

Pedagogy: Strategies for effective teaching — what's worked for you?

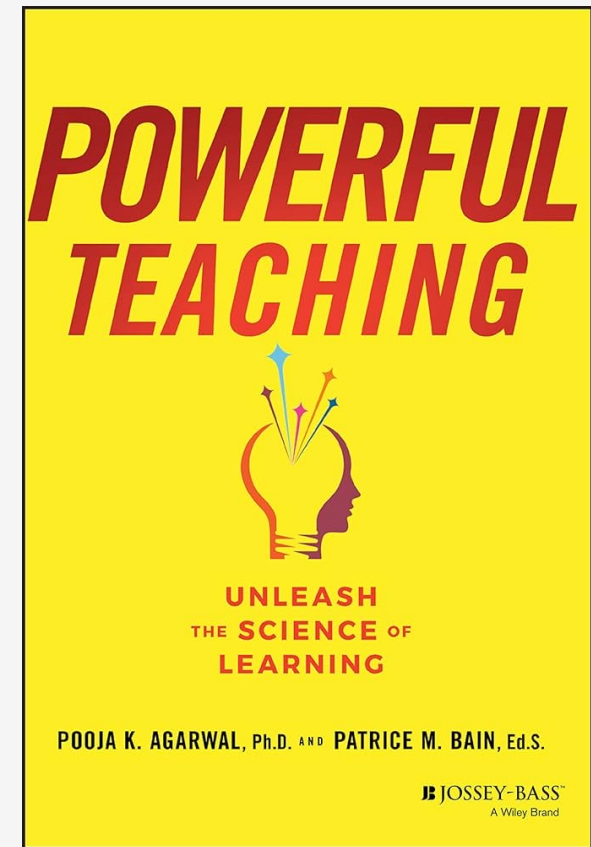
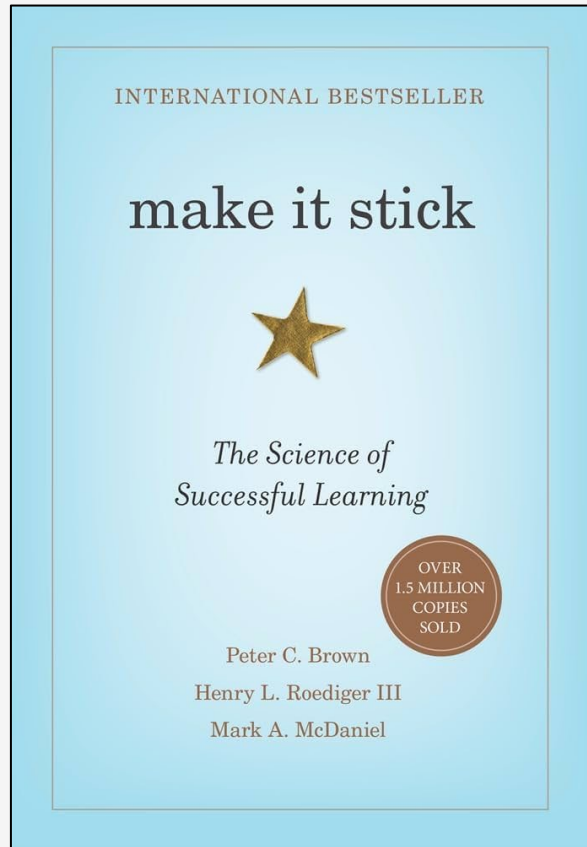
Dr Tatiana Burr, Centre for Classical Studies

Dr Rachel Rodney-Harris, Fenner School of Environment & Society

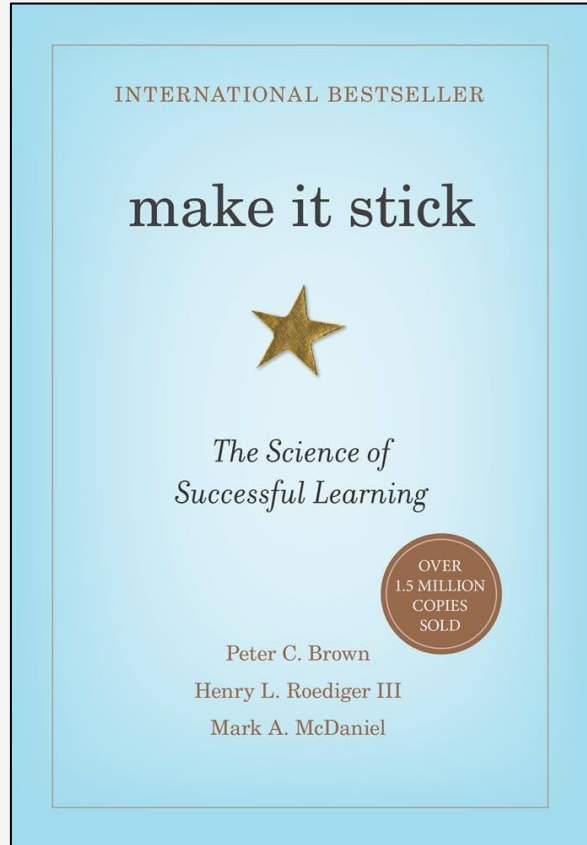
Dr Petra Vaiglova, School of Archaeology & Anthropology

Associate Professor Wayne Morgan, Law School

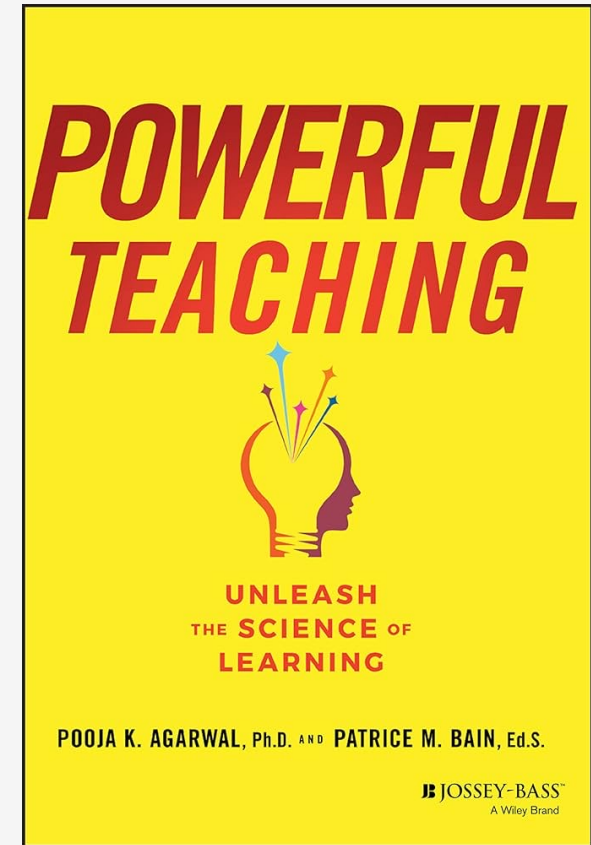
Cognitive studies & the science of learning



Cognitive studies & the science of learning



1. Retrieval practice
2. Spacing
3. Interleaving





Retrieval practice in the classroom



www.retrievalpractice.org

- ✓ Works for all age groups
- ✓ Boosts learning not just for high-achieving and motivated students, but also for students with a wide range of abilities and motivation levels
- ✓ Reduces student anxiety! (on tests and in-class participation)

Agarwal, P. et al. (2021) Retrieval practice consistently benefits student learning: A systematic review of applied research in schools and classrooms.

Baines, J. (2025) Retrieval practice. In: Smart Teaching Stronger Learning: Practical Tips from 10 Cognitive Scientists.

‘Hidden Curriculum’

REFERENCE MAP OF
GREECE & THE AEGEAN

Wing by Ian McEwan

■ Regional boundaries within Greece
 ■ Major settlement or center of the named island
 ■ Other settlement or site
 ■ Uncertain location or identification
 ■ Hellenistic foundations or names
 ■ Roman foundations or names
 ■ Byzantine foundations or names (selective)
 ■ Described (abandoned) former site
 ■ Wreck remains: wall, gully, street, lake
 ■ Land features: mountains, plains, islands
 ■ Fortified wall

Figure 1 consists of two horizontal bar charts. The top chart shows the number of countries in the sample for each year from 1980 to 2000. The x-axis represents the number of countries (0 to 100), and the y-axis represents the years. The bars show a decreasing trend in the number of countries over time. The bottom chart shows the number of countries in the sample for each year from 1980 to 2000. The x-axis represents the number of countries (0 to 100), and the y-axis represents the years. The bars show a decreasing trend in the number of countries over time.

CLAS2013: *The Muse and the Machine* - Canberra Glassworks excursion (2025)



Balsamarium - 1971.06

Acquisition number: 1971.06



Intact and in good condition. Pale green glass with trailed decoration in a darker blue-green. The decoration was added before the handles. On the lower wall is a zigzag with a spiral line above. Heavy disc foot with a depression in the centre.

Object details	Bibliography	Catalogue	Provenance
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Title: Balsamarium - 1971.06

Acquisition number: 1971.06

Author or editor: J.R. Green

Culture or period: Roman Imperial

Date: 3rd - 4th century AD.

Material: Glass

Object type: Vessels - Balsarium

Dimensions: 36mm (w) × 124mm (h)

Origin region or location: Syria

Display case or on loan: 9

Keywords: Roman, Imperial, Syria, Glass, Roman Syria







**‘rikawa/tenēre’ (‘water-carrier/to hold’ in palawa kani and Latin)
Jessie Henderson (palawa), 237 PI (Post Invasion)/2025 CE**

Bull kelp (*durvillea potatorum*), native hibiscus (*hibiscus tiliaceus*),
lomandra (*lomandra longifolia*). Materials from lutruwita/Tasmania,
Gumbaynggirr Country/Coffs Harbour, Ngannawal/Ngambri
Country/Canberra.

Note: capitalisation follows language-specific practices. The revived
Tasmanian Aboriginal language palawa kani does not use capital letters.
The use of dual object names, place names, and dating methods on this
label highlights the cross-cultural aspect of the work.



Creative Assessment in Professionally Accredited Programs: LLB

See e.g. Roberts & Henderson, “Designing Law School Assessment To Meet New Forms of Legal practice: A Model From Australia” 28 *Clinical Law Review* 451 (2022)

- Traditional law School Assessment: exam-based problem solving and research essay
- Assessment that enhances engagement, critique, affect and new forms of communicating with clients
- Simulations, Podcasts, creative writing, poetry, audience-based presentation (school, prison, business client)



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CRICOS PROVIDER CODE: 00120C



Field and place-based learning in Agriculture and Environment





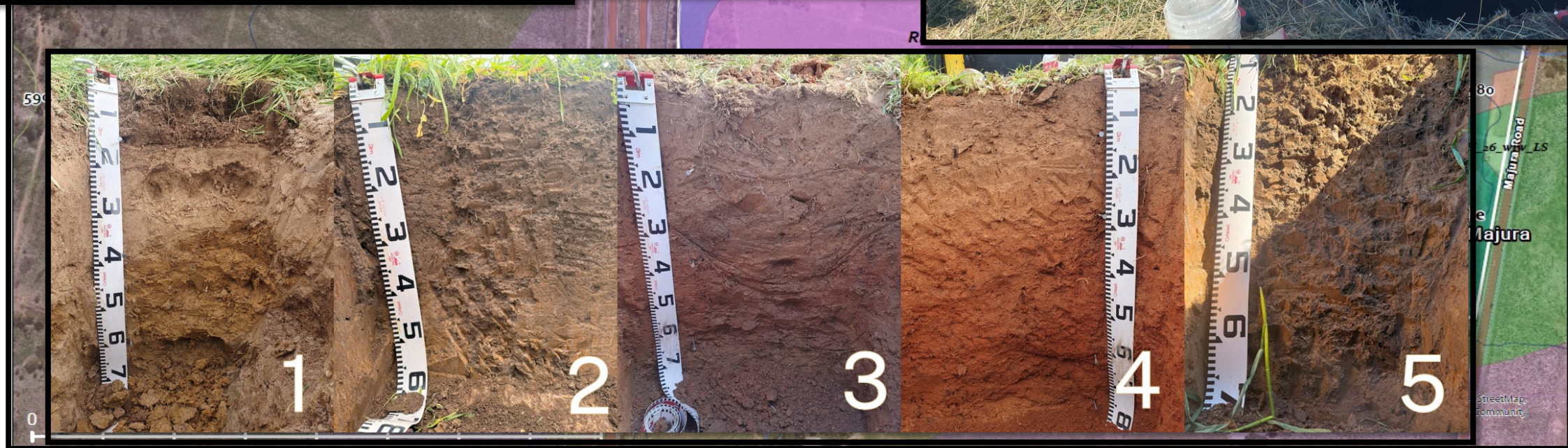
- # Opportunities
- Immersive learning, applies concepts to real-world contexts, solidifies learning
 - Brings new perspectives, holistic systems views
 - Develops professional and technical skills - responsibility, critical thinking, problem solving, teamwork
 - Showcases things that can't be replicated in the classroom/lab (though connects)
 - Enhances student experience and engagement, cohort connections
 - (supported in literature e.g. Fedesco et al., 2020, Munge 2018, Pulido et al., 2025)

Challenges

- Requires flexibility in teaching
- Time and resources intensive
- Risk and logistical management
- Can be an unfamiliar way of learning (additional cognitive load)
- Inclusion and equity (though can be addressed)







The field trip components significantly added to my experience and learning by providing practical examples of what was discussed in class, as well as providing new knowledge and ways of thinking from people engaged in the field. Also broadly was inspiring speaking to people who are so passionate about what they do

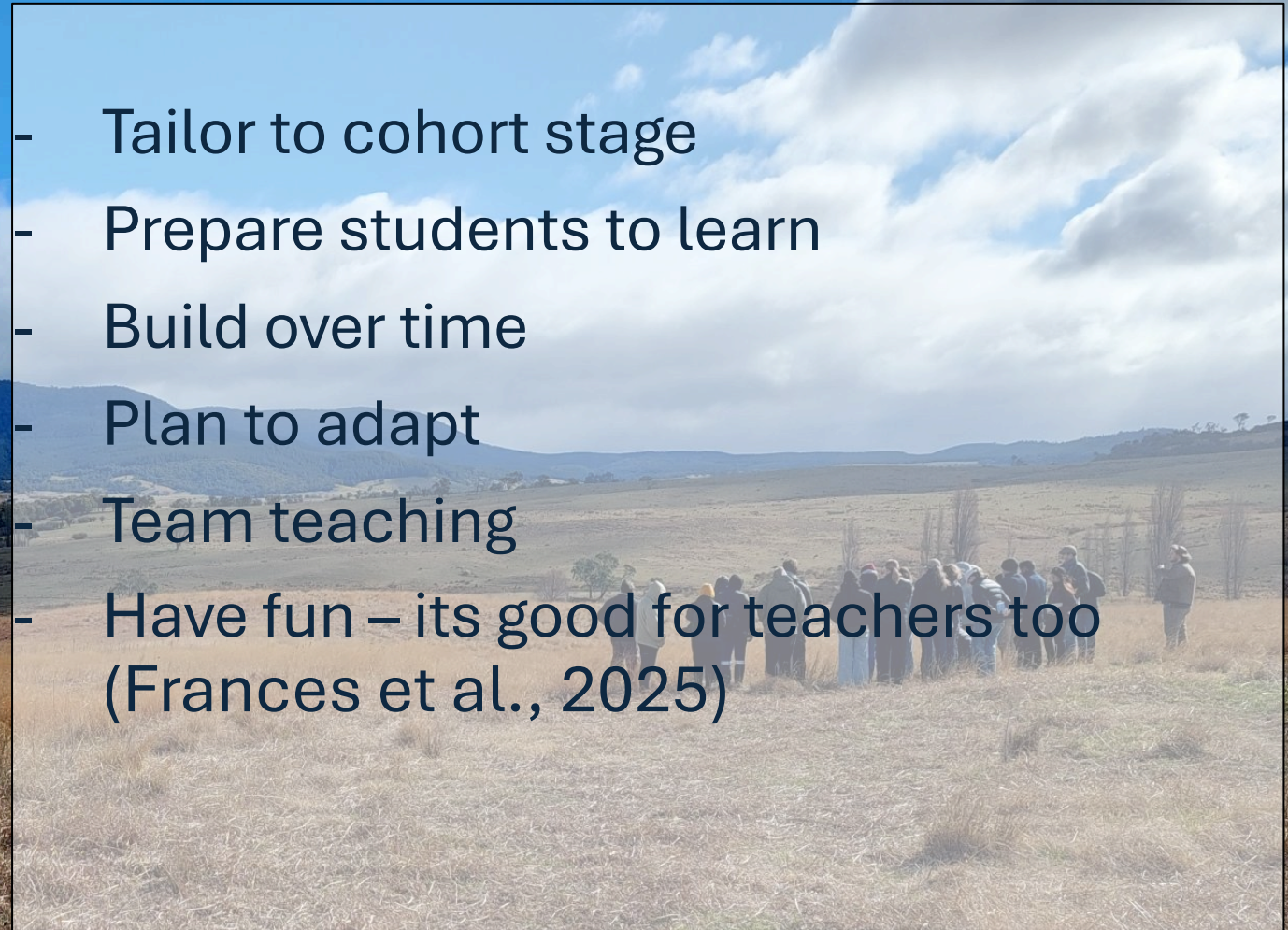
Field work was enjoyable and informative - encouraged me to apply classroom learnings in a new way

The [field work was] amazing, and so informative. There was so many things I was wondering about that were answered by the [field trips]...

Enhancing Success



- Tailor to cohort stage
- Prepare students to learn
- Build over time
- Plan to adapt
- Team teaching
- Have fun – its good for teachers too (Frances et al., 2025)



Interesting reads if you want more

- Clarke, D.A.G (2022) Bringing learning to life: nine tips for teaching in outdoor places and spaces. *Times Higher Education* <https://www.timeshighereducation.com/campus/bringing-learning-life-nine-tips-teaching-outdoor-places-and-spaces>
- Fedesco, H. N., Cavin, D., & Henares, R. (2020). Field-based learning in higher education: Exploring the benefits and possibilities. *Journal of the Scholarship of Teaching and Learning*, 20(1).
- Frances, L., Quinn, F., Elliott, S., & Bird, J. (2025). ‘It makes me a better teacher’: the benefits of outdoor learning for teachers. *Journal of Adventure Education and Outdoor Learning*, 1–21.
<https://doi.org/10.1080/14729679.2025.2558044>
- Munge, B., Thomas, G., & Heck, D. (2018). Outdoor Fieldwork in Higher Education: Learning From Multidisciplinary Experience. *Journal of Experiential Education*, 41(1), 39-53.
<https://doi.org/10.1177/1053825917742165>
- Pulido, L., Pépin, A., Bergeron-Leclerc, C., Cherblanc, J., Godue-Couture, C., Laprise, C., Paquette, L., Nadeau-Tremblay, S., & Simard, S. (2025). The Effects of Outdoor Teaching on Academic Achievement and Its Associated Factors—A Scoping Review. *Education Sciences*, 15(8), 1060.
<https://doi.org/10.3390/educsci15081060>