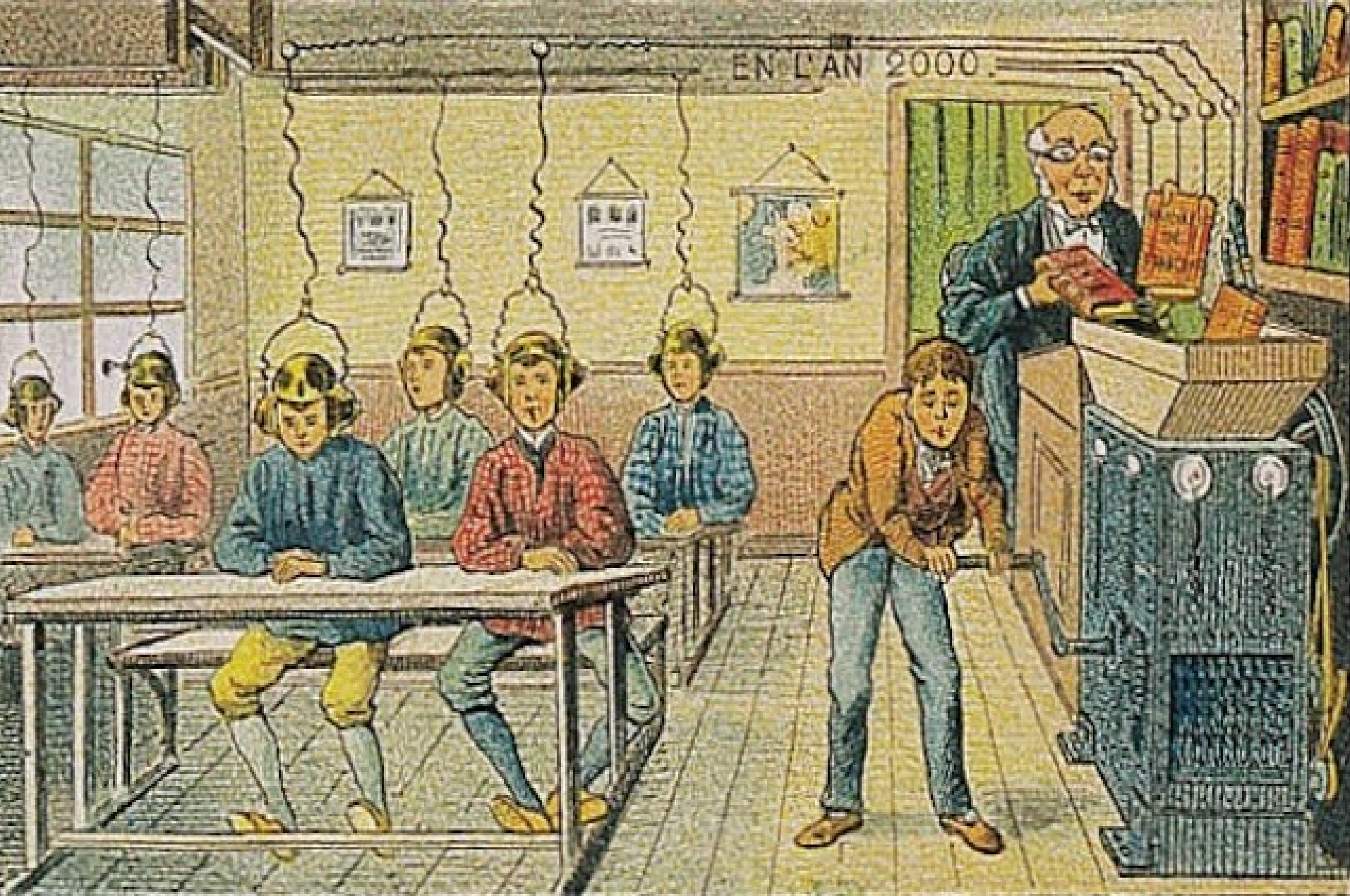


# Enhancing Teaching? Transforming Learning

Denmark, 25<sup>th</sup> April 2014

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



## Three aspects to consider

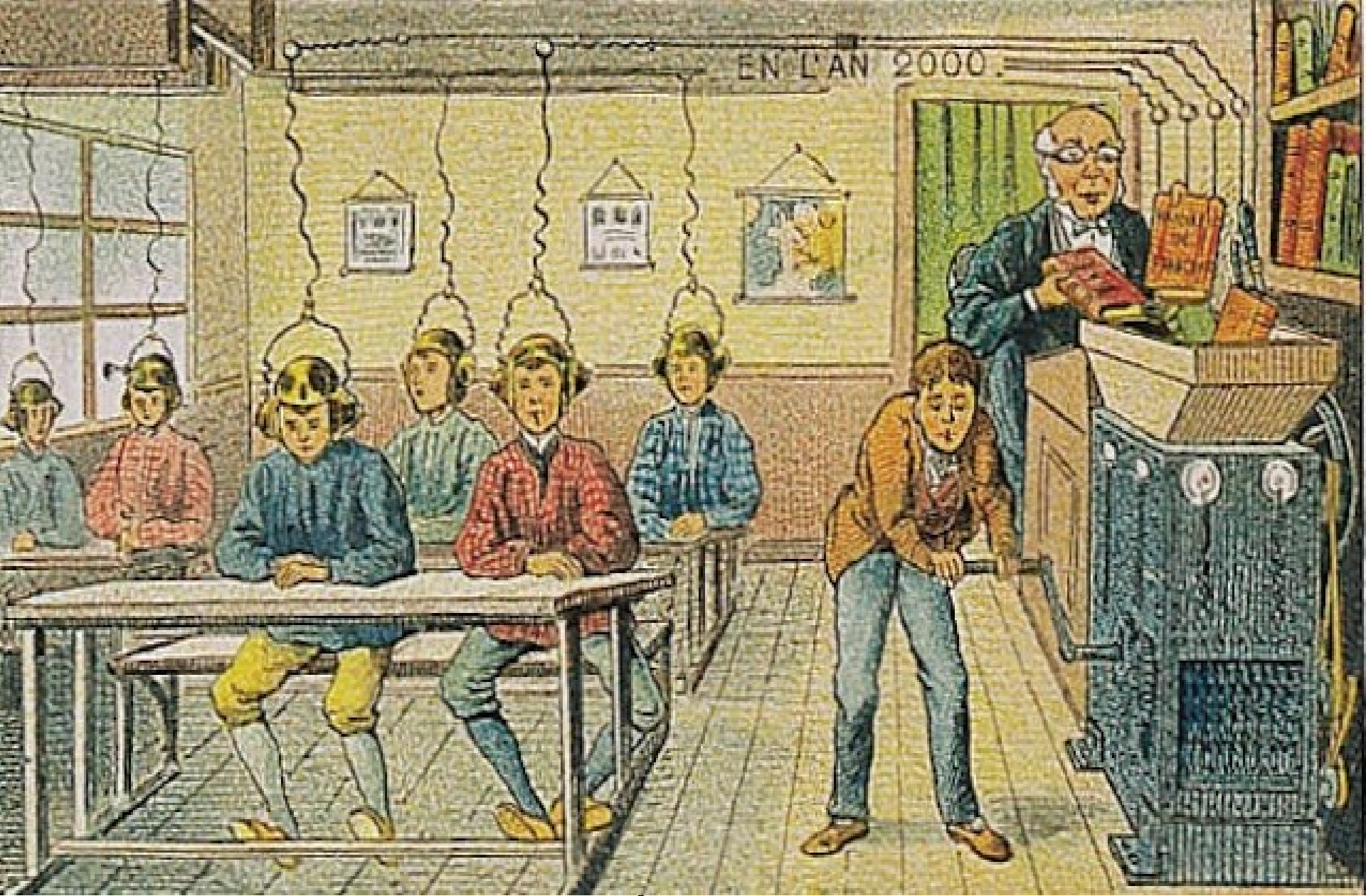
- › A quality education has to be about quality learning – so what does the student learning research offer to this challenge?
- › A quality education is more than efficient learning – the learning has to lead to worthwhile outcomes. What sort of knowledge is needed for tomorrow's society?
- › A quality education needs to be implemented. What institutional strategies build engagement in quality education?



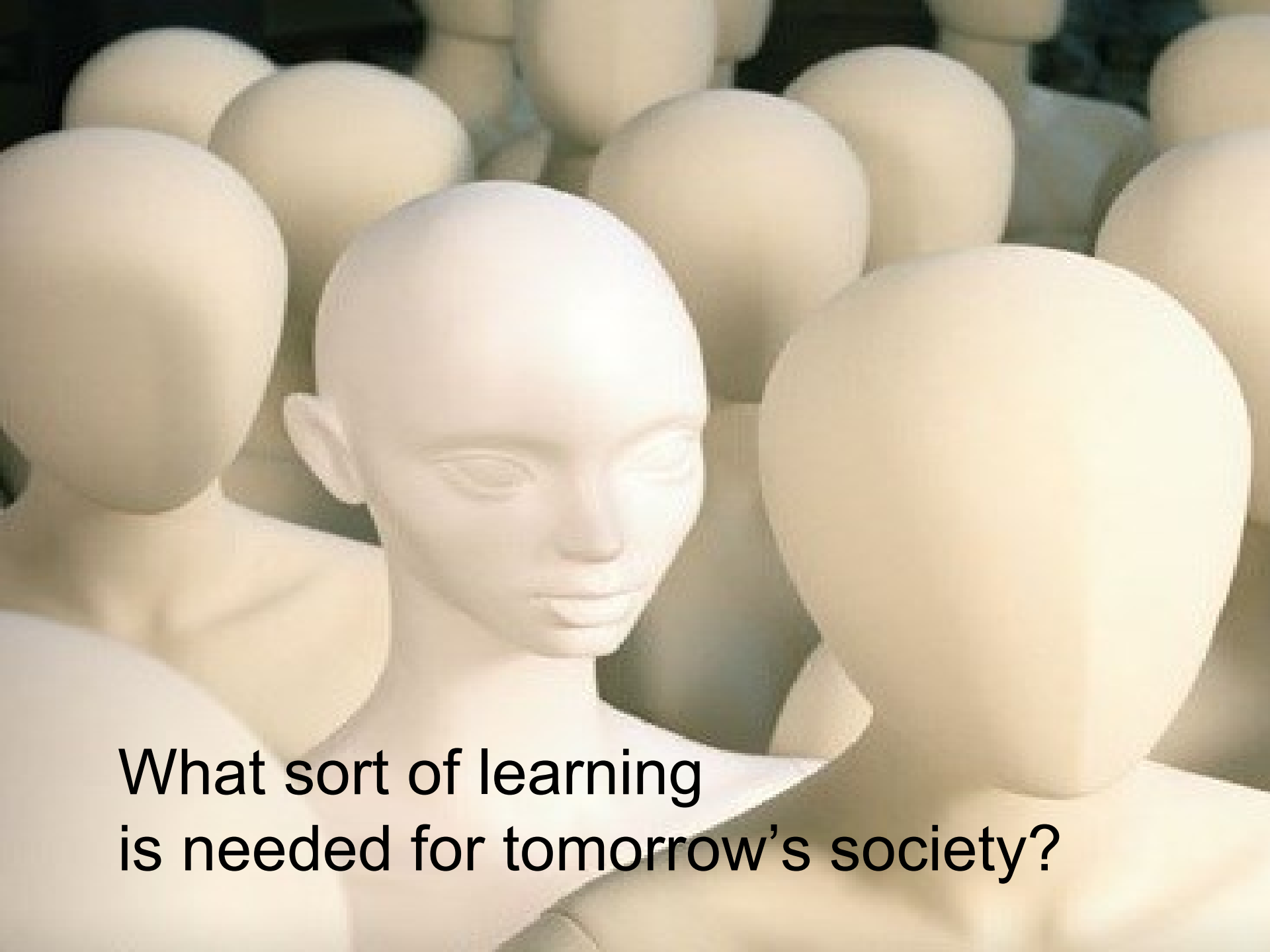
# Student learning research



- › Student approaches to learning
- › Self regulated learning
- › Engagement for learning
- › Teaching for learning



How would you improve this student learning situation from these four perspectives?

A large group of white, featureless mannequin heads are arranged in a dense crowd. The heads are uniform in color and shape, with no facial features, hair, or clothing. They are positioned at various angles, creating a sense of a large, anonymous group. The lighting is soft, highlighting the smooth texture of the plastic or ceramic material.

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



What knowledge outcomes  
are we teaching for?

Academic (inert)

Vocational (competence)

Citizenship (critical reflexive)

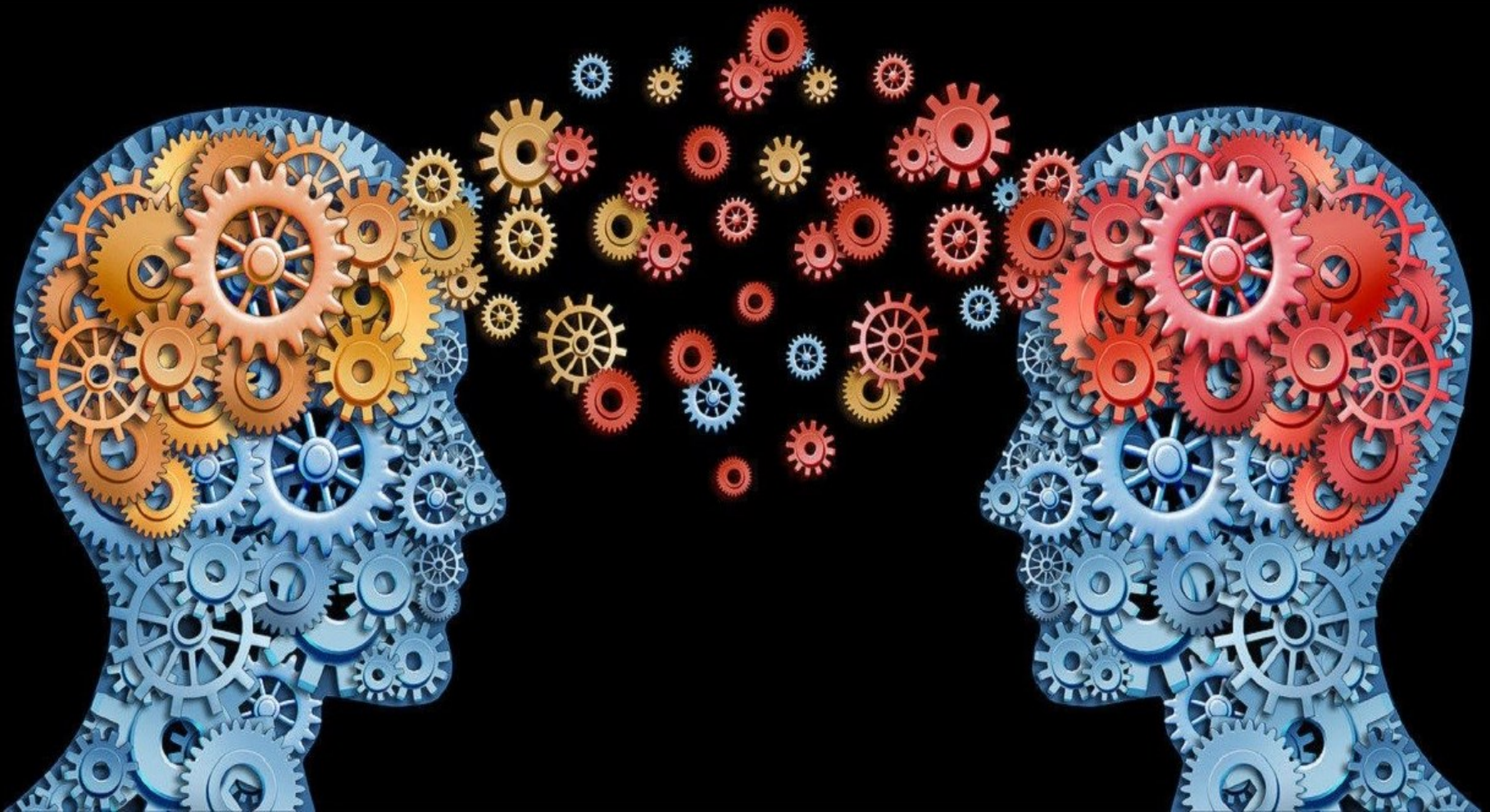
(Adapted from Goodyear 2006)

All three now  
demand we educate  
differently



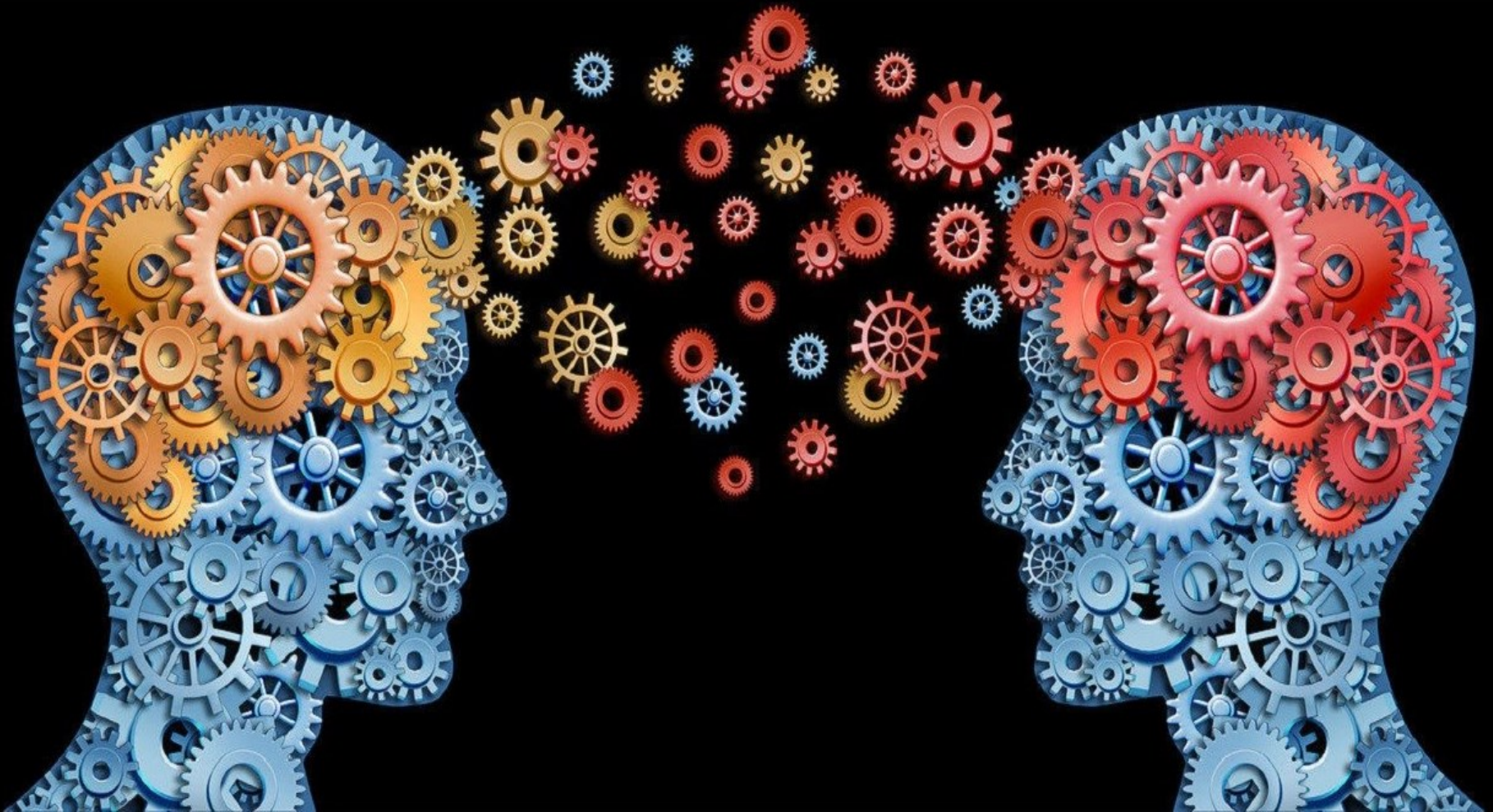


Teachers hold different ideas about the intended outcomes of education



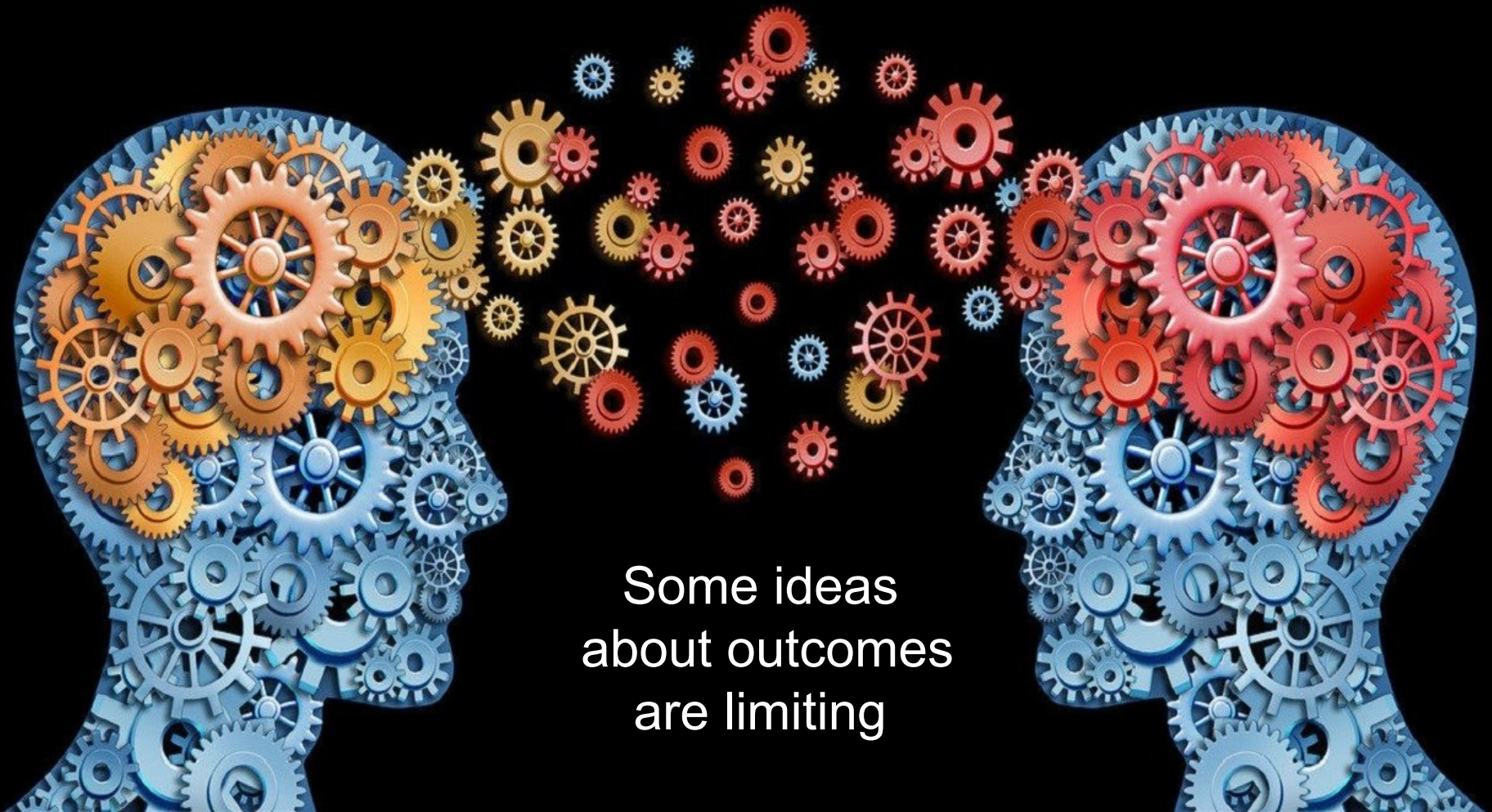


Teachers design curriculum and teach in ways that are consistent with their ideas about those outcomes





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



Some ideas  
about outcomes  
are limiting



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, Internships, Capstone Courses and Projects



Different purposes  
afford  
different teaching

# University Strategy?

Creating the conditions to encourage  
(teaching for) transformational learning

The National **GAP**  
Graduate Attributes Project



# Key elements of effective strategy

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



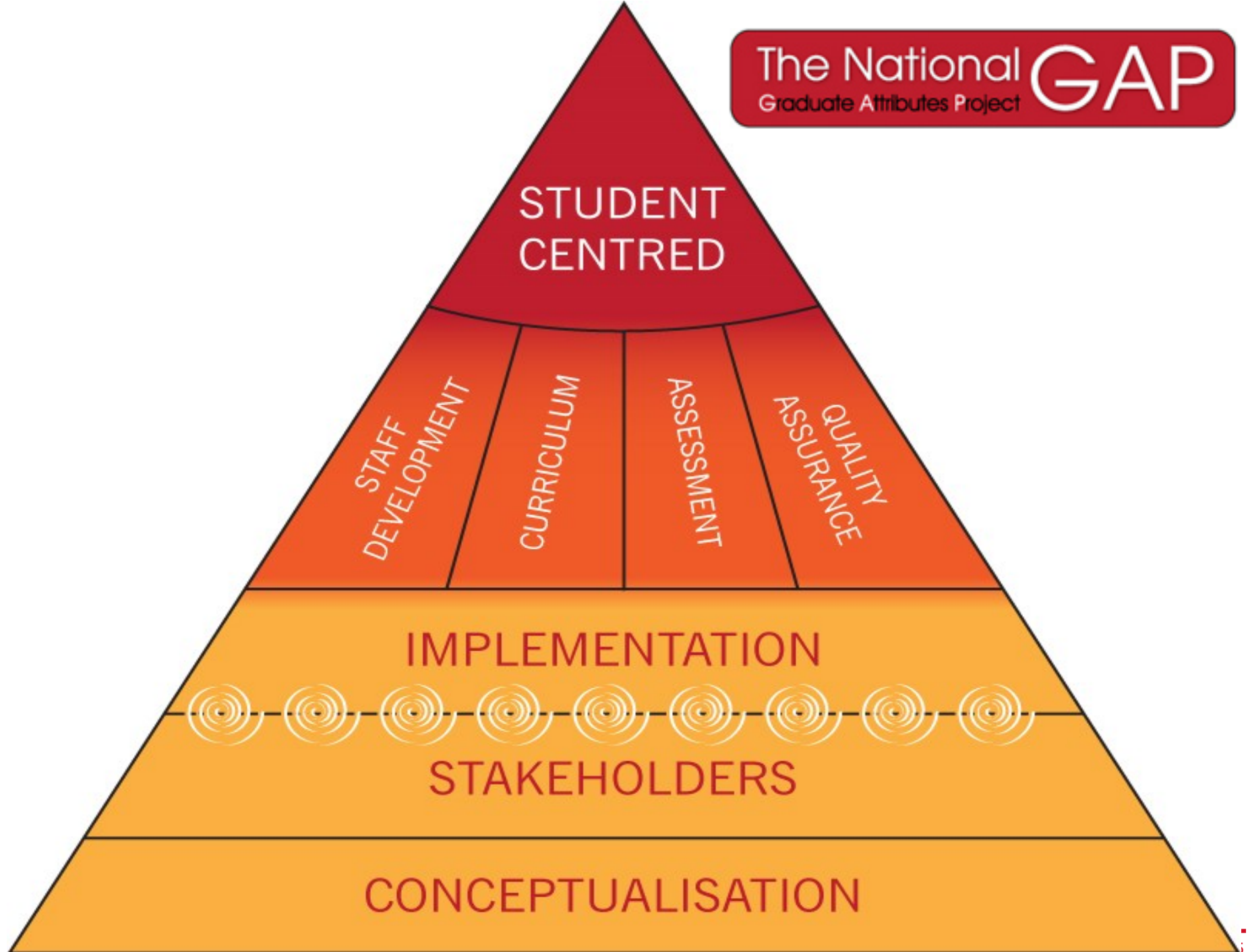
Thank you!

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







# A A G L O

Assessment and  
Assurance of  
Graduate  
Learning  
Outcomes



1. What are the assessment tasks in a range of disciplines that generate convincing evidence of achievement of 21<sup>st</sup> century graduate learning outcomes?
2. What are the assurance process trusted by disciplines in relation to those assessment tasks and judgements?

Ten key issues papers & research report - full story at:

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

1. Assessment is based on traditional conceptions of knowledge

2. Assessment prioritizes some domains of outcomes and ignores others

1. Communication skills – Privileged
2. Information literacy - Privileged
3. Research and inquiry – (less) Privileged
4. Ethical social professional understandings - Neglected
5. Personal intellectual autonomy – Neglected

What we assess, and how we assess it, shape curriculum and teaching, as well as learning



### 3. Features of effective assessment



1. assessment for learning
2. interconnected multi-component
3. authentic, relevant, role based
4. standards-based (with effective communication of criteria)
5. multiple decision makers (including students)
6. program level coherence and approach

With effective assurance processes around the quality of these tasks and the judgments made

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