

Student-Staff Liaison Committee Minutes Meeting #1, 2024

Date 20 March 2024

Attendees:

Name

Prof Daniel Zizzo
Joe Symons
John Raiti
Lachlan Armstrong
Abbey Croughan
Samuel Weir
Margaret Hayes
Ziqi Zhang
William Duffy
Felipe Florit
Varen Arya
Harsh Amit Mehta
Prof Ian MacKenzie
Hannah Stevens
Nikolas Stamatou

Item	Agenda Item
1.	Apologies Trish Le Francisco Garcia Serena Huang Dominique Leong A/Prof Lana Friesen Nishay Bhikha Albert Kim Poorvi Malik
2.	Acknowledgement of Country & Welcome Completed.
3.	Confirmation of Minutes from the Previous Meeting Yes.
4.	SSLC Recruitment 2024 <ul style="list-style-type: none">i. Applications for student representatives have now closed, and, since the previous meeting new members of the SSLC have been chosen. The results of this process were discussed.ii. Lachlan welcomed returning members of the SSLC alongside newly recruited student representatives:<ul style="list-style-type: none">o Samuel Weiro Margaret Hayeso Ziqi Zhango William Duffyo Felipe Florito Varen Aryao Harsh Amit Mehtao Nikolas Stamatouo Francisco Garciao Serena Huango Dominique Leong

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- Nishay Bhikha
 - Albert Kim

- iii. Further to the previous item, Lachlan provided the committee with updates regarding the recruitment process for student representatives.
 - Received 14 applications, with 53% female applicants, 38% post-graduate students, 46% international students and 1 applicant the first in their family to attend university.
 - Shortlisted to 9 applicants to interview, with 6 student representatives selected.

5. Business Arising from the Previous Meeting

- i. Sam provided the Committee with a detailed explanation of the High School Outreach Proposal to increase PPE awareness and engagement in pre-university student groups.
 - Sam alongside fellow PPE students engaged in this proposal have been in discussion with the School about ways to engage with high-school students, noting declining enrolments in PPE degrees. Noted that they still had a continued focus on economics enrolments and targeting low socio-economic and rural student engagement.
 - Currently in the process of facilitating a collaboration with the faculty in running a 'Day in Economics' - scheduled for July 2024. Sam is exploring methods for recruiting schools and executing post-day engagement to maintain continued connections with schools/students.
 - Prof. Zizzo commented that the School of Economics was very supportive of this proposal, reiterating the importance of looking at a diverse range of students and the support provide to schools.

6. Business Arising from this Meeting

- i. Prof. Ian Mackenzie provided the Committee with an update on the review of assessment for B/Econ first-year students.
 - Prof. Ian Mackenzie noted how previous T&L meetings highlighted the importance in ensuring efficiency, streamlining the workload of staff and assessment load on students.
 - Numerous courses in the B/Econ were audited, it was deduced that especially in first year there was excessive assessment. Specifically, 41 assessments in Semester 1 with numerous courses having weekly CML and online quizzes that hold low weighting. The importance of having a variety of assessment was noted.
 - A position paper in collaboration with the course coordinators is underway to develop an increase in the delivery of meaningful assessment and a lower quantity of tasks, recognising the scarcity of time students are facing with current loads. This is currently for first-year B/Econ as a test-case and plans are to extend evaluation of assessment design across other degrees and year-levels in the future.
 - Currently, there is a 7-year program review process, but it is recognised that this may not always be frequent enough given that circumstances can change significantly within this period.
 - ii. Following on from the prior point, Prof. Ian Mackenzie opened for input from students about their experiences.
 - Nick identified how in ECON1010 and ECON1020, there were weekly CML's with the questions often repetitive, with this assessment having limited ability to develop depth of knowledge in students.
 - Ian queried if Nick found these assessments helpful, Nick commented is felt very recycled and he didn't always gain a lot due to being more focused on tutorial tasks and assignments which carried more weight and had more extension of learning. Hannah commented that they were more helpful in technical subjects such as ECON1310. Ian mentioned the technical issue of rounding errors which students noted in SECATS, this was reaffirmed by Hannah and Nick.
 - Ian queried if students had any assessment which stood-out, Lachlan mentioned ECON1010 ClearJ's. Sam commented that the ECON1020 country report was helpful in learning how to structure and develop report writing skills, Ian reaffirmed that ECON1020 stood out with a
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balanced approach to assessment utilising CML's and written tasks. Felipe highlighted ECON2410 which utilised quizzes, essays and video submissions providing a strong-mix of assessment with WIL integration - recommended following up about the SECATS for this course at the end of Semester.

- iii. Lachlan raised the point of BAFE First Year Economics assumed knowledge noted from discussion with First Year BAFE students.
 - It was raised that the Economics courses moved quickly with some level of base economics knowledge assumed. Students raised concerns that those from non-private schools or those without access to high-school economics found it difficult to compensate for the gap in knowledge.
 - Felipe commented that providing course content and additional resources (websites, books etc.) ahead of the Semester may be useful in reducing the initial load students may face if they have not had exposure to economics before.
 - Nick noted he did not find this, commenting he did Economics in high school and did one-year of a different degree before transferring into BAFE, where he studied ECON1010 and ECON1012 - providing credit for ECON2011 and ECON2012.
 - Ian commented that BAFE was designed to have a raised trajectory.
 - Jeff noted that upon becoming the Course Coordinator for ECON2011 he spends the first-hour in Week 1 reviewing basics, commenting reviewing SECATS at the end of Semester 1 2024 may be helpful.
 - Lachlan mentioned he would follow up and review the SECATs at the end of the Semester for Semester 2 meetings.
 - iv. Lachlan introduced the discussion about Economics tutorial design.
 - Currently, tutorials consist of the tutor often running through the answers line by line, where the value gained by students is comparable to that of reading over the answers.
 - Lachlan noted Behavioural Economics had strong tutorials and opened to Committee for their experiences.
 - Abbey noted the ECON2050 online tutorial was delivered well, with the tutor highlighting key complex theory and then selecting a varied assortment of questions to run-through linking maths to theoretical concepts.
 - Nick commented that ECON3210 provided strong tutorial delivery with differentiated activities across different colour-coded tables (1. Unsure of Content; 2. Completed Qu's but Not Strong; 3. Completed Qu's and Strong on Content with Extension Opportunities). This allowed discussion with students of a similar ability, and support to be provided by the tutor to the level of the students.
 - Prof. Ian Mackenzie commented he attended tutor training day, noting how tutors can often get nervous and upon watching some of the practice sessions the delivery seemed similar to mini lectures. Prof. Ian Mackenzie highlighted that tutors should be facilitating knowledge and discussion, where in a strong tutorial a tutor speaks very little whilst the students engage. Prof. Ian Mackenzie commented for future to have in-training tutors deliver mini-tutorials where they cannot use the board at the tutor training.
 - Prof. Ian Mackenzie mentioned there may be a discrepancy where course coordinators are not aware of the tutorial delivery practices used by tutors, and the potential for an email to be sent to Erik and Joe about speaking about this at the tutor meeting. It was mentioned that at the faculty level there will be additional resources and instruction to training tutors in BEL with regards to their practices.
 - v. Lachlan introduced and opened to the Committee student awareness of UQ Employability resources and student internship opportunities in Economics.
 - Lachlan noted that students have commented on a lack of awareness of opportunities available to them, opening discussion as to whether this is an isolated concern or broader issue.
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- Prof. Zizzo discussed how the BEL careers team has been working on expanding outreach with current limitations given opportunities/notifications cannot be directly email to the team.
 - Joe commented that the placement course enrolments have increased. Specifically, ECON3380 enrolments have doubled this year, and a post-graduate practicum course has been introduced this semester where students source their own placements.
 - Felipe noted that the student hub provides services to support students in accessing placement opportunities though students may be unaware. Alongside, mentioning how UQES regularly advertises opportunities as well.
 - Joe mentioned it would be important to look where advertising about UQ employability is, as the School itself is limited, with an employability tab already on BB. Prof. Zizzo reaffirmed that there are restrictions where Blackboard is focused on coursework relevant materials, though the tab on BB could be highlighted by course-coordinators.
 - Largely deemed to be an isolated concern, with students who engage in societies, courses and extra-curriculars likely to have been aware.

vi. Any other business matters?

- No.

Closed at 10:47am.

7. **Actionable Before the Next Meeting**
N/A

Note: Course SECAT's to be reviewed at the conclusion of Semester 1 / Beginning of Semester 2.

8. **Next Meeting**
Tuesday, 14th May at 3pm.
