



Guidelines on Learning that Inform Teaching

The GUIDELINES | Overview

1. Effective learning is supported when students are actively engaged in the learning process at every stage.
2. Effective learning is supported by a climate of inquiry where students feel appropriately challenged and activities are linked to research and scholarship.
3. Activities that are interesting and challenging, but which also create opportunities for students to have fun, can enhance the learning experience.
4. Structured occasions for reflection allow students to explore their experiences, challenge current beliefs, and develop new practices and understandings.
5. Learning is more effective when students' prior experience and knowledge are recognised and built on.
6. Students become more engaged in the learning process if they can see the relevance of their studies to professional, disciplinary and/or personal contexts, for example through linking learning experiences to the workplace or wider community.
7. If dialogue is encouraged between students and teachers and among students (in and out of class), thus creating a community of learners, student motivation and engagement can be increased.
8. The educational experiences of all students are enhanced when the diversity of their experiences are acknowledged, valued, and drawn on in learning and teaching approaches and activities.
9. Students learn in different ways and their learning can be better supported by the use of multiple teaching methods and modes of instruction (visual, auditory, kinaesthetic, and read/write).
10. Clearly articulated expectations, goals, learning outcomes and course requirements increase student motivation and improve learning.
11. When students are encouraged to take responsibility for their own learning, they are more likely to develop higher order thinking skills such as analysis, synthesis and evaluation and be better prepared for life long learning.
12. Graduate attributes – the qualities and skills the university hopes its students will develop as a result of their university studies – are most effectively acquired in a disciplinary context.
13. Learning can be enhanced and independent learning skills developed through appropriate use of information and communication technologies.
14. Learning cooperatively with peers – rather than in an individualistic or competitive way – may help students develop interpersonal, professional and cognitive skills to a higher level.
15. Effective learning is facilitated by assessment practices and other student learning activities that are designed to support the achievement of desired learning outcomes.
16. Meaningful and timely feedback to students improves learning.