



OLT National Senior Teaching Fellowship

Emerging issues in higher education

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Overview

- **Recurring issues identified in my work around the world during a recent national senior teaching fellowship and in other international work**
- **Good ideas with no ideas on how to implement them are wasted ideas**
- **Change doesn't just happen but must be led, and deftly**



The need to develop work ready *plus* graduates for an uncertain future

People who are not just work ready for today but work ready *plus* for tomorrow (95% of the world's leaders have a degree). The plus can include being:

- Sustainability literate
- Change implementation savvy
- Creative and inventive not just 'regurgitative'
- Clear on where one stands on the tacit assumptions driving the 21st century agenda, assumptions like:
 - 'growth is good'
 - 'consumption is happiness'
 - 'ICT is always the answer'
 - 'globalisation is great'

For detailed tips see the 'Right Outcomes' section of the FLIPCurric site



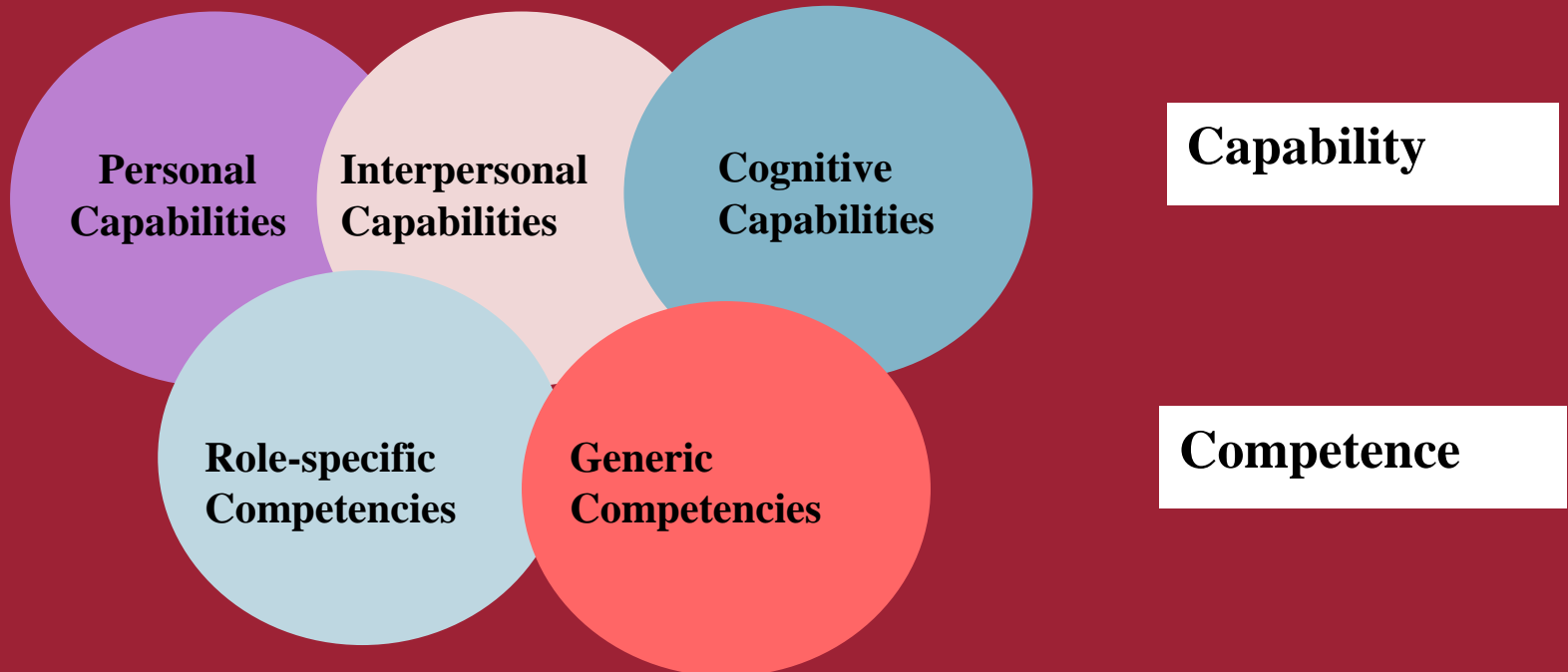
Validating learning outcomes

**Key reference points for assuring learning standards:
whose voice counts most/least?**

- **National Qualifications Framework or equivalent**
- **The University's mission and its graduate attributes**
- **Learning outcome standards determined by ALTC discipline groups, UK subject benchmarks/Quality Code, AHELO, WASC, NILOA, DESD, BCA etc.**
- **The learning outcomes for courses of the same name in other places**
- **External professional accreditation standards (when applicable)**
- **Results from inter-institutional benchmarking, peer review**
- **Academic experts' input, inter-institutional peer review and moderation**
- **Key capabilities identified by successful early career graduates/alumni/in job advertisements**
- **Employer feedback; input from External Course Advisory Committees**
- **The results of School/Department Reviews**
- **Government policy and funding incentives**
- **What parents, prospective students and others say they want**
- **Plus?**



Need for a shared professional capability framework





Professional capability subscales

Personal capabilities

- Self awareness and regulation
- Decisiveness
- Commitment

Interpersonal capabilities

- Influencing
- Empathising

Cognitive capabilities

- Diagnosis
- Strategy
- Flexibility and responsiveness



Top ranking capabilities successful graduates in 9 professions

- 1. Being able to organise work and manage time effectively (GSK)**
- 2. Wanting to produce as good a job as possible (P)**
- 3. Being able to set and justify priorities (C)**
- 4. Being able to remain calm under pressure or when things go wrong (P)**
- 5. Being willing to face and learn from errors and listen openly to feedback (P)**
- 6. Being able to identify the core issue from a mass of detail in any situation (C)**
- 7. Being able to work with senior staff without being intimidated (IP)**
- 8. Being willing to take responsibility for projects & how they turn out (P)**
- 9. Being able to develop and contribute positively to team-based projects (IP)**
- 10. A willingness to persevere when things are not working out as anticipated (P)**
- 11. The ability to empathise and work productively with people from a wide range of backgrounds (IP)**
- 12. Being able to develop and use networks of colleagues to help solve key workplace problems (IP)**



Capabilities greater than 4/5 on importance for 147 Western Sydney employers

Personal capabilities

- **Willing to learn from errors; calm under pressure; perseveres; responsible; wants to do a good job; ethical practitioner; sustainability literate; adaptable; knows own strengths/ weaknesses; can defer judgement; pitches in; has sense of humour & perspective**

Interpersonal capabilities

- **Empathy – can work with diversity; listens; networks well; team-player; communicates effectively; understands organisations; not intimidated**

Cognitive capabilities

- **Can set priorities; sees key point; diagnostic not fixed approach; can adjust plans in practice; independent thinker; creative & enterprising**

Generic skills & knowledge

- **Can organise and manage workload; effective user of IT; effective at self-managed learning and professional development; sustainability literate**



Powerful Assessment

- **Assess less but better**
- **What you learn is what you assess**
- **Focus on the capabilities that count and ability to draw appropriately from and deliver key skills and knowledge**
- **Dilemma-based, problem based, integrated assessment (real world or simulated) – decreases the chance of plagiarism**
- **Creativity and invention not just regurgitation**
- **How to scale this up in large U.G. programs**

**For detailed tips see the 'Right Assessment' Section of the FLIPCurric
site**

Universities and the UN's 17 Sustainable Development Goals

- The SDGs cover social, cultural, economic and environmental sustainability
- 193 countries have signed up to the SDGs
- Universities are ideally positioned to help their country address these goals in research, teaching and engagement
- The Times HES has just launched impact rankings based on the SDGs (see: <https://www.timeshighereducation.com/world-university-rankings/university-impact-rankings-faqs>)
- The ACU has addressing these as a key strategic priority and is planning a survey of its 500 member universities on best practice in addressing them



Growing interest in social entrepreneurship capstones as a way to address the SDGs

- **Keynote at the International conference of entrepreneurship educators at Oxford in September**
- **Sydney School of Entrepreneurship & links to Sweden**
- **Switzerland, St Gallen and OIKOS**
- **UN Regional Centres of Expertise in ESD and use of a social entrepreneurship capstone**
- **A powerful form of Work Integrated Learning and university-community engagement**



ICT in higher education

**“Where is the wisdom we have lost in knowledge?
Where is the knowledge we have lost in information?”**

T. S. Eliot

- **Need for agreed quality tests on its use for learning**
- **Need valid assessment when identifying which tool is ‘effective’ (e.g. assessment which involves regurgitation vs dilemma based assessment)**
- **A focus on ICT literacy and the critical appraisal of the pros and cons of ‘the fourth industrial revolution’ in all programs – ICT as a focus of the curriculum not just as a learning tool**



Intercultural communication & international education

- **Work with the University of the North West in South Africa**
- **Increased focus on risk management and QA for international students**



Labor review of PSE and potential for a national office for L&T in tertiary education

- **Potential to set up a national Teaching and Learning Office for Tertiary Education (c.f. Ako Aotearoa)**
- **Interest in pathways programs**
- **Greater focus on TAFE**
- **Commitment to student protection**
- **QA for international education and regulation of all providers**
- **Potential to link up with HEPPQN and CABF**



Professional recognition and development

- **Need to validate our Tertiary Teaching capability framework by undertaking studies of successful tertiary educators using the research framework from our studies of successful performers in 10 professions**
- **Need to replicate and use the findings of the *Learning Leaders in Times of Change* study for leadership selection and development**
- **See the *Making it Happen* Section of the FLIPCurric Site – validated by the 3700 L&T leaders who co-created the site**



‘Good ideas with no ideas on how to implement them are wasted ideas’

- **Engaging the disengaged**
- **Recognising that change is learning**
- **Culture (‘how we do things around here’) counts**

For detailed tips on successful implementation and how to build a change capable culture see the ‘Making it Happen’ section of the FLIPCurric site



Hot spots for regulators

- Sound governance confirmed via external review;**
- Course design, valid outcomes and valid assessment as per FLIPCurric;**
- QA for work integrated learning;**
- Assessment clarity (e.g. via first class, use of assessment focused learning guides);**
- Academic integrity and prevention of contract cheating;**
- Robust admissions;**
- QA for third party providers and assuring agent quality;**
- Clear complaints' management process & contact person;**
- Quality of ICT-enabled learning;**
- Interest in a first year exit survey as part of QILT.**



The New University & College

- **A careful focus on validating program level outcomes and developing work ready *plus* graduates**
- **Specific transdisciplinary attention to the 17 UN Sustainable Development Goals in partnership with their surrounding communities**
- **Equal attention to social as well as commercial entrepreneurship**
- **A shared moral purpose**
- **STEAM not STEM**
- **Helping every student consider where they stand on the tacit assumptions driving the 21st century agenda**
- **A focus on standards not standardisation**
- **Operating as living laboratories and models on how to manage change effectively**



Some emerging myths?

- **Information is learning**
- **Teaching is learning**
- **Learning is not a profoundly social experience**
- **ICT is always the answer**
- **HE is a cost not an investment; and is a business not a public service**
- **HE's sole purpose is to produce work ready graduates for today**
- **Change is an event like the launch of a strategic plan not a complex learning/unlearning process**
- **All change is progress**
- **Change is achieved through brute logic**
- **Consensus should be around the table not around the data**
- **The knight on a white charger myth**
- **Public humiliation and rankings make HEIs improve**
- **Rewarding individual excellence rather than team improvement gives most benefit**
- **Competition is more effective than collaboration**
- **Quality inputs guarantees quality outcomes**
- **High satisfaction scores means high quality graduates**
- **When in doubt restructure**



Further reading and resources

- Barber, M., Donnelly, K., & Rizvi, S. (2013). *An avalanche is coming: Higher education and the revolution ahead*. London, England: Institute for Public Policy Research
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<http://trove.nla.gov.au/work/26727624?selectedversion=NBD41326402>
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