

OUTCOMES OF THE CHEMISTRY DISCIPLINE NETWORK MAPPING EXERCISES

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ABSTRACT

Standards, threshold learning outcomes and generic graduate outcomes are increasingly important at Australian Universities. The Chemistry Discipline Network has begun developing approaches to these issues and in this paper, we report our experiences and outcomes thus far. We have completed the first snapshot map of all chemistry units of study offered in twelve universities across Australia, including content, delivery and assessment. We report some general patterns found and more possible questions that can be asked of the information base (<http://www.chemnet.edu.au/?q=node/39>). In addition, we have mapped the first year chemistry and other compulsory science units offered at six universities against the chemistry TLOs (<http://www.chemnet.edu.au/sites/default/files/files/Chemistry%20Threshhold%20Learning%20Outcomes%20May%202011.pdf>). The results, while preliminary, show that in the first year, large gaps are evident. We have also begun identifying exemplar learning activities, objects and related assessments for each TLO. This process establishes possible practices which will enable universities to demonstrate that the subjects and degrees meet TLO and standards audits. The results of the two mapping exercises are proving invaluable as sources of both information and discussion of issues, including what a student must achieve to be awarded a BSc in chemistry, and what sort of diversity should be encouraged between universities with different sub-discipline specialities. Using these results, we plan a good practice guide to help ensure that degrees will pass an audit. In conjunction with this we are working towards possible discipline agreed standards to submit to the standards authority.

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