Education Futures
Our Vision
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UWA’s Education Futures Vision is presented as seven statements that are consistent with the values embedded in New Courses 2012 and that embrace UWA’s Educational Principles, with a focus on the practices of teaching and learning across undergraduate and postgraduate courses. Each of the statements begins with a vision and then outlines what the vision means from the perspective of both UWA staff and students.
TRANSFORMATIVE teaching

Teaching practices at UWA are designed to engage, challenge and transform students throughout their courses.
At UWA, academic staff convey passion for their discipline through their teaching. Teaching and learning activities (including assessments) are designed to facilitate proactive student engagement in their learning. Teaching and learning activities are designed to engage students in critical and creative thinking at challenging levels consistent with their course. This includes comparing and contrasting, analysing, applying, debating, critiquing, transforming and creating. Teaching and learning activities facilitate and challenge students to develop skills, abilities, knowledge and values, with the goal of inspiring them to seek wisdom throughout their lives.

Students at UWA engage proactively in their learning. They understand that they have a responsible role to play in the development of their knowledge and skills by engaging with their teachers, fellow students and the wider community. They understand that they will be challenged to develop their skills, abilities, knowledge and values and that they will be required to demonstrate their learning progressively in a range of contexts and at different levels.
Teaching at UWA is based on evidence from scholarly and systematic inquiry into effective student learning and teaching practices. Pedagogies used by UWA staff are crafted specifically for the disciplinary content and level of study. Academic staff at UWA conduct systematic inquiry into their students’ learning and their own teaching practices, seeking feedback from students, colleagues and the wider community. UWA teachers strive to improve their pedagogy through self-reflection and professional learning.

Students are open to new teaching methods and approaches and recognise that they learn from many people and sources in a variety of ways. Students value providing feedback on the quality of teaching and their learning experiences throughout their study.
EXPERIENTIAL learning

UWA provides students with a rich variety of learning experiences, including service learning, that connects them to the University, professional, local and global communities.

Staff at UWA provide opportunities for students to engage in complex issues and problems facing the human and natural worlds. Learning experiences are relevant to the discipline, and are experienced and observed in different environments (e.g. natural, constructed, virtual, professional). UWA staff ensure that, when relevant, experiential learning is integrated with other learning activities. They provide students with opportunities to practice, develop and demonstrate their personal qualities (e.g. communication and interpersonal skills), knowledge and skills through internships, practicum placements, and participation in community programs through volunteering and service learning.

These experiences may be supported by professional and industry organisations and may take place locally, nationally or internationally. Experiential learning contributes to UWA graduates being well prepared for employment and participation in society.

Students work respectfully in the field, laboratory, workplace and community. Students seek opportunities to apply their learning in different contexts, understanding that deep learning requires many experiences with different people and applications in a range of contexts.
INTEGRATED RESEARCH experiences

Learning and teaching experiences at UWA are integrated with, and informed by, research.
Teachers at UWA are well qualified and experienced researchers and scholars in their disciplinary field. They bring contemporary research experiences to their teaching and, when appropriate, provide students with opportunities to participate in research. Academic staff at UWA demonstrate passion for their research and scholarship and ensure that students develop research skills and research literacy.

Students at UWA are aware that research informs their learning activities. They participate in research, learn the skills of research and produce research outcomes. UWA students understand that they are required to demonstrate research literacy as a key attribute.
OPTIMISED resources
UWA teaching and learning activities are supported with an extended range of quality resources, facilities and technologies.

UWA staff provide students with a wide range of blended learning experiences through the use of various learning technologies and access to relevant resources and facilities (e.g. laboratories and field- and work-based experiences). Learning technologies are used in innovative, engaging and informed ways to enhance students’ learning. To ensure UWA’s courses are of high standard, its staff use the best teaching and learning material and course content available.

Students’ learning is supported by technologies, resources and facilities that are integrated into their planned learning experiences. Students use technologies and resources to maximise the flexibility and depth of their learning opportunities and extend their learning through self-directed research and study.
VIBRANT CAMPUS environment

UWA values and provides a vibrant, collaborative learning environment within its attractive campus.

UWA provides students with opportunities to work with other students, drawing on a range of social, cultural and sporting activities. UWA staff use formal and informal facilities, services and activities to enhance students’ learning experiences.

They encourage students to engage in a range of opportunities, recognising the value of enhancing personal resilience, work-place readiness, professionalism and interpersonal skills.

Students value the UWA campus, services and facilities including the student accommodation.
GLOBAL CITIZENSHIP and Leadership

UWA prepares its students to be contributing members and leaders of local, national and global communities.

UWA staff demonstrate and promote ethical practices and values in their professional work and engagement with students. Staff recognise the rights of students to learn in an environment that is inclusive, culturally sensitive and respectful. UWA staff provide students with opportunities to develop their leadership skills and capacity as well as a deep understanding of the communities in which they live.

Students at UWA demonstrate respectful, ethical and appropriate behaviours in their study, research and interactions with others. They understand themselves as members and potential leaders of local, national and global communities and seek opportunities to contribute to these in a professional and personal capacity.
The contribution to the UWA Education Futures Project of UWA staff, students, external stakeholders and movie makers is acknowledged.

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