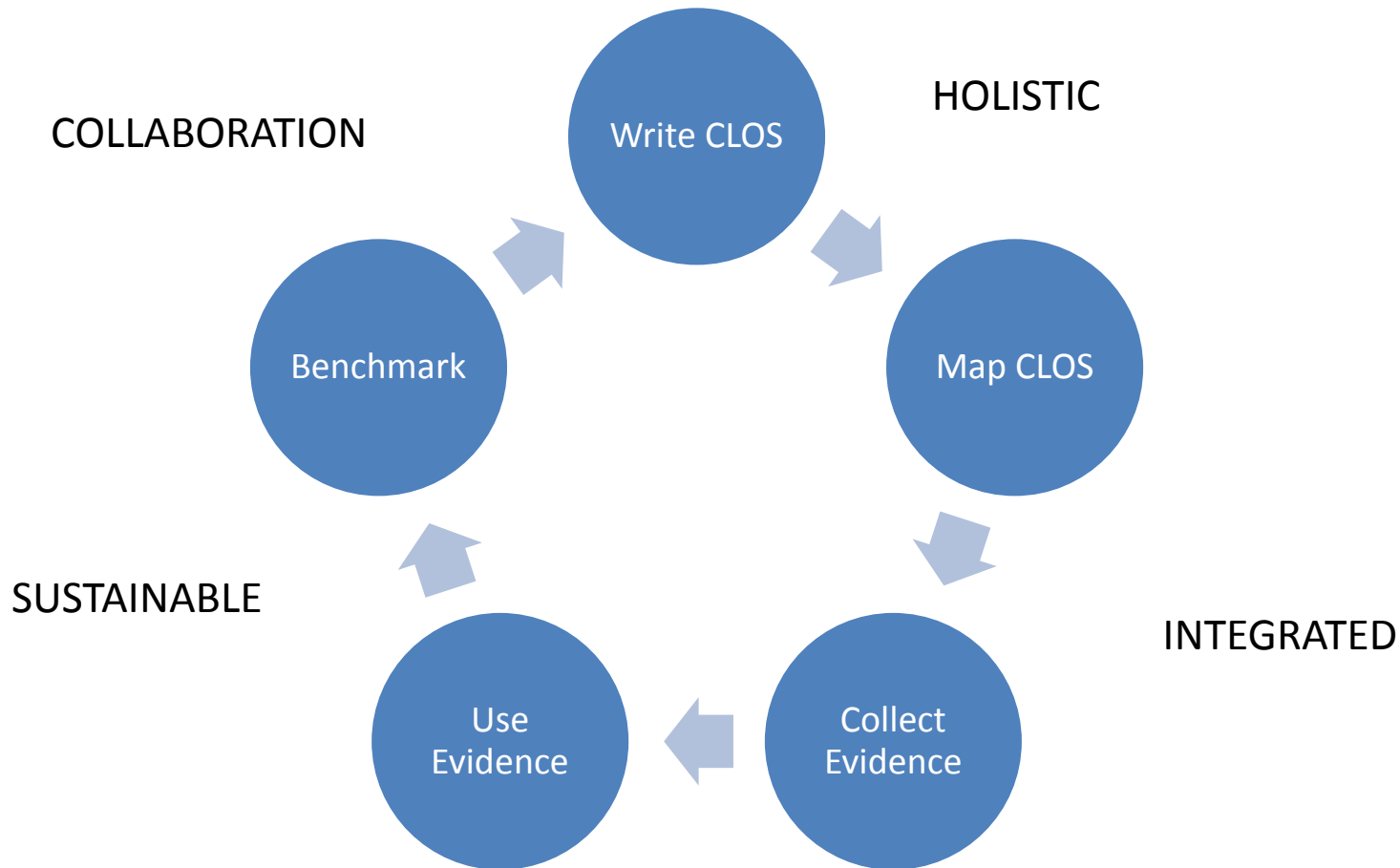


# Solution – Breaking Down Silos



BARN RAISING - a collective action of a community, to address a need of an individual by enlisting others to assist (traditionally in the building of their neighbours' barn), in time this favour eventually gets returned to other members of the community

# How do we assure learning?



# Cultural Change

- Made up of the values, beliefs, underlying assumptions, attitudes, and behaviours shared by a group of people (Heathfield, 2009).

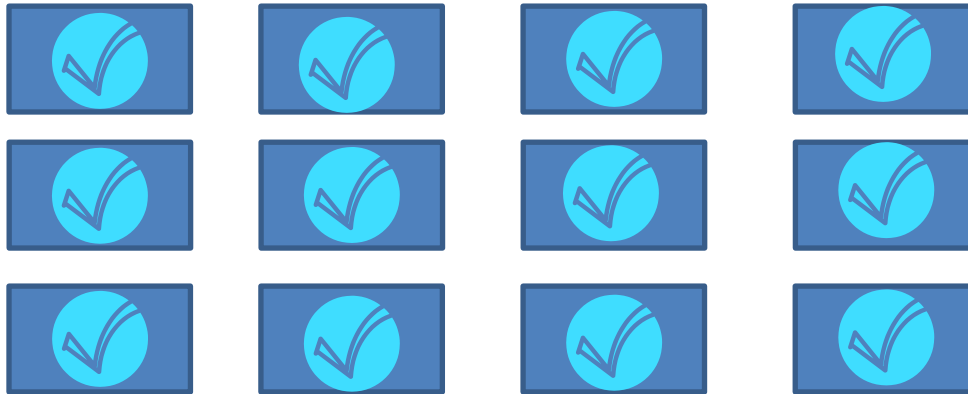
# Cultural Change

- When an organisational culture is already established, **people must unlearn the old values, assumptions, and behaviours** before they can learn the new ones (Heathfield, 2009).

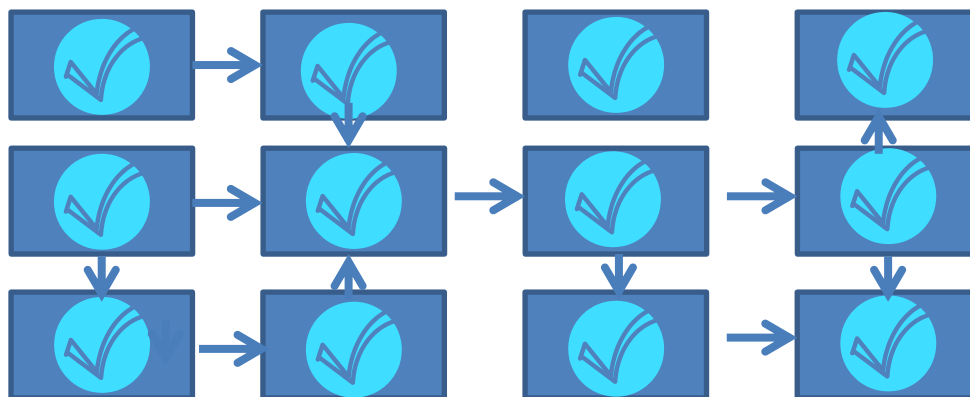
# Cultural Change

- Cultural change requires the input of others in decision-making (**participative leadership**). Participation and contributions helps group members feel more relevant and committed to the decision-making process, and to the changes that result (Tannenbaum & Schmitt, 1958).

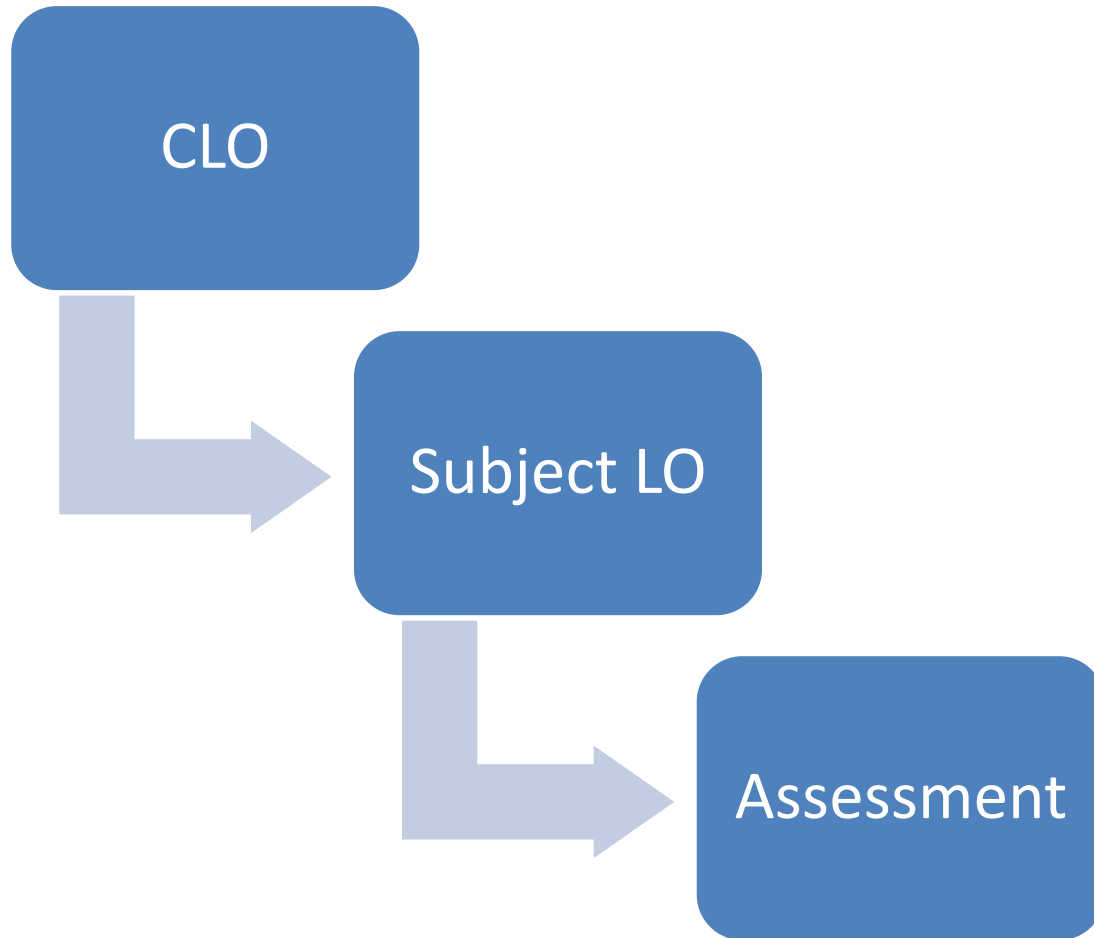
# Whole of Course Approach



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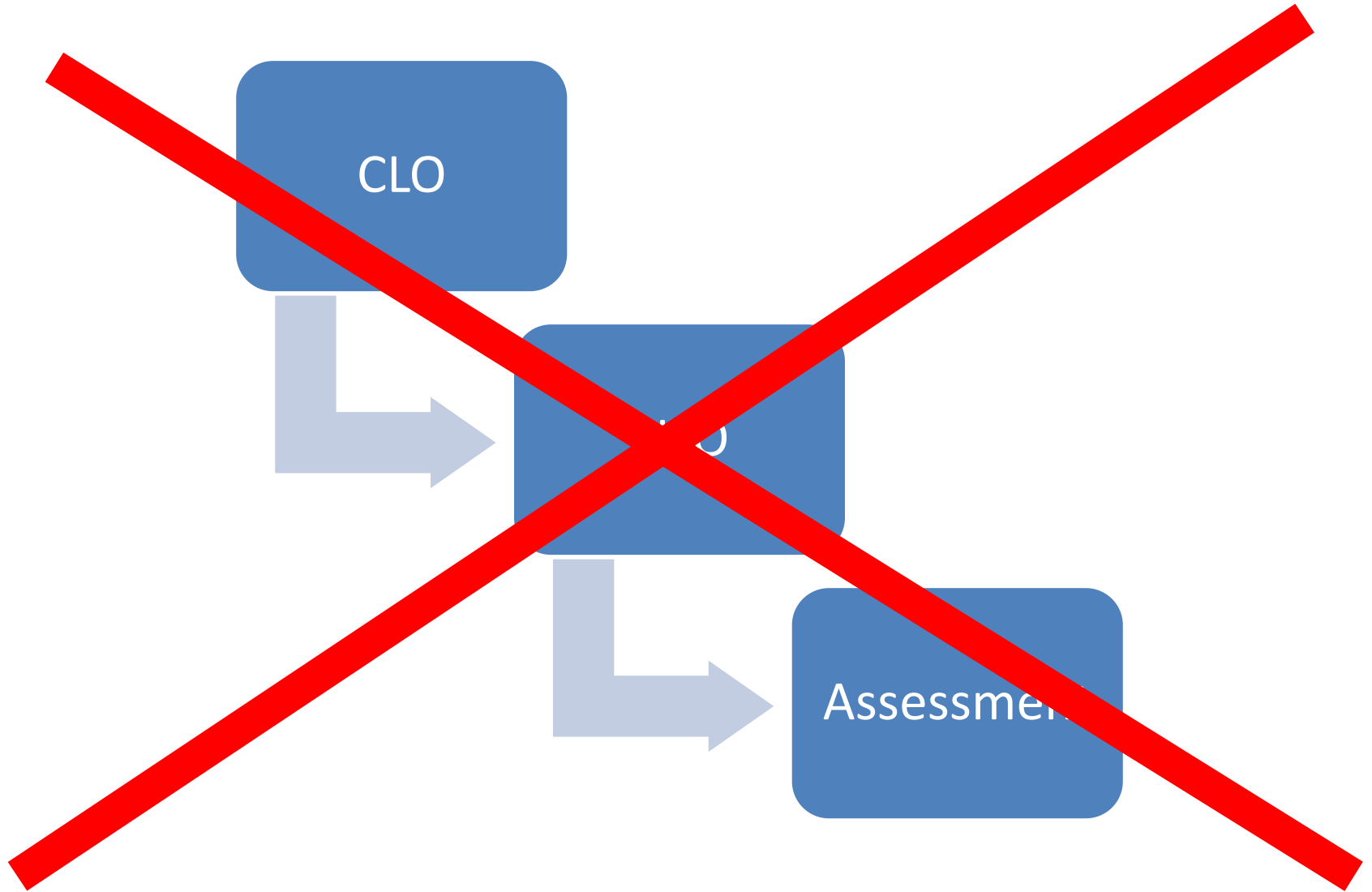


# Breaking Down the Silo Effect

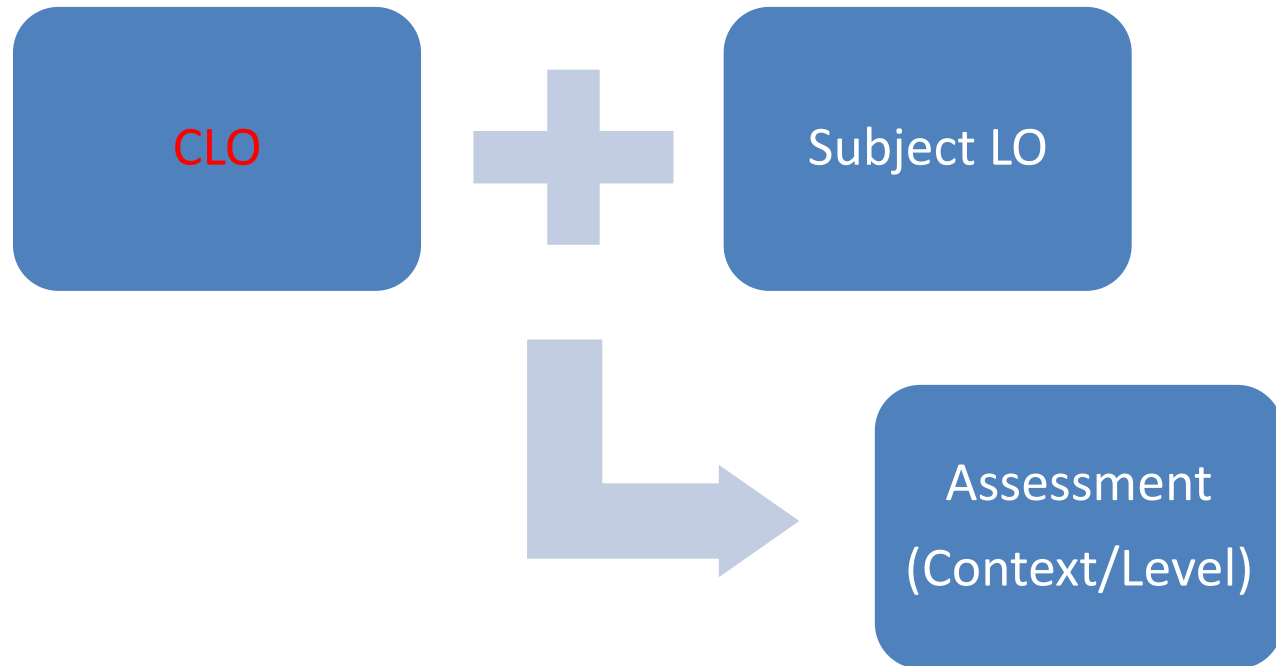




# Breaking Down the Silo Effect



# Collaborative Approach



## Mapping of CLOs

CLO	BX1124	BX1255	BX2123	BX2021	BX2022	BX3024	BX3032	BX3033	BX3122
<b>K1</b>	Introduced	Included	Developed	Included	Developed	Assured	Included	Assured	Assured
<b>K2</b>	Introduced		Developed	Developed	Developed	Assured	Assured		
<b>K3</b>			Developed					Assured	Assured
<b>S1</b>				Developed	Developed	Assured	Assured		Assured
<b>S2</b>	Introduced	Introduced	Developed	Developed	Developed	Assured		Assured	Assured
<b>S3</b>	Introduced	Introduced		Developed	Assured	Included	Assured		Assured
<b>S4</b>			Developed	Developed	Developed		Assured	Assured	
<b>S5</b>		Introduced		Included	Developed		Assured	Assured	
<b>A1</b>				Developed	Developed			Assured	Assured
<b>A2</b>	Introduced		Assured			Included	Included	Assured	
<b>A3</b>		Introduced			Included		Included		

# Breaking Down the Silo Effect

STANDARD	BELOW EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
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Demonstration of inter-relationships between differing business related disciplines	<p>Limited demonstration of integration between disciplines.</p> <p>e.g. identification or description only.</p>	<p>Sound demonstration of integration between disciplines.</p> <p>e.g. examination, explanation, interpretation, application or analysis of interrelationships.</p>	<p>Comprehensive demonstration of integration between disciplines.</p> <p>e.g. detailed examination, insightful analysis or interpretation, synthesis, extrapolation, evaluation and/or recommendations.</p>
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# Whole of Course Rubric

## CLO1 Demonstrate essential knowledge necessary for a career in business related professions

	Year 1: Foundation	Year 2: Intermediate	Year 3: Competent
<b>A</b> <b>Appreciation of essential concepts necessary for a career in business and related professions.</b>	Describes essential concepts of business.	Explains essential concepts of business, demonstrating application of concepts.	Interprets essential concepts of business hypothesising, and assessing aspects of the concepts.
<b>B</b> <b>Critical analysis and evaluation of essential concepts.</b>	Demonstrates some critical analysis/evaluation of essential concepts. e.g. Reference to concepts through definition or description only.	Demonstrates sound critical analysis / evaluation of essential concepts. e.g. analysis demonstrated through explanation, discussion, investigation, application, interpretation of concepts.	Demonstrates thoughtful critical analysis and evaluation of essential concepts. e.g. involvement of reflection, judgment, problem-solving, synthesis, assessment, prediction.
<b>C</b> <b>Consideration of the economic, social and cultural environments within which international businesses operate.</b>	Demonstrates some consideration of the economic, social and cultural aspects of international business context.	Demonstrates sound consideration of international economic, social and cultural differences between cultures and how these differences impact ways that business operates.	Demonstrates high level understanding of international economic, social and cultural environmental issues in an international business situation. e.g. accurate explanation of relevant actions and prediction of responses.

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	Below F	Meets P C	Exceeds D HD
Subject LO			
Subject LO			
Subject LO			
CLO1	Describes essential concepts of business	Explains essential concepts of business, demonstrating application of concepts.	Interprets essential concepts of business hypothesising, and assessing aspects of the concepts.
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# Designing Assessment

- How would students demonstrate the competence in industry/profession/real life? - **authentic** assessment tasks for each degree LO
- How can you build throughout the Course(increase complexity) eg from level 8 (grad cert) to level 9 (MBA) for each degree LO? This is **scaffolded** assessment





# Evidence

## Whole of Course ePortfolios

- Creating ePortfolios is said to enable students to enhance their learning by giving them a better understanding of their skills and attributes, as well as where and how they need to improve to meet academic and career goals (Yancey, 1999).



# Degree LO Evidence



Friends of <sup>Ken</sup>DUNKIN

March 22, 2011

Dear Admin:  
We are excited that you are  
doing a job that is

Dear Admin:

It is a pleasure to see you performing a job of such importance in the service of  
the people of the United States. We are proud to have you as a member of our  
organization and we are confident that you will continue to make a positive  
contribution to our organization and the community. We are grateful for your  
dedication and hard work. We are confident that you will continue to make a  
positive contribution to our organization and the community.

Thank you for your hard work and dedication. We are confident that you will  
continue to make a positive contribution to our organization and the community.  
We are grateful for your dedication and hard work. We are confident that you  
will continue to make a positive contribution to our organization and the community.

*Ken Dunkin*  
Ken Dunkin  
President, Friends of Dunkin



# Cultural Change

- Kotter (2002) suggests the following key strategies to manage cultural change in the workplace:
  - Get the vision right
  - Executive support
  - Build a guiding team
  - Training
  - Reward and Recognise
  - Empowerment
  - Communicate for buy-in



Thank You  
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