



THE UNIVERSITY
of ADELAIDE

Dr Stephen Kidd

ACDS LEARNING & TEACHING
LEADERS CONFERENCE 2018:
FUTURE LEARNING, FUTURE TEACHING

adelaide.edu.au

seek LIGHT

ACDS Learning and Teaching Conference

Prof Pascale Quester (DVC (A))

- ✓ Always Challenges - sometimes new, evolving or old
- ✓ Sometimes it requires reflection
- ✓ Sometimes *the/a solution/s* are known - Implementation (within an institute, or system - resistant to change)

Preparing students for jobs

Active learning - translational skills - inquiry



HOME / HIGHER EDUCATION



Education ‘failing’ as a sure path to jobs

By MICHAEL RODDAN REPORTER

12:00AM JULY 18, 2018
25 COMMENTS



Productivity Commission deputy chairwoman Karen Chester. Picture: Aaron Francis

Australia’s education sector is ripe for overhaul after increasingly failing to land students in jobs, says Productivity Commission deputy chairwoman Karen Chester, who has urged the government to ensure workers enjoy “a sense of equality” in the benefits of the technological revolution.

Speaking at an economists’ lunch in Perth yesterday, Ms Chester said the government also had questions to answer about programs aimed at retraining workers from dying industries, in a lengthy address that grappled with technology-driven changes to the nature of employment and the future of the labour market.

Karen Chester: Universities were out of touch with the job market, undergraduate joblessness doubling in the last 10 years...” our key educational institutes are more focused on research than student employment outcomes...their approach is outdated and outmoded..”

Preparing people for Turbulent world... innovative societies

Theme 1: Understanding our Students

Science Education for Innovative Societies

Martin Westwell:

Innovative societies... unfamiliar.

- Knowledge and use of knowledge
 - Self-efficacy *vs* science performance(PISA) *vs* interest (*worth correlating this to Higher Education*).
 - Clear data – content only will *go so far* translating that develops being professional.
- Content married to an ability to translate that = *validity*
 - *We are allowing the development of people/adults*

******MAKE SPACE in CURRICULUM - BIG CHANGE - NOT SIMPLE**

CULTURAL CHANGE (HOW)

Theme 1: Understanding our Students

National Attrition Agenda – Science perspective

Phil Levy: Retention/attrition/persistence

- Is it a crisis – funding is (*increasingly*) linked to this
- Recruited these students...keep them
- Very clearly...*leaving for other reasons – loss of priority*
- Sense of belonging – sense of meaning
- HESF Report 2018 – mental health, exit points, career planning
HOW DO WE ENACT/EMBED THESE...?

REVERSE A TREND; permits STUDENTS not to be at UNIVERSITY

*****ACADEMIC WORKLOAD TO ENABLE MORE CONTACT AND CONTINUED ORIENTATION....**

Theme 2: The Changing Face of Teaching

Change in Curriculum Design

Pauline Ross: More than content; core discipline is essential but not enough.

How we design our curriculum

- *CORE quantitative skills; ability to translate those*
- Assessment & curriculum & *culture*
- How = interdisciplinary course, active learning, collaborative. Inquiry.

Ensure the message is clear: Science degree provides multi-skills, diverse changing world

***VALUE IN TEACHING STAFF - AND A VALUE IN EXPERTISE.**

Leads into: Teaching Quality: Engagement with the discipline...

Theme 3: Building for the future

Topic 1 – ACDS Teaching Fellowship

EXCITING - VALUE TO ACADEMIC APPROACH TO TEACHING

HOW BETTER to SHOW A VALUE TO teaching:

******SUPPORT BY DEANS**

Theme 3: Building for the future

Topic 2 – Curriculum Health Check & Teaching Standards

The reason what we do is the reason what we do

WHAT IS TEACHING...WHY TEACH...

Professional standards....*this morning*

Standards (teaching practice)...Governance , Infrastructure and design and delivery:

CORE – if we are going to change the culture, we need space and time (real and abstract); it needs to be discipline-level and needs to *get to academic mindset*

Report to Deans

“There is a need in in higher education of science for a major *Cultural* change of curriculum design (what we teach, how we teach);

while this is driven from the disciplines

the Deans (Faculty) need to establish *a structure that enables and enforces* these *educational* changes:

the space in curriculum and time in workload”

“Tightly aligned to this:

there is a need for *mechanisms from a Faculty and* within disciplines to

quality check Curriculum and Teaching Practice”



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