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**ChemNet skype meeting #9**

**Wednesday October 3 at 3:30 pm Brisbane time**

Attendees:

James Mitchell Crow (Project officer) jmitchellcrow

Madeleine Schultz (QUT) madeleine.schultz

Will Rifkin (USyd) will\_rifkin

Glennys O’Brien (Woollongong) glennys.obrien

Simon Bedford (Woollongong) simon\_b\_bedford

Dino Spagnoli (UWA) dino.spagnoli

Ian Jamie (UWS) ijamie01

Brian Yates (Tas) brian.f.yates

**Minutes:**

1. **ACSME meeting - Assessment of TLOs**

Round up: good discussion of areas in workshop, in groups for TLO1.1 and 2.2. discussed core elements. did not get as far as hoped but valuable. there wil always be new people joining in so have to spend time bringing people up to speed.

did not get far on benchmark or threshold questions - need to reactivate working group

**2. Next steps**

Two more meetings - two one day or one two-day- with experts in each subdiscipline to thrash out threshold in that subdiscipline.

Brian - need to address the other TLOs, this might only be 1.1. this is important but also need to get to the other TLOs.

Also then need discussion of how to teach and assess all TLOs

Also how to benchmark that assessment - not just 1.1 but also lab work etc - how do we benchmark eg recognising ethical behaviour.

The rest of the TLOs as required by TEQSA will come out of our other work, eg Good Practice Guides for Science TLOs. These could be a starting point and adapted to chemistry.

Glennys - in coping with TLO 1.1 and the different ways it can be assessed, other TLOs will come in as well and be assessed at the same time. Trying to get standard questions - the TLOs are interconnected and items can cover several things as once. Do need to bring together people who are teaching and assessing in third level to get a handle on depth and coverage that students need to demonstrate at the end. Necessary to get together for 1.1, getting a group with senior people gives it weight. There will always be overlap even if focussing on 1.1.

Simon - 1.1 a good starting point

Will - It seems like content is the 'handle' by which discipline-based lectures (e.g., chemistry) get their heads around TLOs. By the same token, as Brian states, the range of Science TLOs are applicable to chemistry nearly as they stand. Sorting out ways to address them might even be done in common with reps from other disciplines.

RACI involvement - can we make it a joint meeting, use RACI discipline chairs as a starting point to choose invitees

Glennys: Second year is introduction, third year is establishing mastery within context of themes. People teaching at second year may not establish threshold, only at third year. Two pronged approach.

Simon: makes sense to piggy back on general science TLOs, should we renumber chemistry to reflect science TLOs in ordering? Brian wil do this and circulate.

Dino: to flesh out mapping exercise it was complementary units - new majors will have generic science units that cover science TLOs at UWA. These might be taught by psych, ethics, communication

Madeleine: QUT has this too

Glennys: concrete next step - Brian and Glennys to discuss with TLO working group and reflect on last week before making the plan. Preparing the groups for the tasks did not work as well as hoped. Need well-defined activities and questions for attendees at meeting. Who to invite etc

Glennys to get back by email after discussion with TLO WG

RACI assembly Sat Nov 24 - maybe can piggy back?

**3. Standard MC exam/ exam assessment WG**

How can we move the process forward? Informal sharing of existing exams so we know what they look like and what others have?

Conversation - what sort of questions (knowledge recall, application of formulae, higher level)

Must be informal

Dino - will change from first to second to third year

Will - Designing a new "good" exam for a fictional uni - Can start at third year and work backwards? Where do they have to get to.

Glennys: This would link into TLOs. Note AQF requirements - COHESIVE body of knowledge. This relates to TLOs. Refer to other subjects

Simon: Are we still basing these on the RSC/RACI appendix A and B type questions or going down the line of synoptic type exam papers? ie do we test first year concepts?

Madeleine: should be embedded

Simon - can't use RSC questions as is more diverse degrees

Ian - people get bogged down because their degrees are slightly different in content. Hard to get out of mindset of what they teach exactly

Madeleine - more homogeneous at first year (?)

Ian - institutional pressures to modify content for specific science faculty (eg bio focus)

Will: Come up with guidelines for questions but also examples?

Glennys: may be able to discuss assessment other than standardised exams and feed back into TLO work.

Simon: Perhaps we should start with some Threshold Questions testing certain Threshold Concepts and use this as a starting point? Perhaps starting with just one area - Organic say and getting these to start a debate!

Good to have questions set at TLO and those above as well! Ask the question: is this threshold, or above threshold, or below?

Madeleine: those would be third year questions?

Glennys: that starting point would be helpful for the next TLO meeting. Crossing over two things: Threshold concepts AND threshold questions. Questions need to be able to be answered. Useful to TLO group if they are struggling with depth. Example questions: do you expect a student to be able to answer this at the end of their degree?

Questions were looked at last Weds at meeting but the groups did not have correct guidance. Will be used again

**4. Other business**

What other groups should be working now? TLO group based on last Weds, standard exams group. What else should we be working on at the moment to keep the network with momentum?

Something about regional unis and also students from low socio-economic backgrounds? How to start this.

**Next meeting:** Wednesday 31 Oct 4:00 eastern summer time, 3 pm Brisbane time.