Welcome, and ... Experiential Learning at the University of Sydney

Australian Collaborative Education Network – NSW/ACT Chapter

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Deputy Vice-Chancellor (Education)
We are discussing some important changes ... 

The first of two educational strategy papers
The second is on learning and teaching

This paper:
1. Sydney Graduate: contemporary qualities
2. Sydney curriculum: a common framework
3. Sydney degrees: a coherent architecture
CONTEXT: What governments want of higher education

NATIONAL
- 2008 Bradley Review:
- 2011 TEQSA Act
- 2013 Funding cuts (×2)
- 2015 Revised Higher Education Standards
- 2015 Funding cuts, fee deregulation???

Message from government:
- More students, fewer $$, higher quality

INTERNATIONAL
- Technologically-enabled change
- Funding concerns
  - cost and access (government, public, students)
  - Quality concerns

Message from government:
› Just the same!
Students want jobs - Bachelor graduate employment outcomes, 4 months post-graduation, 1990-2014 (Gradstats 2014)

Figure 1: Bachelor degree graduates available for full-time employment; percentage in full-time employment, percentage working part-time while seeking full-time employment, percentage not working while seeking full-time employment (1990-2014).
What employers want – fewer graduates: Graduate recruitment intake 2008-2013

Graduate Outlook Survey 2013

![Bar chart showing graduate recruitment intake from 2008 to 2013.](image)

Figure 1: Graduate intake for 2008 - 2013 (%)¹
What qualities employers say they want in graduates
Graduate Outlook Survey 2011-2013

<table>
<thead>
<tr>
<th>Top 5 qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal and communication skills (written and oral)</td>
</tr>
<tr>
<td>Passion/knowledge of industry/drive/commitment/attitude</td>
</tr>
<tr>
<td>Critical reasoning and analytical skills/problem solving/</td>
</tr>
<tr>
<td>lateral thinking/technical skills</td>
</tr>
<tr>
<td>Calibre of academic results</td>
</tr>
<tr>
<td>Work experience</td>
</tr>
</tbody>
</table>
CHALLENGES:
The world of the future graduate

- A changing graduate employment environment
  - More competitive, more globalised employment environment
  - Higher expectations on the part of employers

- A changing world of work and careers, and a changing labour market
  - Automation and the predicted disappearance of 40% of current jobs within 10-20 years
  - New roles
  - More role changes on average
  - More fluid environments
  - More freelancing

- A world requiring new leaders, new solutions
## Current proposal for qualities of the Sydney graduate: foundations for leadership

<table>
<thead>
<tr>
<th>Qualities</th>
<th>Intended purpose</th>
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<tbody>
<tr>
<td>Depth of disciplinary expertise</td>
<td>To excel at applying and continuing to develop disciplinary expertise</td>
</tr>
<tr>
<td>Broader skills:</td>
<td></td>
</tr>
<tr>
<td>• critical thinking and problem solving</td>
<td>To increase the impact of expertise, and to learn and respond effectively and creatively to novel problems</td>
</tr>
<tr>
<td>• communication (oral and written)</td>
<td></td>
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<tr>
<td>• information/digital literacy</td>
<td></td>
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<tr>
<td>• inventiveness</td>
<td></td>
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<tr>
<td>Cultural competence</td>
<td>To work productively, collaboratively and openly in diverse groups and across cultural boundaries</td>
</tr>
<tr>
<td>Interdisciplinary effectiveness</td>
<td>To work effectively in interdisciplinary settings and build perspective, vision and more contextualised and systemic forms of understanding</td>
</tr>
<tr>
<td>An integrated professional, ethical and personal identity</td>
<td>To build integrity, confidence and personal resilience, and the capacities to manage challenge and uncertainty</td>
</tr>
<tr>
<td>Influence</td>
<td>To be effective in exercising professional and social responsibility and make a positive contribution to society</td>
</tr>
</tbody>
</table>
## Proposed Curriculum Framework for every undergraduate degree

<table>
<thead>
<tr>
<th>No.</th>
<th>Form</th>
<th>Curriculum component</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Core</td>
<td>A major or specialisation in at least one field of study</td>
</tr>
<tr>
<td>2</td>
<td>Core</td>
<td>A structured approach to the development of knowledge and skills</td>
</tr>
<tr>
<td>3</td>
<td>Core</td>
<td>Collaborative and group-based learning activities and assessments</td>
</tr>
<tr>
<td>4</td>
<td>Core</td>
<td>Interdisciplinary learning experiences</td>
</tr>
<tr>
<td>5</td>
<td>Core</td>
<td>Authentic problems and assessments</td>
</tr>
<tr>
<td>6</td>
<td>Core</td>
<td>An open learning environment for extension of knowledge and skills</td>
</tr>
<tr>
<td>7</td>
<td>Core</td>
<td>Project-based learning</td>
</tr>
<tr>
<td>8</td>
<td>Opportunity</td>
<td>Opportunities to develop expertise across multiple fields of study</td>
</tr>
<tr>
<td>9</td>
<td>Opportunity</td>
<td>Opportunities for research</td>
</tr>
<tr>
<td>10</td>
<td>Opportunity</td>
<td>An open and connected learning environment, an academically rich co-curriculum</td>
</tr>
<tr>
<td>11</td>
<td>Opportunity</td>
<td>Opportunities to broaden cultural horizons</td>
</tr>
<tr>
<td>12</td>
<td>Opportunity</td>
<td>Opportunities for contribution and leadership</td>
</tr>
</tbody>
</table>
The University of Sydney

Curriculum features

- Major/specialisation
- Structured skill development
- Collaborative and group-based
- Interdisciplinary learning
- Authentic problems and assessment
- Open learning environment
- Project-based

Graduate qualities

- Depth of disciplinary expertise
- Broader skills
- Cultural competence
- Interdisciplinary effectiveness
- Integrated identity
- Influence

Curriculum opportunities

- Multiple majors
- Research
- Open, connected learning
- Broader cultural /global
- Service and leadership
Graduate qualities

Depth of disciplinary expertise

Broader skills

Cultural competence

Interdisciplinary effectiveness

Integrated identity

Influence

Curriculum features

Major/specialisation

Structured skill development

Collaborative and group-based

Interdisciplinary learning

Authentic problems and assessment

Open learning environment

Project-based

Curriculum opportunities

Multiple majors

Research

Open, connected learning

Broader cultural/global

Service and leadership
Authentic experiential learning projects: the scaling problem

Options include:

- Industrial scale internship and placement programs, as in health disciplines
- From cottage industry to a lightly supported, franchise model?
- Immersive simulation environments
- Outsourcing models
- Multidisciplinary (possibly team-based) competitions
  - University of Sydney examples include: Inter-professional learning across the health disciplines; analytics; Genesis
- Bringing authentic projects into the classroom
  - requires smaller volume but deeper partnerships with industry/community
  - can yield effective outcomes for external organisation
National strategy

- National strategy is important (and a triumph!)
- The agenda is large: we need to prioritise carefully and in ways that support a diversity of approaches and sustainable engagement on the employer side
Thank you
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