COMMON ELEMENTS THAT ARE CHARACTERISTIC OF A UWA EDUCATION

GROUP 1 Grady Venville

Experiential Learning:

Internships:
- placement with company with learning outcomes, structured, clearly defined roles/ responsibilities of students and mentors
- develop model of best practice
- Internships Australia as intermediary
- access for those with disabilities, how can they contribute?

Labs:
- autonomy
- consistency across University
- away from recipe style labs

Technology:
- via Skype with industry mentors

In the classroom
- real world problems – cross-cultural perceptions
- guest speakers, discussion

GROUP 2 Phil Hancock

Technology and learning

Issue 1 Pedagogy
- Is it important to integrate the use of technology into the learning? If yes then how much is appropriate?
- Will this vary by discipline?
- Is technology better used for certain aspects of learning such as the transmission of knowledge which allows the class time to be used for the application of knowledge?
- Are there certain higher order skills like judgement, and education principles like oral communication which are more suited to the face to face classroom?
- Can technology be used to supplement and augment face to face teaching by allowing for example students to continue to collaborate in a virtual world?

Issue 2 Support and resources
- If there is to be more blended learning and flipping the classroom what level of support/training is required for professional and academic staff and students?
- It is essential that there is adequate IS support at all times to deal with technology problems.

Issue 3 Technical
- Are there aspects of teaching which for intellectual property reasons need to be safeguarded?
- Is the use of technology inhibited by technical issues such as internet access in certain parts of the university? What can be done to deal with this issue?
- Are there any members of the student body that may have access problems due to factors like rural location or restrictions in the work place?
-Learning Culture
- Directed Self Learning

Key idea is that any change in learning culture for students needs to be concurrent with change in culture for teachers

What

- Students arriving at university need to learn how to learn in a different way, part of the learning journey
- Uncomfortable learning spaces, should students be given uncomfortable learning experiences, can this teach new skills and bring out the best in some students?
- Teachers need to move on from debate which simply states that students like and prefer older styles of teaching, this should be irrelevant compared to delivering the best learning outcomes
- Students need to develop critical thinking skills, teaching should enable this
- Project based learning rather than group teaching/ lecturing
- Need some good local exemplars to demonstrate how changed learning culture leads to better learning outcomes
- Distinction between undergraduate and postgraduate students, will the same teaching be offered for 2nd cycle students
- Identify principles and allow the fact that they can be achieved in different ways in different faculties
- Higher level values need to be identified; e.g.
  - Taking responsibility
  - Learning how to learn
  - Highly engaged
- How do we facilitate the cultural shift in order to reach values?
- Ensure that students realise that they have responsibility for their own learning
- Learning culture could be a ‘selling point’ i.e. could be used as a tool to make UWA more attractive to prospective students

How

- Change management need to be addressed for both teachers and staff
- Cultural change – requires maintenance
- Cycles of change need to considered, start-up phase, maintenance phase etc.
- Awareness that things will get worse before they get better, needs to be addressed in change management guidelines
- Observations across campus – to demonstrate different styles of teaching

GROUP 4 Alec Cameron

Research-Teaching Nexus

- What is intended by the nexus and how important is it?
- The nexus could be defined in different ways, for example:
  - How research might influence teaching - the currency of the knowledge students receive – ie latest and at the forefront of knowledge;
  - Students are taught research skills;
  - Students who attend research-intensive universities are made aware of research in knowledge development and that the body of knowledge is always changing;
Do we want students to have all three? Can this be across all disciplines?
How is the nexus evidenced?
Is a nexus necessary in all disciplines – for example, some disciplines (engineering) focus on graduate competencies in preparation for the work force, rather than progression into research/PhD;
Some areas are well positioned to include research as a component of the unit/course, for example in science;
A nexus between teaching and research is part of the UWA culture and vision, especially in new courses – it is embedded at the course level.

Campus Environment
Tied to active learning – being on campus and interacting with peers;
Difficult to encourage all students on campus, especially mature-age or students with responsibilities (carer, jobs, etc);
Some students see workplace experience as more important than a campus experience;
Colleges do well in providing an on-campus life, but some issues with residential students:
- UWA doesn’t have a strong on-campus life outside normal hours;
- Lack of accommodation, albeit there has been recent increases in this area;
- Students tend to live at home and commute to UWA;
- Transport is a problem to and from UWA, especially out of hours (including queues and connections);
- Colleges are full – but not necessarily over-booked, is there a call for more residential opportunities?
- Do we promote the residential experience adequately?
- Do residential students perform better academically?
The Guild is developing facilities on campus;
There is a need for specific student cohorts to have a common area – eg couches, pool tables, vending machines, etc. However, with new courses, it is becoming more difficult to define appropriate student cohorts. This is a challenge that needs to be met.
Albany campus needs to be considered within this context, in addition to the different on campus experiences at Nedlands, Crawley and QE2, etc.
Outside classroom experiences important within the campus environment – clubs, societies, sporting, drama, debating, etc.