


*After*  
standards  
The Future of History

# Welcome to National Workshop II

Waiting for ~~Geedet~~ **TEQSA!**

*After*  
standards  
The Future of History

A/Prof Sean Brawley (UNSW)  
A/Prof Jennifer Clark (UNE)  
A/ Prof Chris Dixon (UQ)  
Dr Lisa Ford (UNSW)  
Dr Erik Nielsen (UNSW)  
Dr Shawn Ross (UNSW)  
Dr Stuart Upton (UNSW)



**Professor Alan Booth**  
**(Nottingham)**  
**Professor Lendol Calder**  
**(Augustana)**  
**Professor Leah Shopkow**  
**(Indiana)**



**Adela Sobotkova**  
**(0478 001 400)**



9.30 — 10am  
Welcome and introduction

10am — 11am  
Sector Briefing  
Sean Brawley (UNSW)



11—11.30am  
Morning Tea

11.30 — 12.30pm  
Institutional Reports

12.30 — 1.30pm  
Lunch



**1.30 — 3.30pm**  
**"Starting at the End: Disrupting the  
Rituals of the History Classroom"**  
**Leah Shopkow**

**3.30 — 4pm**  
**Afternoon Tea**

**4 — 5pm**  
**Honours**  
**Julie Kalman**



**5 — 6pm**  
**Welcome Reception**  
**Napier Building Lecture Foyer (Level One)**

**7 — 10pm**  
**Workshop Dinner**  
**Lemongrass Thai Bistro,**  
**289 Rundle Street (Rundle Mall)**

2011 Participants	2012 Participants
Australian Catholic University	Australian Catholic University
Adelaide	Adelaide
ADFA	ADFA
ANU	ANU
Avondale College	Avondale College
Central Queensland	Central Queensland
Charles Darwin University	Charles Darwin University
Charles Sturt University	Charles Sturt University
Curtin University	Curtin University
Deakin	Deakin
Edith Cowan	Edith Cowan
Flinders University	Flinders University
Griffith	Griffith
James Cook University	James Cook University
La Trobe	La Trobe
Macquarie	Macquarie
Melbourne	Melbourne
Monash	Monash
Murdoch	Murdoch
Newcastle	Newcastle
Notre Dame	Notre Dame
Southern Cross	Southern Cross
University of the Sunshine Coast	University of the Sunshine Coast
Sydney	Sydney
UNE	UNE
UQ	UQ
USQ	USQ
University of Tasmania	University of Tasmania
University of Wollongong	University of Wollongong
University of WA	University of WA
UWS	UWS
VU	VU
UNSW	UNSW



**History Teachers  
 Association of Australia**

**Australian Council of  
 Professional Historians  
 Associations**





Evaluation	Comments
Very useful	Excellent - being able to discuss and meet with various colleagues - learnt new things. Excellent overseas speakers.
Very useful	A very worthwhile event. I found a group of passionate professionals and a range of great ideas applicable to every dimension of my life [sic] - curricular, pedagogic, administrative. I loved the way UNSW shared so fully their single instance of failure. The conference itself was a singular success.
Very useful	Congratulations to all those who put this together.
Very useful	Wandered a bit but useful wrap-up.
Very useful	Much fascinating and stimulating material. The sessions were excellent and all presenters were engaging. I have gained many new ideas that I will try and implement in my teaching. It was also great to have the opportunity to hear what many other historians were/are doing/thinking and working on.
Very useful	Not enough time on many sessions. Wanted to hear more about specific practices of our international colleagues. David pace session best because specific. Wanted UK historians to set out more on UK standards experience.
Very useful	It seems clear solutions to the funding squeeze must be political as well as technical/strategic.
Very useful	I really appreciate the well prepared and on-task presenters. Truly inspiring to spend time with colleagues talking about teaching. I also appreciated the generally optimistic view that participants took - much more productive than gloom and doom and blaming govt.
Very useful	Particularly useful to talk to colleagues from across Australian institutions about these common issues. Fab international guests with great attitudes. Great management, Sean.
Very useful	Very useful to meet with others and to discover what is happening. A feeling that we will be able to respond more positively to the difficult times that are here.
Somewhat useful	A well focused conference, discussing important issues. Unfortunately, I could not attend for all sessions. This is due to pressure of work - which is another leading issue in the lives of historians in Australian Universities.
Very useful	The overall standard of the workshop was excellent. There was a great deal to spur thinking about individual practice and corporate practice. Thanks very much.
Very useful	All of the speakers were excellent. Lunches disappointing. Accommodation disgraceful!
Very useful	Main benefit - starting to talk about how to present a united front as a discipline! We need to keep organised! Overseas speakers were mostly entertaining and interesting.
Very useful	It was very useful - an annual/biannual gathering like this would be incredibly useful.
Somewhat useful	I found the workshops on day 2 very useful. However, I found that the discussions and presentations on days 1 and 3 were very disjointed [unclear] and of very limited use. It would have been better to run the workshops on both days (so that everyone could attend all of them) and then have a smaller discussion of issues until the issues themselves were more clearly defined.
Very useful	Excellent opportunity to reflect on the place of standards in our profession, on our own teaching practice and some state-of-the-art "best practice" on teaching history. I particularly appreciated the input of the international guests, on so many levels.
Very useful	Broad ranging dialogue with historians on teaching and learning was a real pleasure. Also great to continue to engage with national and international perspectives. Best - addressing political and advocacy contexts for change.
Very useful	Excellent mix of practical ideas, debate and strategy-making.
Very useful	Fantastic conference. This has certainly provided me with great ideas about ways to better teach our students and closely consider their learning. As an academic feeling [unclear] tenure, I do find it hard to fully implement this when I am under pressure to research and publish. Great workshop.
Somewhat useful	As is inevitable, the workshop was uneven. It would have helped to have the standards in front of us - but the lack of involvement of many in developing these standards made them a problematic focus. The opportunity to talk about T&L with such a diverse group was excellent but I would have liked more systematic info on what everyone does in their teaching.
Very useful	Mills was fascinating - a rather switched-on character. The session concerning academic-admin interplay was particularly worthwhile. Sean's final-day talk regarding the gateway course was quite sobering.
Somewhat useful	I think this was a useful meeting and good to meet so many colleagues in the context of teaching and learning - which we do spend most of our time on, despite our love and dedication to research. I do think that the workshop sessions could have been more interactive - ie general discussions among the whole group. The presenters could have distilled the essence of their presentations more efficiently to allow more discussion of the ideas they were offering in the varied contexts from which participants came.
Very useful	Great. One focus to ensure doesn't get lost would be to ensure that practical applications get brainstormed - collected - and housed for ongoing reference. Cheers.
Very useful	Great couple of days. Inspiring and provocative. I hope that I can maintain the momentum (and the exchanges and network born from this) when I'm back at my campus.
Very useful	This was an extremely useful conference. It provided a rare opportunity to combine discussions of our 'big picture' issues that affect our profession with detailed issues of teaching standards and innovation. It was also extremely valuable to meet and discuss these issues with colleagues from the vast majority of Australian universities.
Very useful	It was great to gather together and discuss these vital matters. I gained a whole lot of knowledge from macro to micro, from policy to the classroom. The international guests were uniformly wonderful and informative. Many thanks for inviting them. I did wonder what happened to the survey data. Will it be collated and fed back on the website. I will definitely take my record of this rich gathering back to my colleagues. Congratulations to the organisers.
Very useful	I only attended the Friday sessions. Even within these few, there was a diversity of topics and approaches, with many of the issues raised holding a great deal of resonance for me. I feel inspired to take these ideas back to my own teaching and my discipline and to follow up on the opportunities for collaboration.
Very useful	Thank you for organising this event, which was the first opportunity I've had, in a 15-year academic career, to discuss in a formal setting such an essential element of my own working life. It should become a more frequent occurrence, for both ourselves and for the benefit of the students we teach.
Very useful	Excellent.
Very useful	Would be great to have something like this every year and if more people could attend (would have loved for more of my colleagues to hear this). One suggestion - it has been very hard to get away during term time - would be better if future workshops could be scheduled in between semesters rather than in term time.
Very useful	We'll feed back to our history dept; a) on the standards issue; b) lots of great teaching and learning hints. And both will help us individually (in our teaching) and collectively (in continuing to develop our curriculum). Thanks.




## Feedback

- *Particularly useful to talk to colleagues from across Australian institutions about these common issues. Fab international guests with great attitudes. Great management, Sean.*
- *Thank you for organising this event, which was the first opportunity I've had, in a 15-year academic career, to discuss in a formal setting such an essential element of my own working life. It should become a more frequent occurrence, for both ourselves and for the benefit of the students we teach.*
- *I have to admit I was sceptical about how useful or productive this conf was going to be, but I was totally wrong - it was extremely productive and exciting - the beginning of what is hopefully a much longer and more involved conversation*

## Feedback

- *I did not know what to expect but its easy to say the conference exceeded all expectations. Thank you for taking such good care of us ... I hope people will let you know what the conference meant to them. It's an incredible effort you put out and, apart from standards (who knows where that is going) there seemed to be a lot of learning going on. And the new friendships and connections are invaluable.*



1. Compliance Working Party
2. AQF 8/9 Working Party
3. Fields of Education/Cluster Funding Working Party



**Level 7 & Level 8 Threshold Learning Outcomes**

Upon completion of a **Bachelors degree with a Major in History** / **Honours degree in History**, graduates will be able to:

*Knowledge*

1. **Demonstrate an understanding of at least one period or culture of the past.**
  1. **Demonstrate a broad understanding of a body of historical knowledge, historiography and theoretical concepts with advanced understanding in at least one period or culture of the past.**
2. **Demonstrate an understanding of a variety of conceptual approaches to interpreting the past.**
  2. **Demonstrate coherent and advanced knowledge of history's principles, methods, and concepts and the ability to apply them when researching a historical problem.**
3. **Show how history and historians shape the present and the future.**



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Level 7 & Level 8 Threshold Learning Outcomes

*Skills*

4. Identify and interpret a wide variety of secondary and primary materials.
3. Demonstrate cognitive and technical skills in historical research.
5. Examine historical issues by undertaking research according to the methodological and ethical conventions of the discipline.
4. Demonstrate skills in reviewing, analysing, and synthesizing historical knowledge.
6. Analyse historical evidence, scholarship and changing representations of the past.
5. Demonstrate initiative and judgment in historical scholarship.
6. Exercise independence in identifying and formulating solutions to complex and historical problems.
7. Exercise independence in identifying and formulating solutions to complex and historical problems.




*After standards*  
The Future of History

Level 7 & Level 8 Threshold Learning Outcomes

*Communication*

7. Construct an evidence-based historical argument or narrative in audio, digital, oral, visual or written form.
8. Demonstrate written and verbal communication skills to present a clear and coherent exposition of historical knowledge and the capacity to disseminate historical findings in diverse contexts.
9. Create a history thesis/research project that demonstrates research and design skills, critical thinking, and judgment in developing new understanding.




**Level 7 & Level 8 Threshold Learning Outcomes**

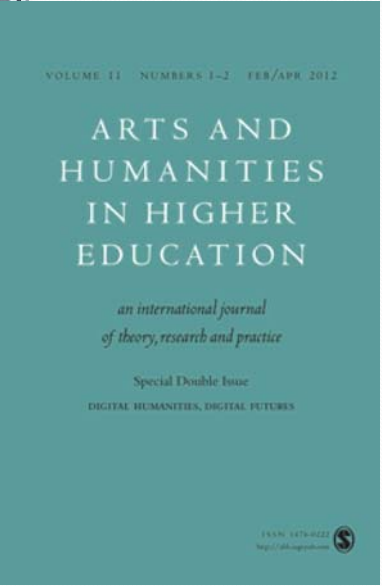
*Reflection and practice*

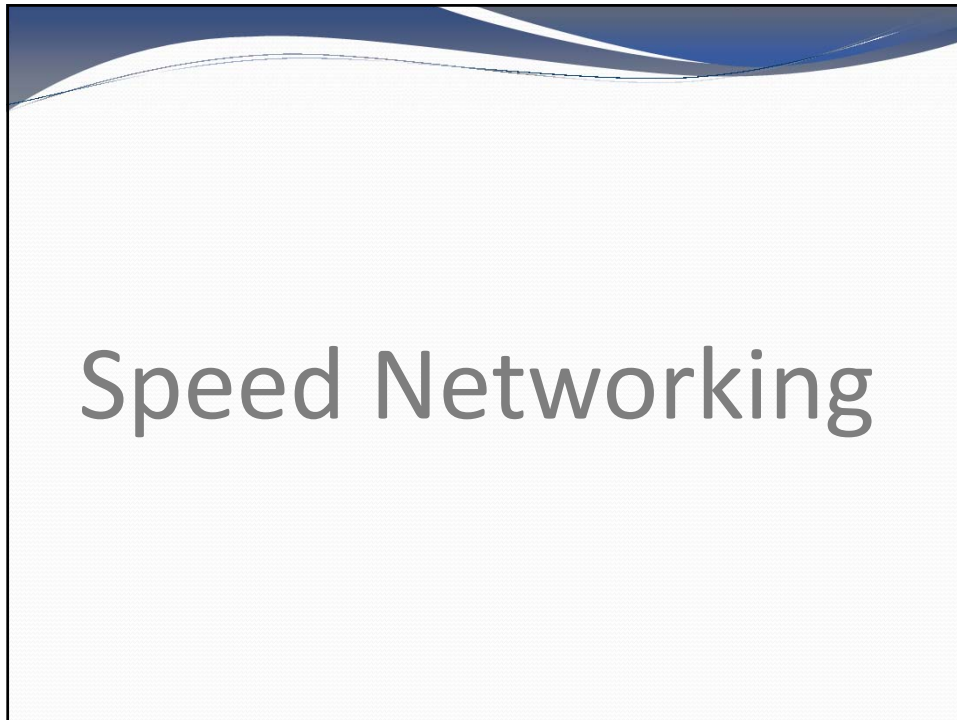
- 8. Identify and reflect on the knowledge and skills developed in their study of History.
- 10. Identify and reflect critically upon the knowledge and skills developed in the student's own study of history.
- 11. Exercise autonomy in one's learning and responsibility in one's practice as a professional historian.

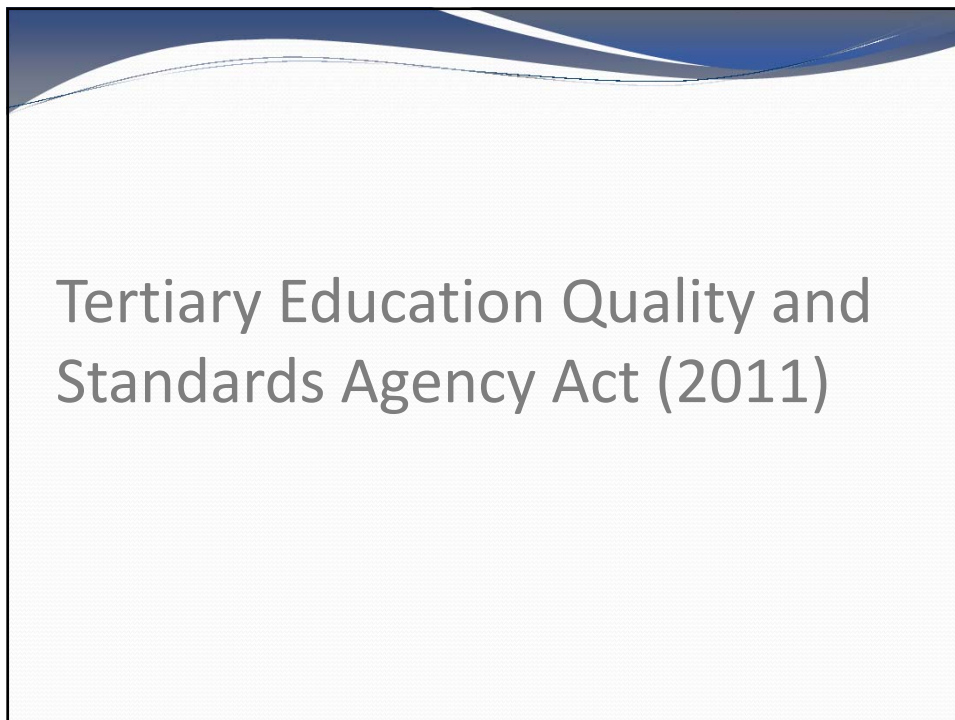
### Draft Threshold Learning Outcomes — AQF 9

- Upon completion of a Masters degree in History, graduates will be able to:
- **Knowledge**
  - 1. Demonstrate a broad understanding of historical knowledge, historiography and theoretical concepts with extensive understanding in one or more periods or cultures of the past.
  - 2. Demonstrate coherent and extensive knowledge of history's principles, methods, and concepts and the ability to apply them when researching historical problems.
- **Skills**
  - 3. Demonstrate cognitive and technical skills in historical research.
  - 4. Demonstrate skills in reviewing, analysing, and synthesizing historical knowledge.
  - 5. Practice ethical and inclusive enquiry and communication.
  - 6. Demonstrate initiative and judgment in historical scholarship.
  - 7. Exercise independence in identifying and formulating solutions to complex historical problems.
- **Communication**
  - 8. Demonstrate written and verbal communication skills to present a clear and coherent exposition of historical knowledge and the capacity to disseminate historical findings in diverse contexts.
  - 9. Create a substantial research-based project that demonstrates research and design skills, critical thinking, and judgment in developing new understanding.
- **Reflection and practice**
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<p style="text-align: center;"><b>HISTORY IN PRACTICE</b></p> <p style="text-align: center;">Applying standards to tertiary-level history Policy, challenges and the <i>After Standards</i> project</p> <p style="text-align: center;">Sean Brawley, Jennifer Clark, Chris Dixon, Lisa Ford, Leah Grolman, Shawn Ross and Stuart Upton</p> <p><small>This paper discusses the challenges of applying standards to the teaching of tertiary-level history. It gives a critical overview of the emerging standards process in Australia, re-emphasising the importance of disciplinary input in producing a workable and acceptable regulatory framework under the aegis of Australia's recently-established Tertiary Education Quality and Standards Agency (TEQSA). To this end, it argues for the importance of building capacity within the history discipline both to engage with policy makers in coming months, and to take an active role in defining and implementing national standards for tertiary history. It suggests the potential of grassroots initiatives such as the <i>After Standards</i> project to assist historians in meeting this challenge.</small></p> <p><small>This article has been peer-reviewed.</small></p> <p><small>The prospect of applying national standards to the teaching of tertiary-level history within a national regulatory environment presents the discipline of history with challenges and possibilities. The possibilities can only be realised if historians are actively involved in designing and implementing new learning and teaching outcomes for history – whether they are based on the discipline-generated Threshold Learning Outcomes (TLOs) released by the now obsolete Australian Learning and Teaching Council (ALTC) in December 2010, or on new criteria to be formulated under the recently established Tertiary Education Quality and Standards Agency (TEQSA).</small></p> <p style="text-align: center;"><small>177</small></p>	 <p style="font-size: 2em;"><i>History Australia</i></p> <p style="font-size: 2em;">December 2011</p>
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	<p>Brawley, Clark, Dixon, Ford, Nielsen, Ross &amp; Upton, “Learning Outcomes Assessment and History: TEQSA, the After-Standards Project and the QA/QI challenge in Australia”, <i>Arts and Humanities in Higher Education</i> (forthcoming 2012)</p>
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# Higher Education Panel

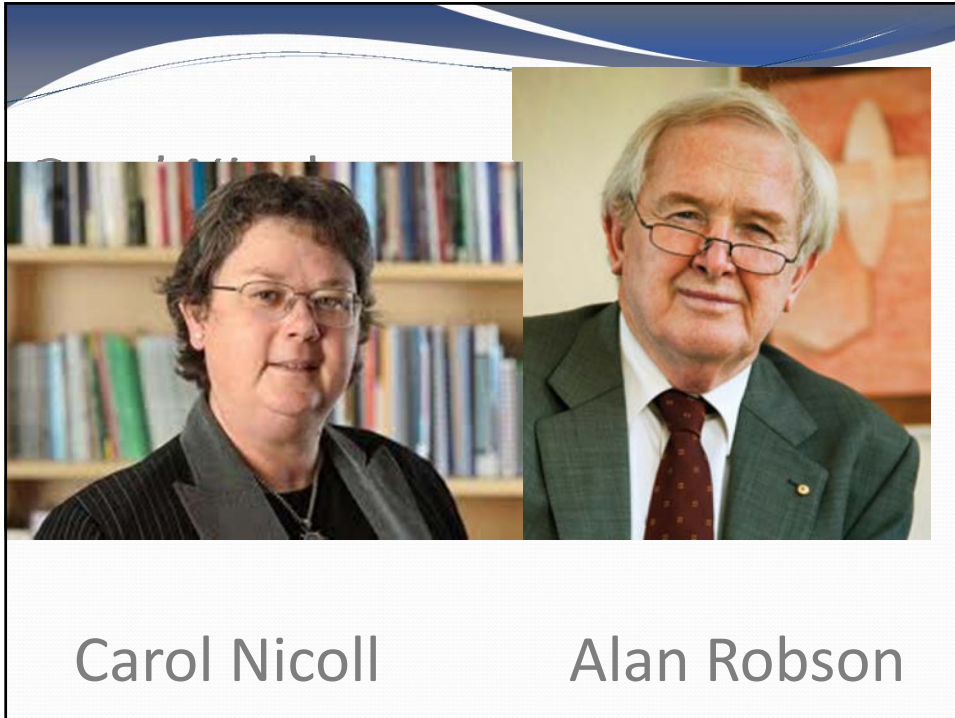


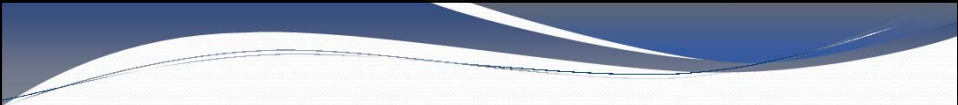
**Australian Government**

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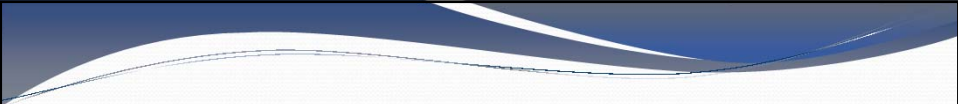
**Tertiary Education Quality  
and Standards Agency**







‘Developing a Framework for  
Teaching and Learning  
Standards in Australian Higher  
Education and the Role of  
TEQSA’.



The AHA is deeply concerned by the relegation of discipline communities in this section of the document to “other involved parties”. Beyond a few vague statements on the importance of discipline communities, the document as a whole is surprisingly neglectful of the proper place of the discipline communities in standards formulation and verification process.

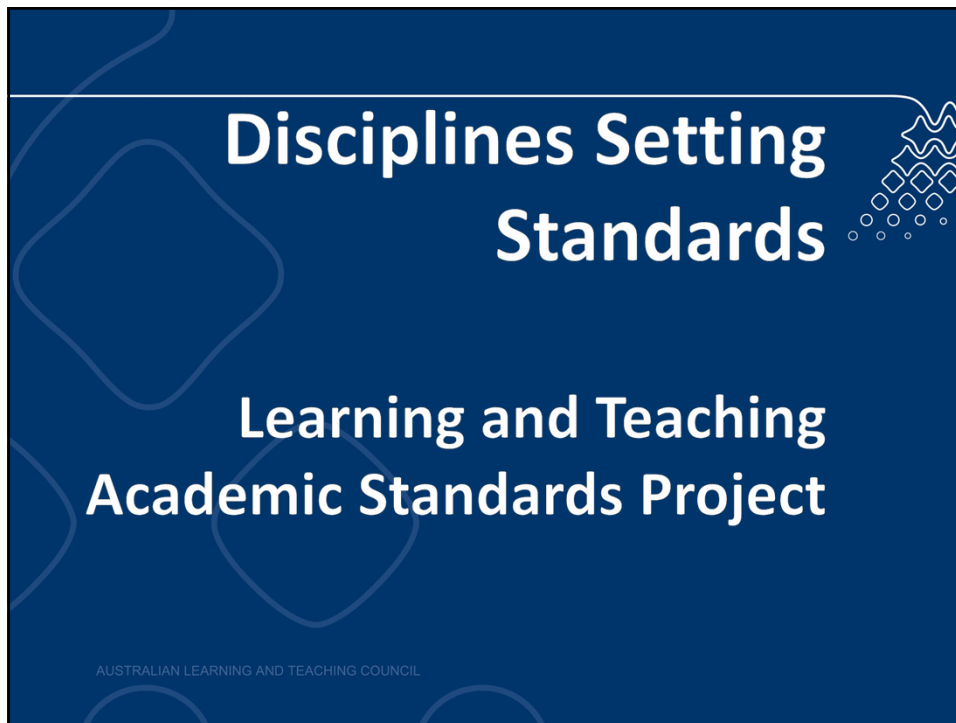
Discipline communities deserve to be recognized as full third parties in this process along with TEQSA and institutions. The AHA in this respect is reminded of the conclusion to the ALTC LTAS report: 'Failure of the new quality assurance framework to follow through on the commitment made by the professional and academic bodies and peak industry groups will create a credibility gap. At risk is the loss of goodwill from major stakeholders which will be essential to their future involvement'.

Electronic Portfolios that do not create another layer of work for already overworked academics would be strongly endorsed by the AHA as a means of providing documentation for testing compliance. The use of curriculum mapping as part of an audit process also has merit. We strongly endorse an external peer review process similar to that utilized in the United Kingdom.

For whatever reasons and motivations the discussion paper has done a great disservice to the ALTC LTAS project. Comments that suggest the project did little more than present 'guides to curriculum design' under-value the project and its results. The AHA is left to conclude that this was deliberate and reflects a determination to downplay the role of discipline communities as the 'owners' and 'definers' of the attributes in their area of study.

The AHA endorsed the LTAS project as providing a workable and collegial process. The AHA and the broader discipline community's work in the continuing ALTC 'After Standards' project highlights this point.

The AHA rejects the assertions made in the media before the release of this discussion paper (*The Australian*, 6 & 13 April) that the process had been flawed and the standards produced lacked 'rigor'. The discipline community is happy with the AQF Level 7 standards. If the work of the LTAS project is dismissed who will create the new set of standards for History? Securing stakeholder engagement is most important and the AHA wishes to re-assured that TEQSA has confidence in the discipline community's abilities to set its own standards.



**Disciplines Setting Standards**

**Learning and Teaching Academic Standards Project**

AUSTRALIAN LEARNING AND TEACHING COUNCIL

The slide features a dark blue background with white text. The title 'Disciplines Setting Standards' is at the top, followed by the subtitle 'Learning and Teaching Academic Standards Project'. At the bottom, the text 'AUSTRALIAN LEARNING AND TEACHING COUNCIL' is visible. There are decorative white lines and a pattern of small circles on the right side.



## Draft Threshold Learning Outcomes — AQF 9

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## AQF 9

### Summary

- The Masters Degree (Coursework) qualifies individuals who apply an advanced body of knowledge in a range of contexts for professional practice or scholarship and as a pathway for further learning

### Knowledge

- Graduates of a Masters Degree (Coursework) will have:
- a body of knowledge that includes the understanding of recent developments in a discipline and/or area of professional practice
- knowledge of research principles and methods applicable to a field of work and or learning

### Skills

- Graduates of a Masters Degree (Coursework) will have:
- cognitive skills to demonstrate mastery of theoretical knowledge and to reflect critically on theory and professional practice or scholarship
- cognitive, technical and creative skills to investigate, analyse and synthesise complex information, problems, concepts and theories and to apply established theories to different bodies of knowledge or practice
- communication and technical research skills to justify and interpret theoretical propositions, methodologies, conclusions and professional decisions to specialist and non-specialist audiences
- technical and communication skills to design, evaluate, implement, analyse and theorise about developments that contribute to professional practice or scholarship

## AQF 9

### **Application of knowledge and skills**

- Graduates of a Masters Degree (Coursework) will demonstrate the application of knowledge and skills:
- with creativity and initiative to new situations in professional practice and/or for further learning
- with high level personal autonomy and accountability
- to plan and execute a substantial research-based project, capstone experience and/or piece of scholarship

### **Volume of Learning**

- The volume of learning of a Masters Degree (Coursework) is typically 1-2 years; in the same discipline 1.5 years following a level 7 qualification or 1 year following a level 8 qualification; in a different discipline 2 years following a level 7 qualification or 1.5 years following a level 8 qualification