Tasmanian Institute of Learning and Teaching

ELT504
UniverSity LeaRning and teacHing Project

Semester 2/2015
Unit Outline

Kristin Warr Pedersen
Melody West
CONTACT DETAILS

Unit coordinators

Co-coordinator/Lecturer: Kristin Warr Pedersen
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# CONTENTS

**WHAT IS THE UNIT ABOUT?**

- Unit Description*  
- Intended Learning Outcomes*  
- Graduate Quality Statement  
- Alterations to the Unit as a Result of Student Feedback*  
- Prior Knowledge &/or Skills  

**HOW WILL I BE ASSESSED?**

- Assessment Schedule*  
- Assessment Details*  
- How Your Final Result Is Determined*  
- Submission of Assignments*  
- Academic Referencing*  
- Academic Misconduct*  

**WHAT LEARNING OPPORTUNITIES ARE THERE?**

- MyLO  
- Resources  
- Activities  
- Communication  
- Further Information and Assistance  
- Unit Schedule
WHAT IS THE UNIT ABOUT?

Unit description

Introducing innovation and supporting changes in practice in order to enhance students’ experiences are important components of leadership in learning and teaching. This unit provides you with the opportunity to demonstrate leadership through undertaking a supervised project on a strategic learning and teaching priority that is of benefit to you, your School, and/or the University*. Incorporating knowledge developed in previous units in the course, you are required to plan, implement and evaluate the outcomes of your project. (* It is important that you are actively engaged in teaching during the semester that you attempt this unit.)

Intended Learning Outcomes

On completion of this unit, you will be able to:

1. demonstrate an understanding of contemporary higher education issues and communicate how innovations in learning and teaching can address priority areas identified in the sector.
2. demonstrate your capacity to design, implement, evaluate and report on, a structured small-scale university learning and teaching development project;
3. justify the purpose/s and design of the project in terms of current issues and concerns within the higher education community and the particular needs of your institution, colleagues and/or students; and
4. critically reflect upon the outcomes of your project, drawing on your own evidence and with reference to current literature regarding university learning and teaching.

Graduate Quality Statement

Successful completion of this unit supports your development of course learning outcomes, which describe what a graduate of a course knows, understands and is able to do. Course learning outcomes are available from the Course Coordinator. Course learning outcomes are developed with reference to national discipline standards, Australian Qualifications Framework (AQF), any professional accreditation requirements and the University of Tasmania’s Graduate Quality Statement.

The University of Tasmania experience unlocks the potential of individuals. Our graduates are equipped and inspired to shape and respond to the opportunities and challenges of the future as accomplished communicators, highly regarded professionals and
culturally competent citizens in local, national, and global society. University of Tasmania graduates acquire subject and multidisciplinary knowledge and skills and develop creative and critical literacies and skills of inquiry. Our graduates recognise and critically evaluate issues of social responsibility, ethical conduct and sustainability. Through respect for diversity and by working in individual and collaborative ways, our graduates reflect the values of the University of Tasmania.

Alterations to the unit as a result of student feedback

Since 2014, this unit has had updates made to:

- the overview (and other) readings so that the background knowledge informing the unit is representative of the most appropriate and contemporary literature and higher education context;

- the timing of the unit, including the introduction of a recommended face-to-face workshop day earlier in the year to assist with the development of projects. A first ‘hurdle’ assessment will also be due early in Semester 2 to ensure that proposed projects and all accompanying assessment tasks can be carried out in a timely fashion before the end of Semester 2;

- the support material available to students through MyLO to include more self-directed learning materials for project development; and

- the introduction of discussion board threads to allow class reflection on contemporary higher education issues and in situ learning occurring throughout the semester.

Prior knowledge &/or skills

You need to have completed ELT501 or CAM502. Having completed ELT 502 or 503 would be highly advantageous, but not mandatory. You need to be committed to self improvement in your teaching and/or other educational activities, and willing to engage colleagues in this process.
HOW WILL I BE ASSESSED?

Assessment schedule

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Date due</th>
<th>Percent weighting</th>
<th>Links to Intended Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>MyLO Discussion Board Participation</td>
<td>Ongoing</td>
<td>Ungraded</td>
<td>1</td>
</tr>
<tr>
<td>Assessment Task 1</td>
<td>17th July</td>
<td>30%</td>
<td>1,2,3</td>
</tr>
<tr>
<td>Assessment Task 2</td>
<td>25th Sep</td>
<td>40%</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td>Assessment Task 3</td>
<td>23rd Oct</td>
<td>30%</td>
<td>1,2,4</td>
</tr>
</tbody>
</table>

Assessment details

MyLO Discussion Board Participation

<table>
<thead>
<tr>
<th>Task description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contribute to ongoing MyLO discussion posts about contemporary higher education issues and their relation to your project.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>MyLO Discussion boards will be opened for students to comment on, or create posts about class readings, readings you find relevant to your project or the unit, and/or any issues that arise in individual projects throughout the course of the unit. It is expected that you will engage with these posts and contribute meaningful discussion and comment to posts from lecturers and peers. While there is no minimum or maximum for participation, authentic engagement with the MyLO discussions will enhance your scholarship capacity in your own project and is therefore encouraged to the level that you deem fit. No engagement through to little or superficial engagement in MyLO discussions will result in a Fail for this assessment task, and you will be requested by the lecturers to explain your lack of participation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Links to unit’s intended learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Task length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing</td>
</tr>
</tbody>
</table>
**Assessment task 1**

<table>
<thead>
<tr>
<th>Task description</th>
<th>Project Plan - University Learning and Teaching Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment criteria</td>
<td>The Project Plan is to be completed on the template provided (in MyLO and at the back of this unit outline). The aim of this assessment task is to provide a clear outline of the rationale, aim, approach, intended outcomes and evaluation strategy you will use to undertake an individual University Learning and Teaching Project. It should show evidence that you have:</td>
</tr>
<tr>
<td>1.</td>
<td>Made appropriate reference to current literature to situate and justify your project as a relevant innovation in your teaching context;</td>
</tr>
<tr>
<td>2.</td>
<td>Explained how the project addresses specific dimensions of current themes and issues in Higher Education and your own teaching context; and</td>
</tr>
<tr>
<td>3.</td>
<td>Made use of a the provided template to identify in detail the rationale, aims, implementation plan (including a timeline), stakeholder analysis, identification of constraints, assumptions and further investigations needed and a proposed evaluation plan for your project;</td>
</tr>
<tr>
<td>4.</td>
<td>Proposed a project that is feasibly achievable within the timeframe and scope of the unit and your teaching context; and</td>
</tr>
<tr>
<td>5.</td>
<td>Produced a quality written proposal to communicate your project.</td>
</tr>
<tr>
<td>Details of the assessment criteria are included in the rubric in Appendix 1.</td>
<td></td>
</tr>
<tr>
<td>Links to unit’s intended learning outcomes</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Task length</td>
<td>Maximum of 4 pages filled out on the provided template, not including the timeline. This should equate to approximately 1500-2000 words.</td>
</tr>
<tr>
<td>Date due</td>
<td>Friday 17&lt;sup&gt;th&lt;/sup&gt; July 2015.</td>
</tr>
</tbody>
</table>

* Please note this first Assessment Task must be passed in order for your continuation in the unit to be approved by the Unit Coordinators. This is because this first task ensures that
you have a feasible project in terms of the timeline of the unit. There will be some cases where a project proposal from this Assessment Task can be re-scope in consultation with the Unit Coordinators to be resubmitted before census date for a Pass mark. Students who submit project plans that are deemed to not be achievable in the allocated Semester, will be asked to withdraw from the unit and a plan can be discussed for enrolling in the unit at a later date. This early submission and assessment date will also enable students who do not pass Assessment Task 1 to enrol in a different unit in this course.

** A template for this assessment task is provided at the conclusion of this outline and on MyLO.

### Assessment task 2

<table>
<thead>
<tr>
<th>Task description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress Report - University Teaching and Learning Project</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Progress Report is designed to allow you to demonstrate your capacity to implement your planned project and to begin the process of collecting evaluative evidence on the outcomes (planned and unexpected) of the project. It also provides you with the opportunity to communicate the progress of your project to your colleagues. In the report you should:</td>
</tr>
<tr>
<td>1. Communicate and justify the relevance of/need for your project in relation to your current teaching context and the higher education sector more broadly;</td>
</tr>
<tr>
<td>2. Map/describe implementation of the project to date;</td>
</tr>
<tr>
<td>3. Identify/comment on any changes and/or additions that have been made to the project design during implementation;</td>
</tr>
<tr>
<td>4. Identify and explain the types of evidence/data that you are collecting and/or creating in order to assist you in the critical evaluation of the outcomes of the project, together with how you will analyse these; and</td>
</tr>
<tr>
<td>5. Discuss how the progress of the project to date confirms and/or challenges current thinking and/or literature related to the focus of the project.</td>
</tr>
</tbody>
</table>

If you choose the written option in this Task, you should construct your Progress Report as a Discussion Paper. You should use standard academic language and referencing.
If you choose the oral option in this Task, you should deliver your Progress Report in the format of a Conference Presentation, taking care to use an effective oral presentation style and to show evidence of concern for engagement of the audience.

Full details of the assessment criteria are included in the rubric in Appendix 1.

| Links to unit’s intended learning outcomes | 1,2,3,4 |
| Task length | 2000 words OR a 30 minute oral presentation with supporting a-v and/or printed resources |
| Date due | Written Option: Friday 25th September, 2015 Oral Option: Either by negotiation (on or before the above date), or in a class presentation on Friday 25th September, 2015. Note, you only need to choose 1 of these options. |

**Assessment task 3**

**Task description**

Evaluation of Outcomes - University Teaching and Learning Project

**Assessment criteria**

The Evaluation of Outcomes task is designed to allow you to critically reflect on the outcomes of your project, with reference to current literature regarding university learning and teaching and in terms of the particular needs of your institution, colleagues and/or students. In your evaluation, you should:

1. Present the evidence you have used, and analysis you have conducted to identify what you consider to be the most significant outcomes of your project, be they intended or unexpected; and
2. Analyse/explain how these outcomes address, reflect and/or challenge current thinking and research in the field of university learning and teaching and the particular needs of your institution, colleagues and/or students.
You should construct your Evaluation of Outcomes as a stand-alone Discussion Paper, and use standard academic language and referencing conventions.

Alternatively, you might wish to construct your Evaluation of Outcomes as the discussion section of a proposed journal article suitable for submission to professional journals (including *Innovative Higher Education* and *Higher Education Research and Development*).

Full details of the assessment criteria are included in the rubric in Appendix 1.

<table>
<thead>
<tr>
<th>Links to unit’s intended learning outcomes</th>
<th>1,2,4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task length</td>
<td>2500 words</td>
</tr>
<tr>
<td>Date due</td>
<td>Friday 23rd October 2015</td>
</tr>
</tbody>
</table>

**Final Exam**

There is no exam for this unit.

**How your final result is determined**

You must pass each of Assessment Tasks 1, 2 and 3 outlined above, and participate on MyLO Discussion boards to pass this unit. In addition, you must pass Assessment Task 1 before Semester 2 Census date in order to remain in enrolled in the unit. If you do not pass Assessment Task 1, you will be given the option to withdraw from the unit (this will occur prior to census date) and either enrol in a different unit in the course, or re-enrol in this unit the following year.

Your final result is determined by summing the marks obtained for all assessment tasks. It is the practice of the Faculty of Education that individual pieces of assessment be graded according to the University’s grading system, i.e. percentages/marks for individual pieces of assessment are not released, excepting the final result.

**Submission of assignments**

Completed written assessment tasks should be submitted electronically through MyLO before 5pm on the due date.
The electronic submission date and time generated by MyLO will be deemed to be the date and time the assignment is received.

Generally, the date of presentation for oral assessment tasks will be subject to negotiation, within set time frames. All oral assessment tasks will need to be supported by audio-visual and/or printed resources. A copy of these resources should be submitted directly to the lecturer, via MyLO, by the close of business on the same day as the oral presentation.

Requests for extensions
All requests for extensions should be submitted via email to one of the Unit Coordinators (Kristin.Warr@utas.edu.au or Melody.West@utas.edu.au) at least three days before the due date of the assignment, except in the case of unexpected emergencies.

Generally, foreseeable work commitments will not be grounds for an extension. If you anticipate that work commitments, such as teaching offshore, may impact on your ability to satisfy the requirements of the course, you are advised to notify the unit coordinator and negotiate alternative arrangements.

Penalties
Unless an extension has been granted in writing, a penalty of 5% of the awarded mark will be deducted for each day an assignment is overdue. As written assignments are to be submitted electronically, submission on weekends is possible. Weekend days, therefore, will attract the same penalties as weekdays.

Task length and word limits have been set for every assessment task. Submissions that exceed the word limit by more than 20% will incur a penalty of 10% of the awarded mark for each 10% over the word limit.

Review of results and appeals
Appeals should go to the lecturer-in-charge in the first instance. If unresolved, appeals are referred to the Course Coordinator and, if necessary, to Faculty Executive (Education).

Academic referencing
In your written work you will need to support your ideas by referring to scholarly literature, works of art and/or inventions. It is important that you understand how to correctly refer to the work of others, and how to maintain academic integrity.

Failure to appropriately acknowledge the ideas of others constitutes academic dishonesty (plagiarism), a matter considered by the University of Tasmania as a serious offence.

The appropriate referencing style for this unit is APA.
The University library provides information on presentation of assignments, including referencing styles and should be referred to when completing tasks in this unit.

Please read the following statement on plagiarism. Should you require clarification please see your unit coordinator or lecturer.

### Plagiarism

Plagiarism is a form of cheating. It is taking and using someone else's thoughts, writings or inventions and representing them as your own; for example, using an author’s words without putting them in quotation marks and citing the source, using an author’s ideas without proper acknowledgment and citation, copying another student's work.

If you have any doubts about how to refer to the work of others in your assignments, please consult your lecturer or tutor for relevant referencing guidelines. You may also find the Academic Honesty site on MyLO of assistance.

The intentional copying of someone else's work as one's own is a serious offence punishable by penalties that may range from a fine or deduction/cancellation of marks and, in the most serious of cases, to exclusion from a unit, a course or the University.

The University and any persons authorised by the University may submit your assessable works to a plagiarism checking service, to obtain a report on possible instances of plagiarism. Assessable works may also be included in a reference database. It is a condition of this arrangement that the original author’s permission is required before a work within the database can be viewed.

For further information on this statement and general referencing guidelines, see the Plagiarism and Academic Integrity page on the University web site or the Academic Honesty site on MyLO.

### Academic misconduct

Academic misconduct includes cheating, plagiarism, allowing another student to copy work for an assignment or an examination, and any other conduct by which a student:

a. seeks to gain, for themselves or for any other person, any academic advantage or advancement to which they or that other person are not entitled; or

b. improperly disadvantages any other student.

Students engaging in any form of academic misconduct may be dealt with under the Ordinance of Student Discipline, and this can include imposition of penalties that
range from a deduction/cancellation of marks to exclusion from a unit or the University. Details of penalties that can be imposed are available in Ordinance 9: Student Discipline – Part 3 Academic Misconduct.

WHAT LEARNING OPPORTUNITIES ARE THERE?

MyLO

MyLO is the online learning environment at the University of Tasmania. This is the system that will host the online learning materials and activities for this unit.

Getting help with MyLO

It is important that you are able to access and use MyLO as part of your study in this unit. To find out more about the features and functions of MyLO, and to practice using them, visit the Getting Started in MyLO unit. For access to information about MyLO and a range of step-by-step guides in pdf, word and video format, visit the MyLO Student Support page on the University website. If something is not working as it should, contact the Service Desk (Service.Desk@utas.edu.au, phone 6226 1818), or Request IT Help Online.

Resources

Required readings

There is no set text for this unit. It is expected that you will source appropriate references as you progress your own project.

Recommended readings

Overview paper

• Dexter. B. & Seden, R. (2012). It’s really making a difference’: how small-scale research projects can enhance teaching and learning, Innovations in Education and Teaching International 49(1), 83-93
  
  To link to this article: http://dx.doi.org/10.1080/14703297.2012.647786

The Dexter and Seden paper is about the benefits of small scale learning and teaching projects and places this in the broader HE context (in this case in the UK – but there are definite synergies with the Australian sector).

The Dexter and Seden paper will be the first paper discussed on MyLO. We would also suggest that prior to the April workshop, or the start of Semester 2, you select 2 or 3 readings that you can relate to your own individual discipline/context and post thoughts on these on the MyLO site. I think it would be most useful to read articles that provide exemplars of projects similar to those you are planning. This should help you get a feel for how projects move through the planning, implementation,
evaluation and dissemination phases. At our face to face meeting in April and on MyLO we should be able to draw out the common threads in these readings with a view to shaping your own project.

Throughout the year, we will continue to populate a ‘Resources’ folder on MyLO with other readings we find that may be useful to the development of your project. We welcome you to add to this site by emailing us the references to any relevant resources and papers you come across in your research.

As we are not sure of your own individual directions at this early stage, we have provided some possible starting points – 4 websites and then links to specific papers describing innovations in a variety of areas. Please be mindful that some of these papers describe projects introduced by a team (and with financial support) – so are able to be somewhat more ambitious than projects implemented by individual academic staff.

**Reading Lists**

**Useful Websites:**

The HERDSA website has links to all refereed papers from conferences for the past 10 years. These papers often describe small scale teaching and learning innovations – and cover a range of discipline areas: [http://www.herdsa.org.au/index.php?page_id=162](http://www.herdsa.org.au/index.php?page_id=162)

**These sites may also be useful:**


The Educause conference web sites has a number of interesting papers describing innovations in ‘… higher education, managing knowledge technologies to advance scholarship, learning and research’. I found the papers to be very readable and useful in describing the type of innovations that are achievable by individuals and small teams in the Higher Education sector.

[http://www.heacademy.ac.uk/](http://www.heacademy.ac.uk/)

If you go to the Subject Centres tab on the top of the page, you will find links to specific discipline areas – or go to [http://www.heacademy.ac.uk/disciplines](http://www.heacademy.ac.uk/disciplines).

On these individual pages there are links to journals, case studies and other initiatives.
The Health Sciences site, for example, has a number of mini-projects detailed (see link under Health Science on the next page).


(Office for Learning and Teaching and [former] Australian Learning and Teaching Council projects – these would be much larger and with serious budgets)

http://www.jisc.ac.uk/whatwedo.aspx

An outline of the technology based projects funded by the UK body, JISC.

**Specific links to papers describing innovations:**

(Categories and the title for each of these are provided as a guide to the content area of the paper.)

- **Enhancing student experience**
  Jarkey, 2004: Orientation as an ongoing learning experience: Student focused and holistic (Content area – Arts)

- **Looking at Student Feedback**
  Rowe, Wood & Petocz, 2008 Engaging students: Student preferences for feedback.

- **Using Mentoring and authentic experiences to enhance student learning**
  Baird, 2004: Transforming knowledge through mentor-supported cognitive apprenticeship learning methods (Content area – Building Design)

- **Using technology to support student learning**
  Hallas, 2005: Getting started in flexible learning: Perceptions from an online professional development workshop (Implementation and evaluation of a staff Professional learning workshop)

Poyatos-Matas & Allan: Providing feedback to online students: A new approach

Schmid & Yeung, 2005: The influence of a pre-laboratory work module on student performance in the first year chemistry laboratory

http://www.caudit.edu.au/educauseaustralasia07/authors_papers/Watson-112.pdf

Chrisfield & Green 2007: Development of interactive online anatomy images in the LUNA Insight Image database – building digital collections and learning applications step by step – a collaboration between Human Biosciences and the Library at La Trobe.

•  Health Science

A large number of funded mini-projects in the Health Sciences are reported in the following document:
http://www.health.heacademy.ac.uk/projects/miniprojects/MPbooklet.pdf

•  Information Management
Polykett and Benn: Beyond e-Reserve: Implementation of a repository-based reading list management system at the University of Western Australia
http://www.caudit.edu.au/educauseaustralasia07/authors_papers/Poleykett-109%20FINAL.pdf

•  Science
Wilson and Russell, 2003: The first year physics diary project

Another useful portal
The Office for Learning and Teaching (OLT) website has links to some very useful Higher Education teaching and learning sites.

Equipment, materials, software, accounts
None additional.

Activities

Learning expectations
The University is committed to high standards of professional conduct in all activities, and holds its commitment and responsibilities to its
students as being of paramount importance. Likewise, it holds expectations about the responsibilities students have as they pursue their studies within the special environment the University offers.

The University’s Code of Conduct for Teaching and Learning states:

**Students are expected to participate actively and positively in the teaching/learning environment. They must attend classes when and as required, strive to maintain steady progress within the subject or unit framework, comply with workload expectations, and submit required work on time.**

**Details of teaching arrangements**

During this unit, you will be involved in reading and discussion activities, one recommended F2F workshop (full day via videolink in April 2015); individual contact with the lecturers; and formal assessment tasks related to the design, implementation and evaluation of a specific university learning and teaching project. The recommended F2F session will be held on 8th of April (via videolink) commencing at 10am. This unit is delivered much like an applied, Honours project with the teaching pattern relying on self-directed learning strategies that are supported by the lecturers through a supervisor/student type model. In addition, a MyLO site will provide resources and opportunities to engage in discussions with staff and other students in the unit.

**Specific attendance/performance requirements**

As a student in ELT504 you will be expected to participate fully in all aspects of the planned teaching and learning program (see below). This will involve completing appropriate readings and contributing to online discussions of these, attending a recommended, preparatory F2F workshop in April 2015, maintaining regular contact with the lecturers during the progress of your project and submitting all assessment tasks in a professional manner. Please note, the first assessment task is a ‘hurdle task’ that must be passed before census date of second semester in order to ensure you can stay enrolled in the unit and complete the other assessment requirement in Semester 2. This first assessment task is due in the first week of Semester 2, which is why we encourage you to attend the April 2015 F2F workshop, or make contact with the unit coordinators as early as possible to discuss your project.

**Teaching and learning strategies**

ELT504 requires that students be self-directed in their learning. The lecturers will support you to design a feasible project to be completed before the end of Semester 2, however you must be willing and able to self-direct the implementation and evaluation of your project in a timely and organised manner to ensure you are able to meet all of your project milestones and complete all of the required assessment tasks.

**Work Health and Safety (WHS)**
The University is committed to providing a safe and secure teaching and learning environment. In addition to specific requirements of this unit you should refer to the University's Work Health and Safety website and policy.

**Communication**

Teaching staff will communicate with students via announcements posted to MyLO, through individual face-to-face/email/phone and Lync consultations.

Students are expected to communicate with staff via the same means of communication.

**Further information and assistance**

If you are experiencing difficulties with your studies or assignments, have personal or life-planning issues, disability or illness which may affect your course of study, you are advised to raise these with the unit coordinator in the first instance.

There is a range of University-wide support services available to you including Student Learning Support, Student Advisers, Disability Services, and more which can be found on the Student Support and Development page of the University website.

Should you require assistance in accessing the Library, visit their website for more information.

**Unit schedule**

Please refer to the due dates of the assessment tasks as a unit schedule. In addition to the due dates for assessment tasks, other notable dates in the unit schedule include:

8th April 2015 10am-3pm, Recommended Face-to-Face workshop via video link

- to begin discussion of purpose and design of individual projects alongside an introduction to the unit.

All other meetings will be organised on an individual basis and are optional.