

Doctrina Perpetua :
An Initiative to Enhance Teaching and Learning
at Central Queensland University

P. A. Danaher*, R. E. (Bobby) Harreveld[^], Jo Luck*,

Jeanne McConachie* and Funs Nouwens*

*Division of Teaching and Learning Services

[^]Faculty of Education and Creative Arts

Central Queensland University

Paper presented at the 3rd Teaching and Learning Showcase,
Central Queensland University, Bundaberg, Emerald,
Gladstone, Mackay and Rockhampton, 25 February 2005

Introduction

- Proposal for an edited book about evidence- and research-based teaching and learning at CQU, with implications for other universities in Australia and overseas.
- Proposed publisher is Post Pressed (<http://www.postpressed.com.au>).
- Hopefully to go to press in December 2005.

Overview

- Hopefully roughly equal number of chapters, plus a section respondent, per section
- Hopefully a range of authors across different campuses, divisions and faculties
- Hopefully an overall preface, foreword and respondent's conclusion
- Please see current book proposal for more detailed information

Overview

- Four conceptual themes:
 - brokering change (Bobby Harreveld)
 - expanding learning (Funs Nouwens)
 - promoting innovation (Jo Luck)
 - transforming marginalisation (Patrick Danaher)

Brokering Change

- The future of adult education is not entirely within the purview of nation-states, nor entirely within integrated economies and technologies of institutions. It lies within the multidimensional, complex and connective relationships among people as they establish networks, co-ordinate power relations and re-configure identities through changing work environments. 'Brokering change' is a concept used to inform research into learning and evaluation in post-compulsory adult education contexts. For both individuals and institutions operating at the interface of policy and practice, change is brokered through engagements with economic, social, technological and political dimensions of globalisation as enacted in diverse localised learning contexts.

Expanding Learning

- Technical content and discipline focused knowledge and skills are a vital part of education. However, we need also to communicate and collaborate productively and to act responsibly and autonomously to transform our worlds. The increasing complexities of personal, social and work life require educators to find better ways of expanding learning from the traditional focus on content knowledge, to place more emphasis on developing each learner's abilities to collaborate productively and to transform their world.

Promoting Innovation

- Any new educational technology or improvement to the practice of teaching and learning that comes into widespread use constitutes an innovation. The creation of the educational technology or the development of the improvement involves invention, but for it to qualify as an innovation it must be adopted by users. The promotion of good practice and innovation in learning and teaching is vital to ensure the development of a learning culture within the educational organisation. The conceptual theme of promoting innovation looks at the development of effective strategies for promoting all kinds of teaching and learning innovations.

Transforming Marginalisation

- Education can just as readily be an ally of marginalisation and oppression as an agent of positive social change. A crucial conceptual lens to apply to postcompulsory educational policies and programs is therefore their capacity to facilitate individual and institutional transformation, through the contestation or, and the movement beyond, limited and limiting social categories. This lens pays particular attention to whose interests are served and whose are elided, and which voices are heard and which silenced, through such policies and programs.

Proposed Key Dates

- *18 March 2005: Authors submit chapter abstracts (200-300 words) to section editors*
- 25 March 2005: Editors submit updated proposal to publisher
- *1 July 2005: Authors submit complete drafts of chapters (maximum of 4,000 words including references) to section editors*
- 1 August 2005: Section editors return initially edited chapters to authors
- *2 September 2005: Authors submit revised versions of chapters to section editors*
- Early December 2005: Editors submit final version of edited, crossreferenced and proofread manuscript to printer

What Happens Now?

- Decide:
 - with whom you wish to write
 - towards which section/conceptual theme you wish to write
- Contact your section editor (Bobby, Jo, Funs or Patrick) to register interest
- Submit your chapter abstract (200-300 words) to your section editor on or before 18 March 2005 (please see sample abstracts from *Strategic Uncertainties* chapters; please remember evidence/research base and relevance to universities other than CQU)
- Wait for updates from your section editor (eg, it might be possible to have section meetings/teleconferences)
- Work on submitting your chapter to your section editor (4,000 words including references) on or before 1 July 2005

Academic Genres of Chapters

- Research paper
- Evaluation/Critique
- Technical paper
- Conceptual paper
- Case study

Also please note the 16 dot points under “Editorial expectations” on Fonsas handout

Thankyou foryour time
andattention