

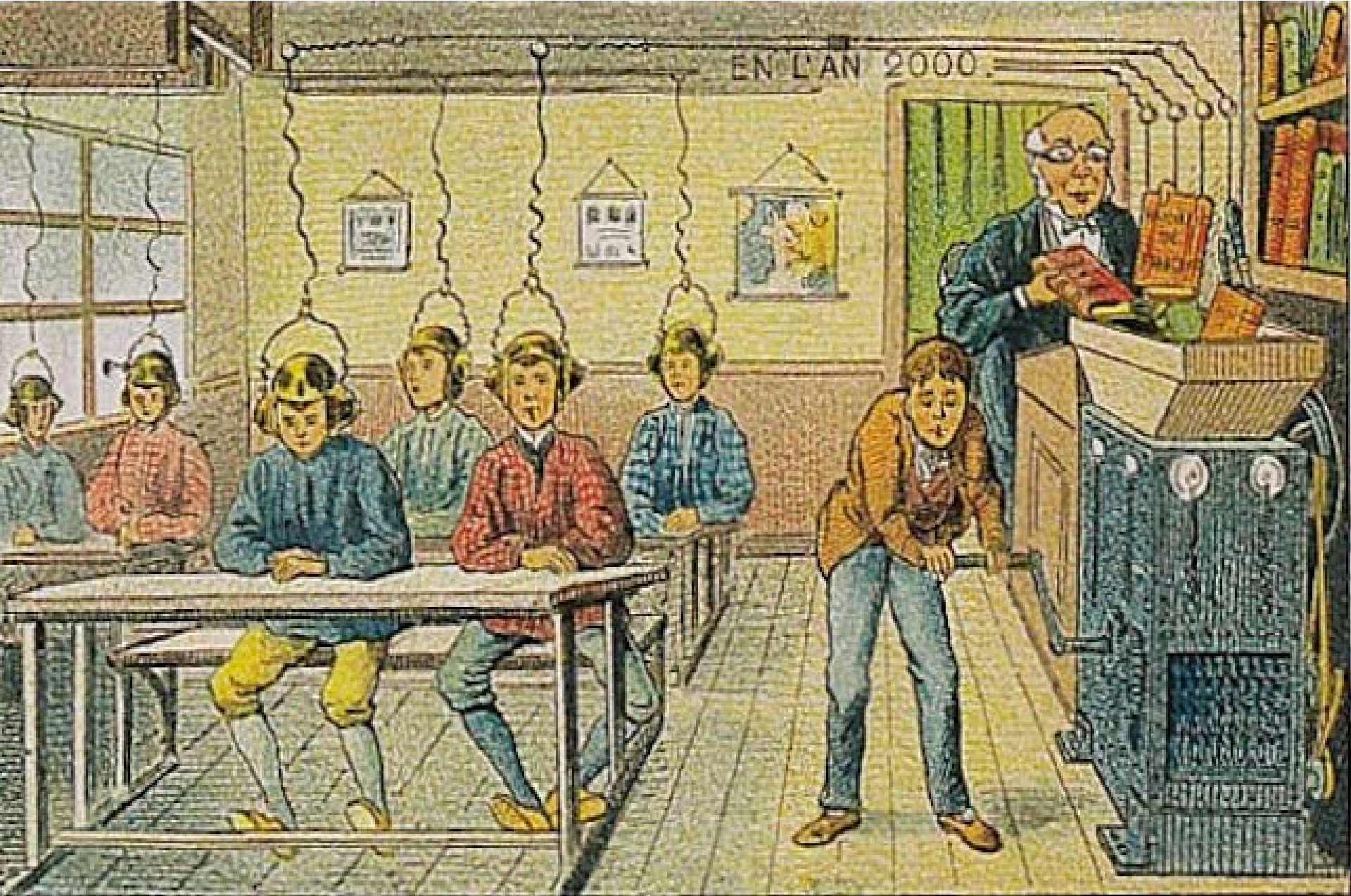
Enhancing Teaching? Transforming Learning

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Education in the year 2000, as imagined in 1910 by French postcard artist Villemard. Image: National Library of France



Enhancing Teaching (Transforming Learning)

1. To what end?
(21st century learning)
2. With what processes?
(institutional strategies)
3. Leadership?
(institutional engagement)

A large number of white, featureless mannequin heads are arranged in a dense crowd. The heads are all facing forward, with some slightly turned. The lighting is soft, creating a sense of depth and highlighting the smooth texture of the plastic. The background is dark, making the white heads stand out.

What sort of learning
is needed for tomorrow's society?

Higher educationmust proceed to the most radical change and renewal it has ever been required to undertake, so that our society, which is currently undergoing a profound crisis of values, can transcend mere economic considerations and incorporate deeper dimensions of morality and spirituality. (UNESCO)

Can higher education deliver?



What knowledge outcomes
are we teaching for?

Academic (inert)

Vocational (competence)

Citizenship (critical reflexive)

(Adapted from Goodyear 2006)

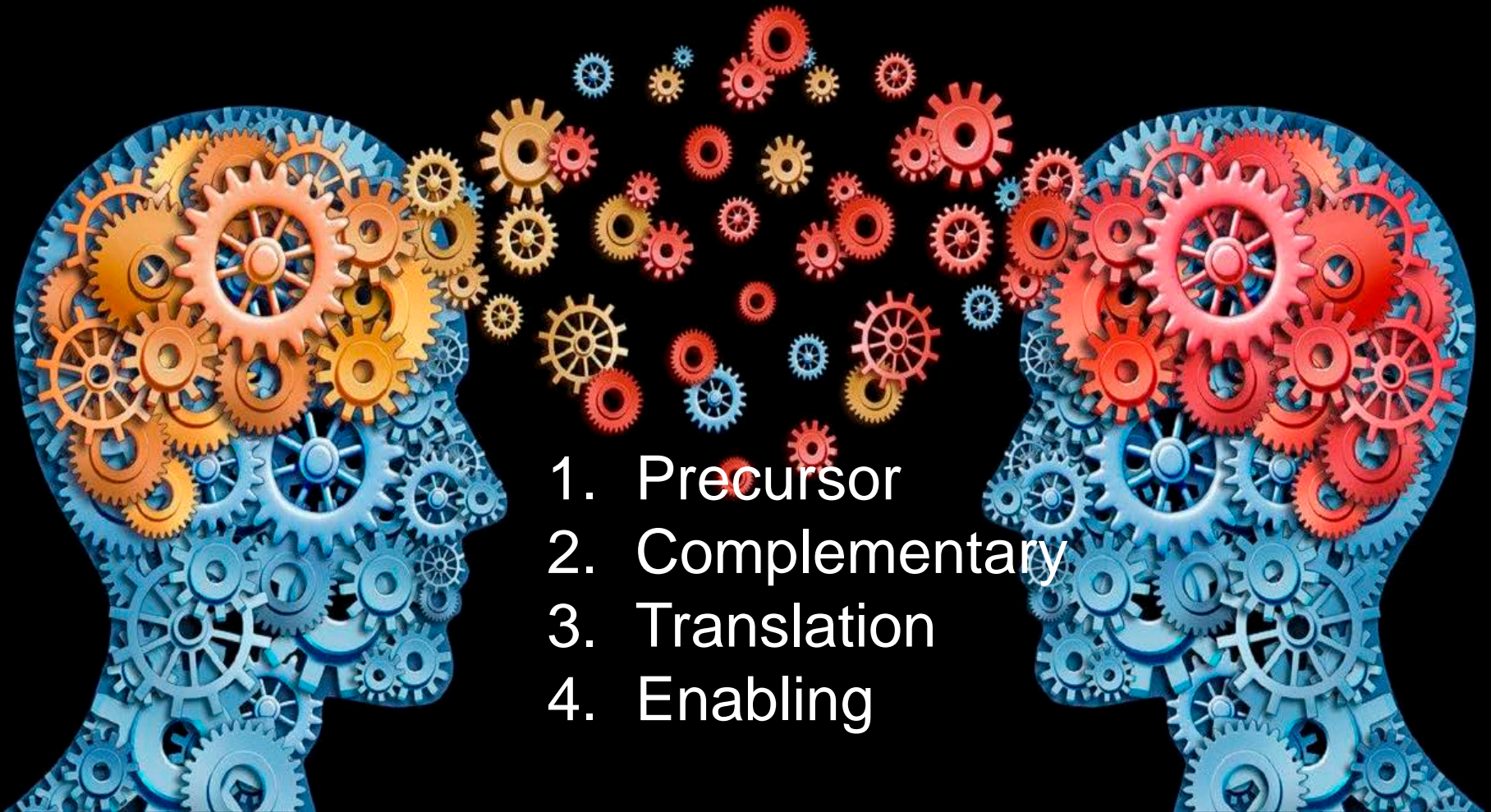
'Generic Skills'

1. Precursor
2. Complementary
3. Translation
4. Enabling

((Barrie 2004)

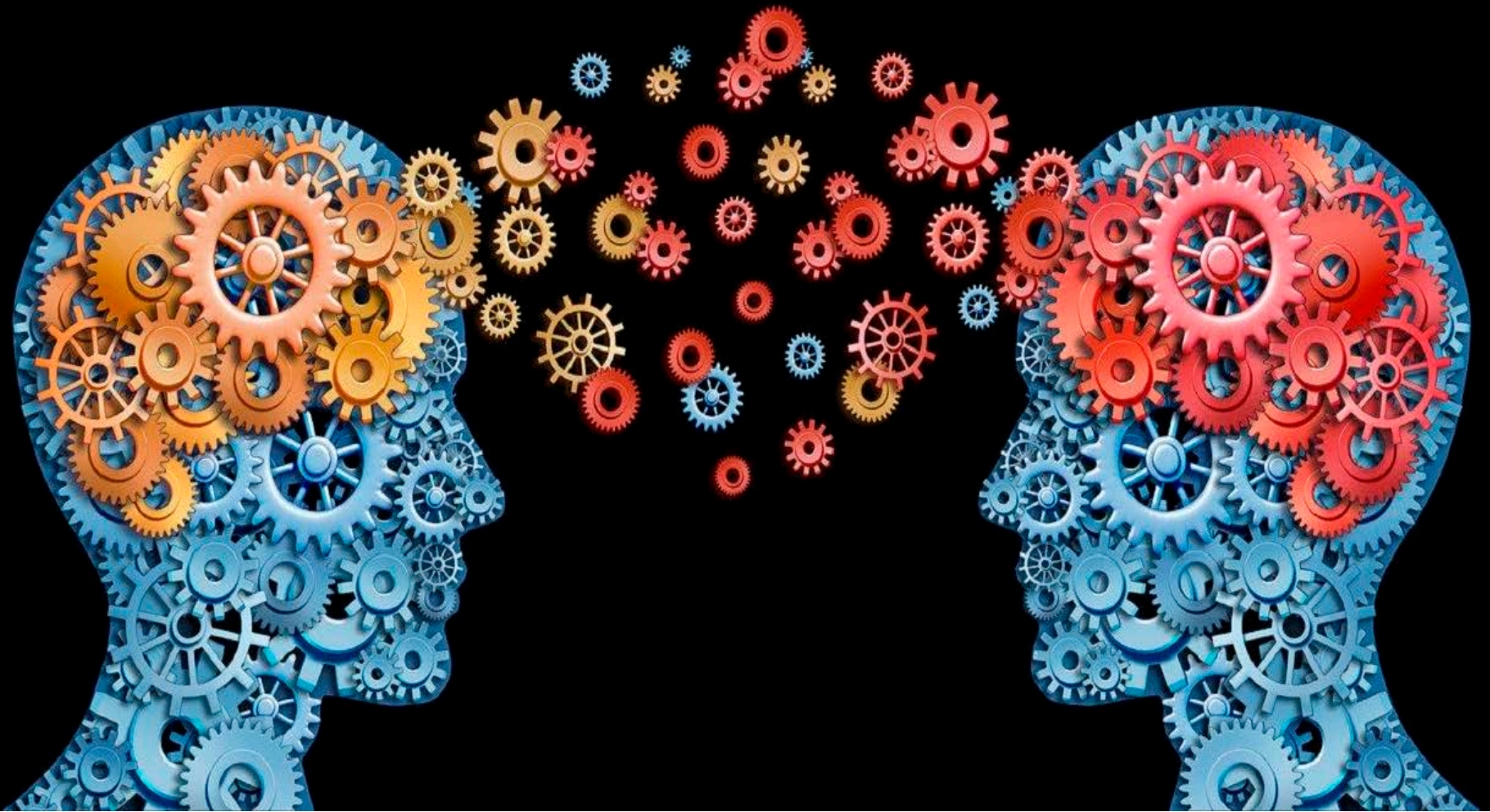


Teachers hold different ideas about the intended outcomes of education



1. Precursor
2. Complementary
3. Translation
4. Enabling

Teachers design curriculum and teach in ways that are consistent with their ideas about those outcomes



Teachers design curriculum and teach in ways that are consistent with their ideas about those outcomes



Some ideas
about outcomes
are now limiting

Supercomplexity & uncertainty



Different purposes
afford
different teaching

What teachers and students say when asked:

If students need to learn 'ways of thinking' to cope with an 'uncertain' and 'unknowable' world – what should teaching and learning be like at university?

- “Students need to learn about more than just their own discipline creates knowledge – they need to learn about the perspectives offered by their fellow students' fields of study - how else will they know the limitations of their own field?
- We need to teach the discipline from more than one perspective – how do practitioners, consumers, 'Others' understand their discipline? We need to collaborate with 'Others' as teachers... and students need to collaborate with 'Others' as learners.
- Teachers need to teach their discipline in relation to consequential issues ... not just 'in abstract' or 'in theory' or 'in isolation'.
- Students need to learn in collaboration with other students - in ways that promote and benefit from their independence and collegiality.
- They need to learn.... Students need to be active, inquiring, seeking that learning – open ended creative tasks, it is no good us teaching if they don't approach learning in that way.....we need to collaborate with them as their teachers so they discover the value of learning this way”

Active learning Inquiry learning PEER ASSISTED Student-centred,
Authentic learning, Collaborative learning Undergraduate research
Work integrated learning Learning communities, Case based learning,
INTEGRATIVE LEARNING First-Year Seminars Common
Intellectual Experiences VARIATION Experiencing Diversity, INTER
DISCIPLINARY, poly contextual
Service & Community Based Learning, Interdisciplinary Capstone Courses and



Different purposes
afford
different teaching

University Strategy?

Creating the conditions to encourage
(teaching for) transformational learning

The National **GAP**
Graduate Attributes Project



Aligning key elements of effective strategy with 21st century outcomes

1. Conceptualisation
2. Stakeholders
3. Implementation
4. Curriculum
5. Assessment
6. Staff Development
7. Quality Assurance
8. Student Centred



Building engagement in Transforming learning



1. Shared vision
2. Aligned institutional systems
3. Creating a climate of engagement



Leadership for 21st century learning

Universities are not factories

Use systems to promote curiosity and creativity not compliance

Invest in learning and renewal

The challenge of transforming learning is more significant than 'improving teaching'



‘Give people a different sense of possibility, a different set of expectations, a broader range of opportunities, cherish and value the relationships between teachers and learners, offer people the discretion to be creative and to innovate in what they do’

Ken Robinson 2013

Thank you!

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More at: <http://www.itl.usyd.edu.au/projects/aaglo/>



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