



Innovation in Teaching and Learning: Active Teaching

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Yesterday...

One: A changing environment

A story about a water pump...





Economic/National
challenges

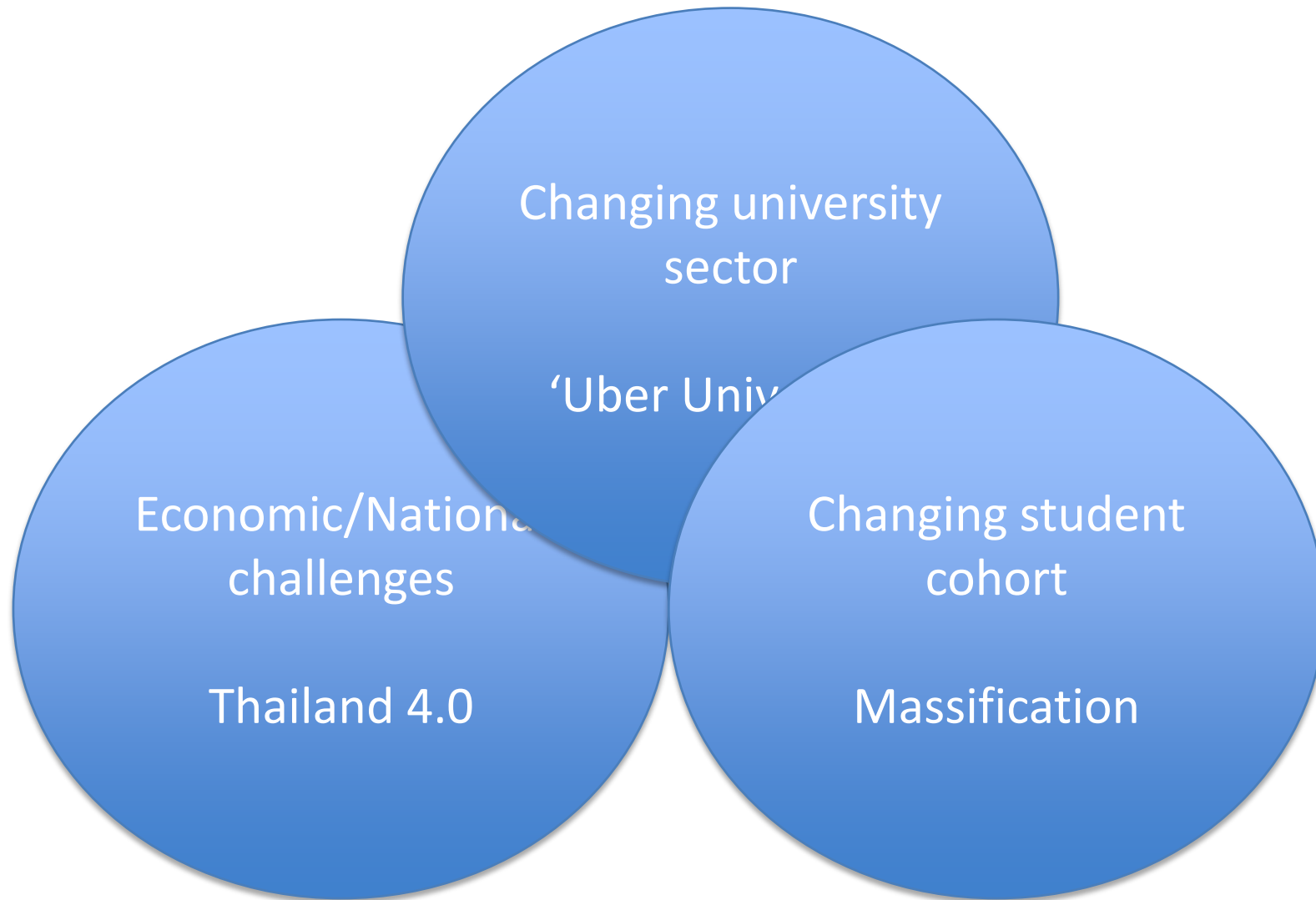
Thailand 4.0

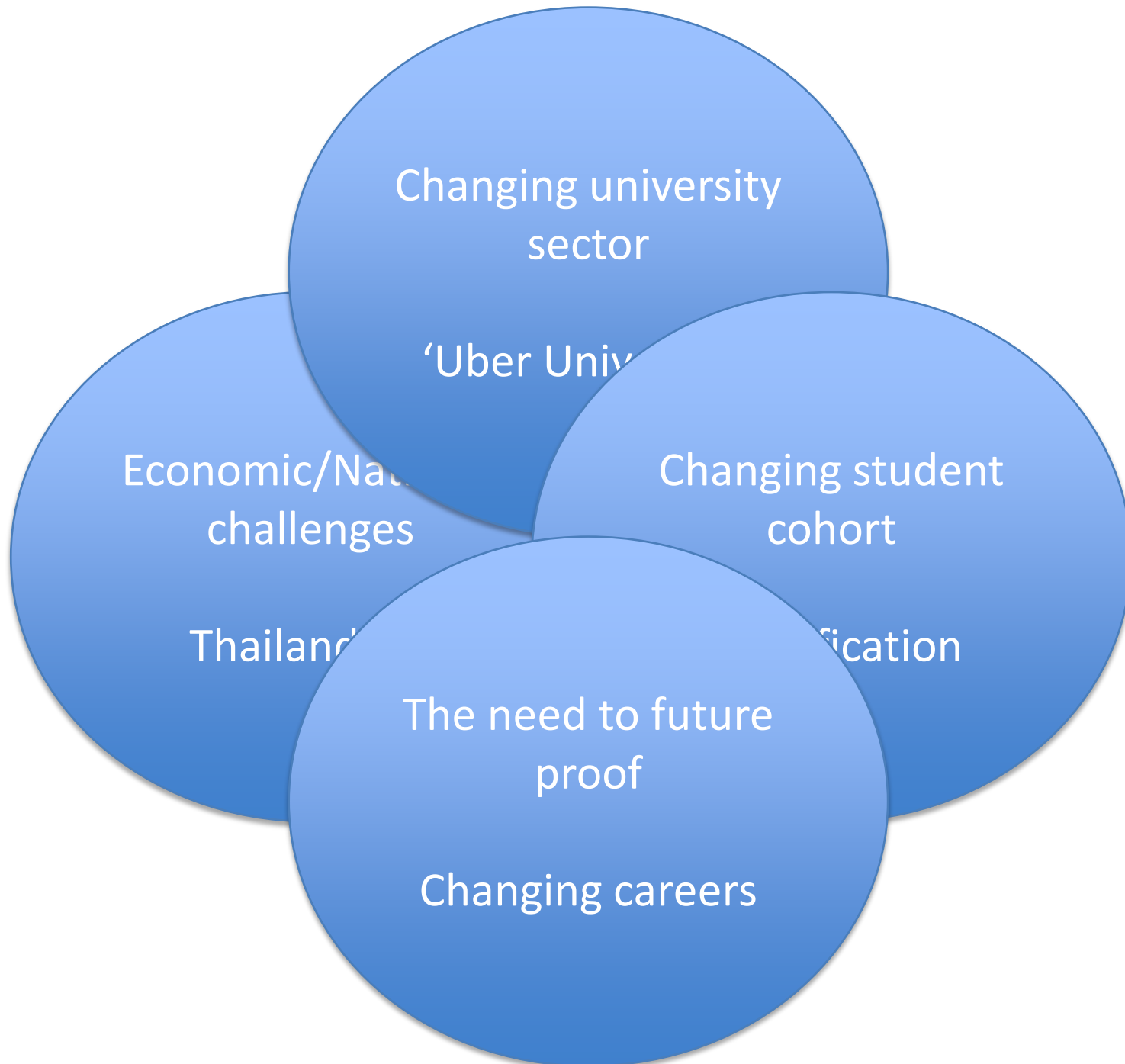
Changing university
sector

‘Uber University’

Economic/National
challenges

Thailand 4.0





Two: How to Respond?





Knowledge

Skills and Culture



Creativity

Resilience

Critical Thinking

Adaptability

Mistakability

Reflective

On the Road to
Thailand 4.0 :
Education revisited

Proc

ew Literacy

International

Ethical Leadership

Prof.Dr. Sansanee Chaiyaroj,
Mahidol University

on/Dive
rsity

Ce

Aesthetics/De
sign

Inter-
discipline

Design thinking

Working across teams

Step 1: Ground your teaching

10 An apple...

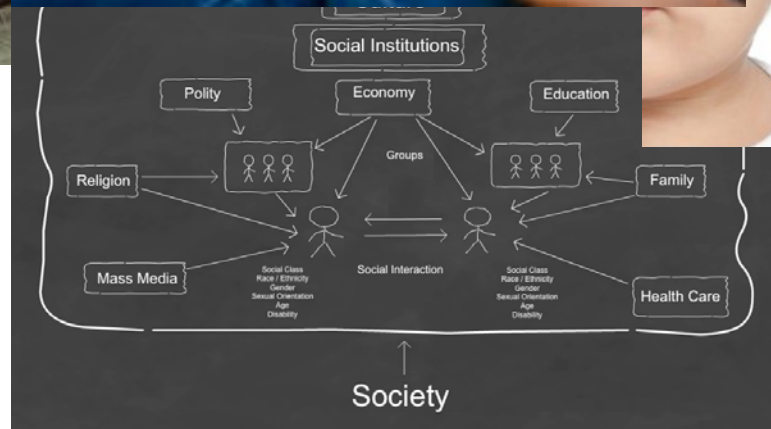


(Bonding time again)



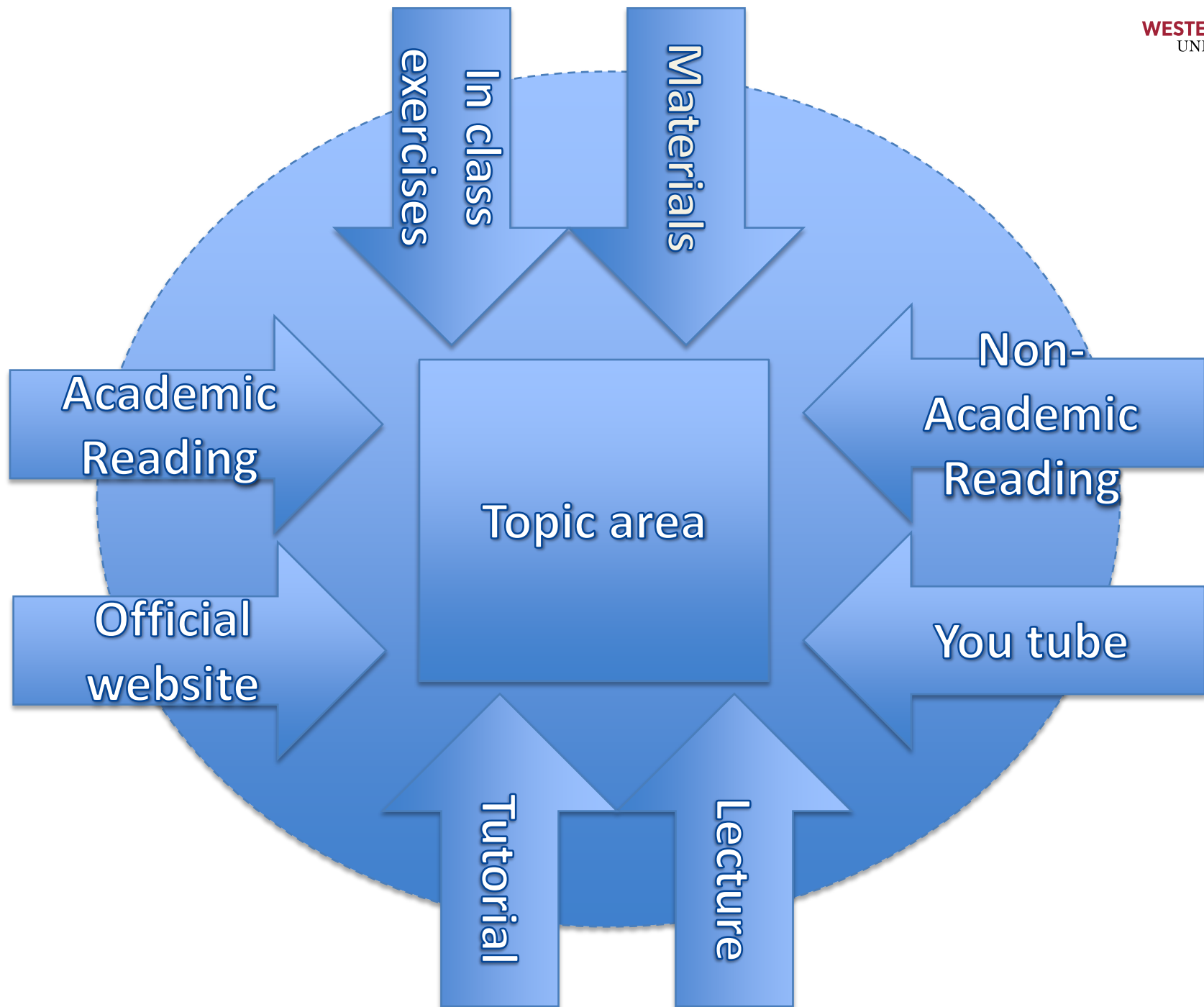
Step 2: Curriculum Development: Start at the end...

What do you want your students to know they leave...



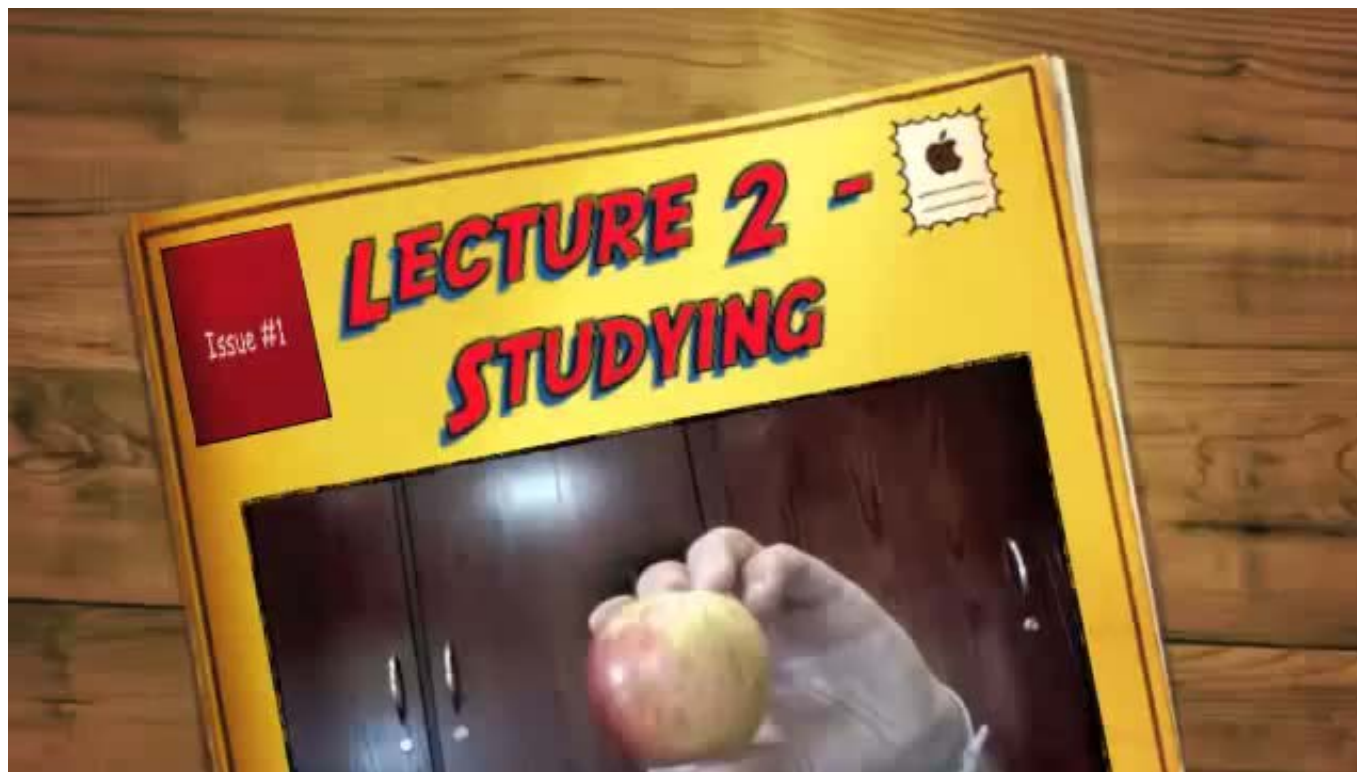
Step 3: A holistic approach

Not just one way of teaching



1. Before you come to class...

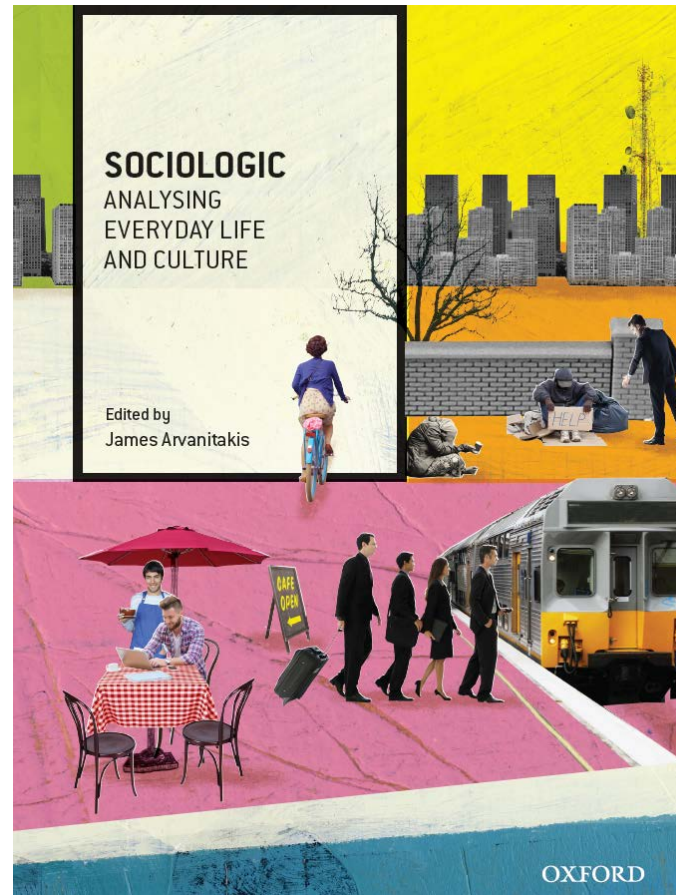
Watch this.... <https://www.youtube.com/watch?v=wfliasCLvxk>



2. During Class: Interactive

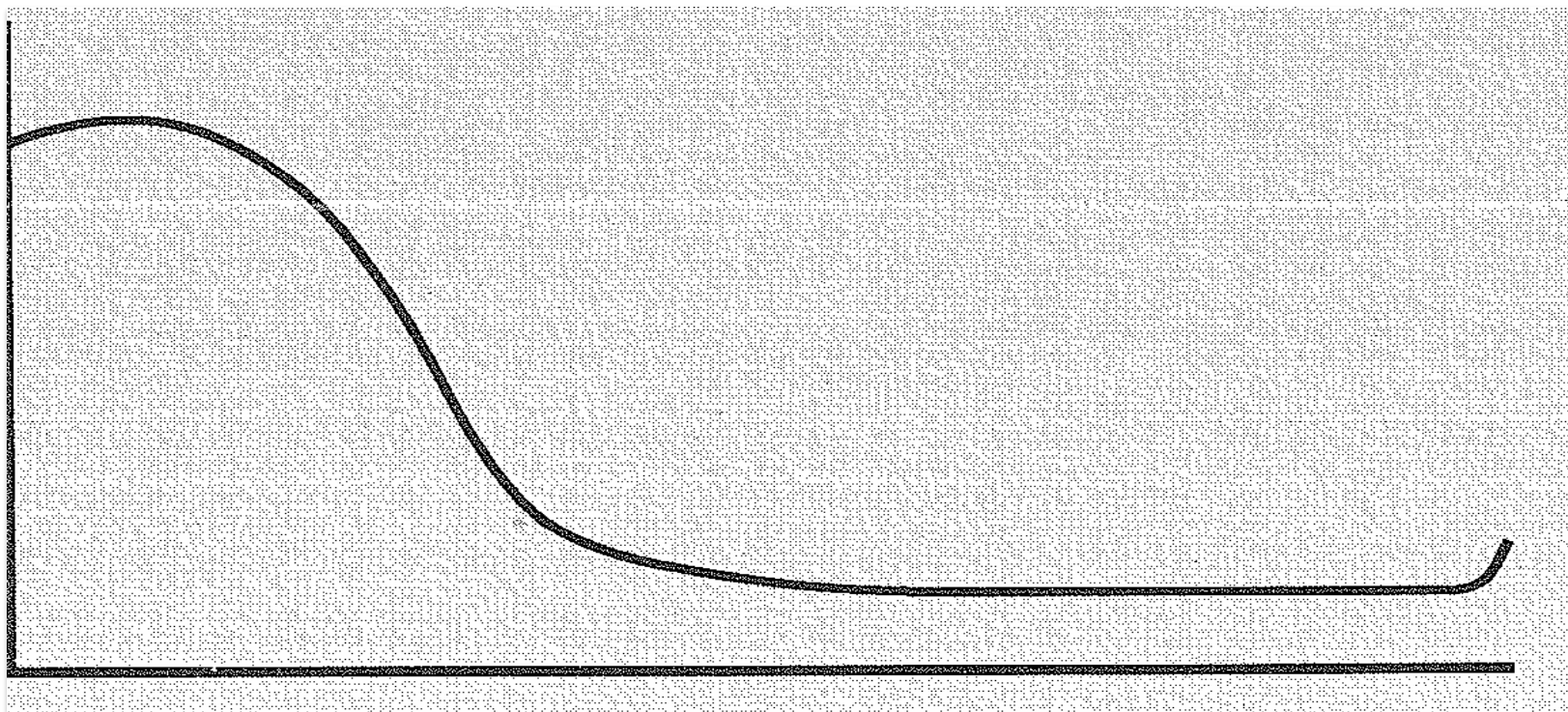


3. Then introduce theory...





Attention Span in Classes

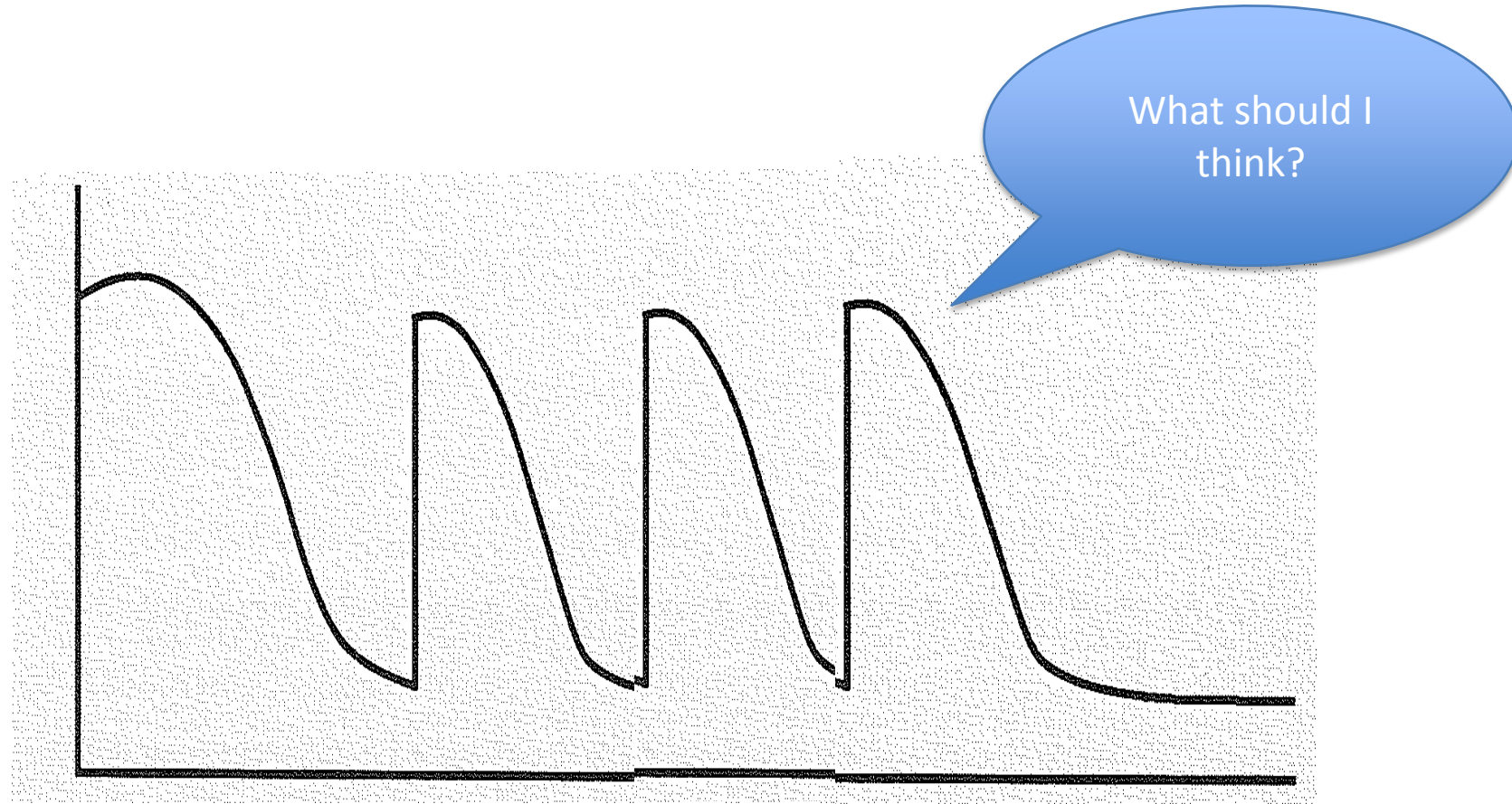


Attention levels decrease after 10 – 20 minutes, when activity levels are passive

Gibbs (1992); Bligh (2000)



Changing Demands on Students



Changing the demands on students can have an impact on concentration levels and performance - Gibbs (1992); Bligh (2000)

Step 5: Ask Un-Googable questions

The AFL



Step 6: Give feedback

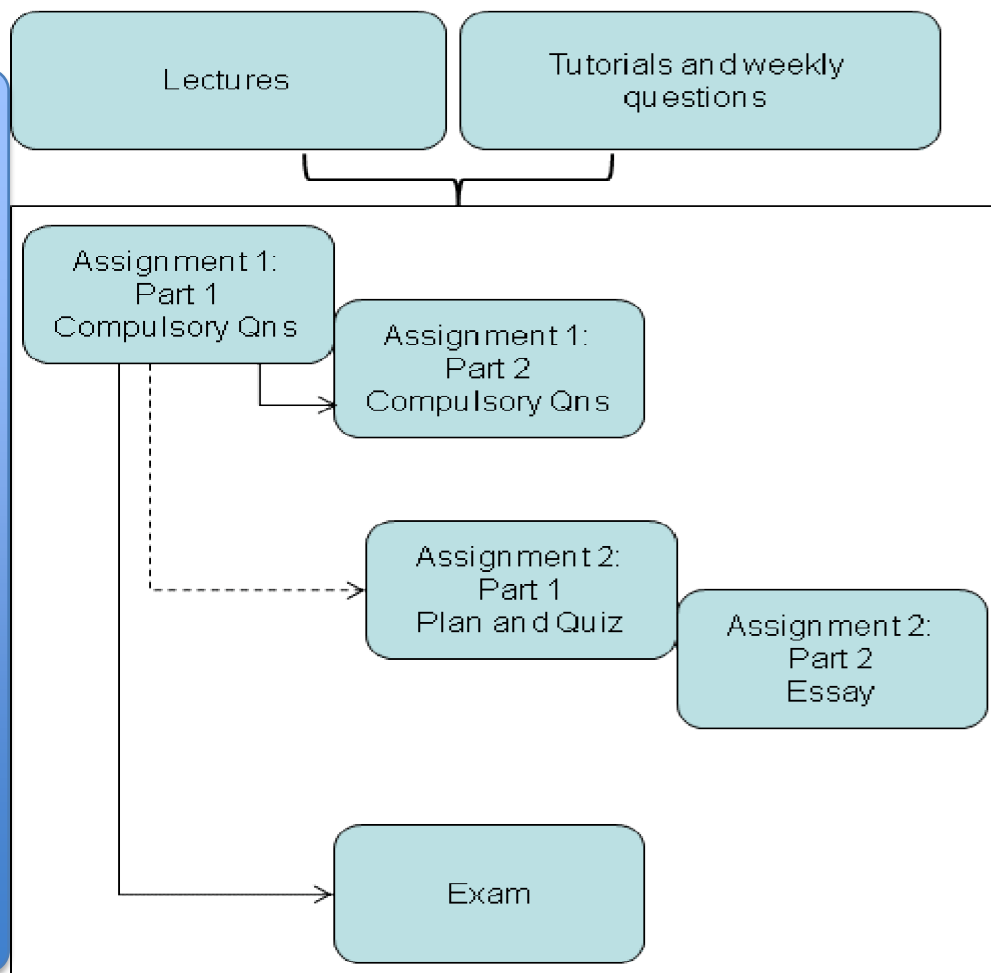
And make it fun...



Assignments (what you need to do)

Learning outcomes (why you are doing it)

Peer support/PASS/Self Assessment



- Analyse social structures
- Apply general methods of analysis
- Analyse academic and popular texts
- Analyse social problems
- Develop and expound an argument in written form
- Conduct research and demonstrate skills of social analysis

Step 7: Ensure the students lead the learning



Step 8: Embrace your most boring lecture!





In summary...

- 1. We must demonstrate what we want our students to be...**



In summary...

1. We must demonstrate what we want our students to be...
2. **We must treat knowledge like clay: encourage our students to apply it**



In summary...

1. We must demonstrate what we want our students to be...
2. We must treat knowledge like clay: encourage our students to apply it
3. **Start at the end... what students do we want to produce...**



Today...



Before continuing



What can you apply from yesterday...



1. Alignment of curriculum...

2. Supervision and the PhD

1. A

n...

2. S

hD



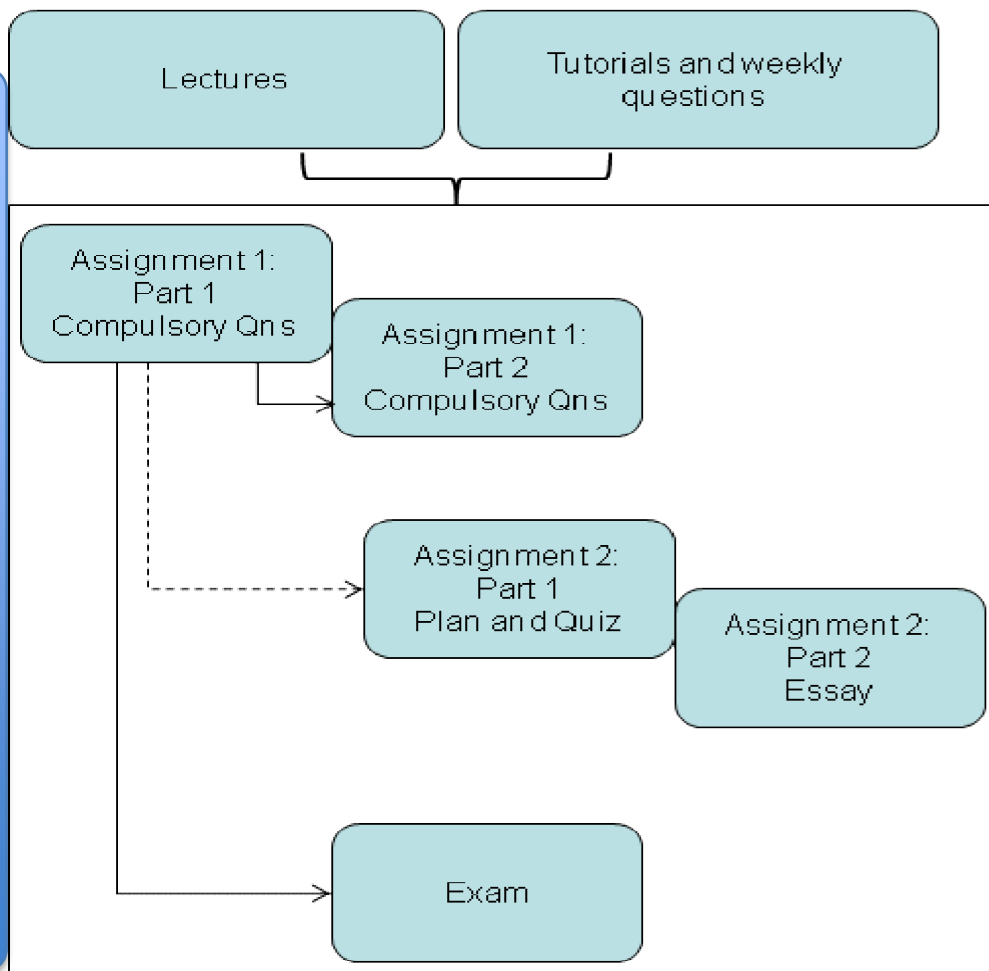


One: Alignment

Assignments (what you need to do)

Learning outcomes (why you are doing it)

Peer support/PASS/Self Assessment



- Analyse social structures
- Apply general methods of analysis
- Analyse academic and popular texts
- Analyse social problems
- Develop and expound an argument in written form
- Conduct research and demonstrate skills of social analysis



Before student
arrives...
Background readings

Strict laws put squeeze on migrants

Making a living is tough for foreigners amid prohibitive labour rules.



6 Sep 2016 at 04:00 145 viewed 0 comments

NEWSPAPER SECTION: NEWS | WRITER: PENCHAN CHAROENSUTHIPAN

Before student
arrives...

Background readings



The most recent case involving migrant workers came to light last week when a lawsuit was filed against chicken giant CP for encouraging slave-like conditions on contract farms. (Photo by Apichart Jinakul)



Before student
arrives...
Background re

In class...
Ask students a
question about the
article



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How do we understand what is happening here in terms of social construction?



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Before student
arrives...

Background readings

In class...

Ask students a
question about the
article

Then undertake the
lecture..

Before student
arrives...
Background readings

In class...
Ask students a
question about the
article

Then undertake the
lecture

And in the tutorial ask
students to prepare in
the same way

Week 3

Assignment 1

How to apply social construction to university rankings?

NEWS > GENERAL

Chulalongkorn challenged by Mahidol in QS rankings

6 Sep 2016 at 04:12 1,892 viewed 0 comments

WRITER: BANGKOK POST



Chulalongkorn and its iconic Bangkok campus remains top university in Thailand according to the new world rankings, but Mahidol is the big surprise, leaping 12 positions to challenge CU.

Chulalongkorn University maintained the top position of Thai universities ranked against the world's best, but Mahidol University is moving up quickly in the rankings released early



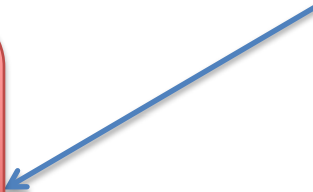
Week 3

Assignment 1



Week 4

Feedback to students



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Week 5

Assignment 1 (part 2)

How do these women
challenge gender roles?

Girls in Tech to launch first Australian chapter

ABC News Breakfast By Patrick Wood

Updated 4 minutes ago



VIDEO: [Adriana Gascoigne talks to ABC News Breakfast about Girls in Tech](#) (ABC News)

When Adriana Gascoigne looked around the office at her US start-up job a decade ago and realised she was the only woman in a team of almost 50 people, she decided to do something about it.

RELATED STORY: [Lady tradies: Conference aims to stem exodus of women from trades](#)

RELATED STORY: [What can men do to stem the exodus of women from science?](#)

MAP: [Australia](#)

Week 5

Assignment 1
(part 2)



Girls in Tech to launch first Australian chapter

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Updated 4 minutes ago



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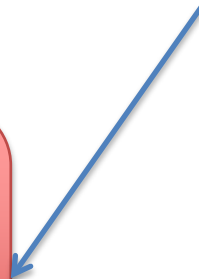
RELATED STORY: [Lady tradies: Conference aims to stem exodus of women from trades](#)

RELATED STORY: [What can men do to stem the exodus of women from science?](#)

MAP: [Australia](#)

Week 6

Returned to students



Week 14

Assignment 3 EXAM

G20 countries face summit with troubled economic, territorial backgrounds

ANALYSIS

By political editor [Chris Uhlmann](#)

Updated Mon at 9:28am



Malcolm Turnbull arrives at the G20 in China, September 2016

PHOTO: Malcolm Turnbull tweeted upon his arrival: "Our objective at the G20 is to grow economies." (Twitter: @TurnbullMalcolm)

Week 14

Assignment 3
EXAM

G20 countries face summit with troubled economic, territorial backgrounds

ANALYSIS

By political editor [Chris Uhlmann](#)

Updated Mon at 9:28am



Malcolm Turnbull arrives at the G20 in China, September 2016

Turnbull to meet with founder of e-commerce giant Alibaba as part of innovation push

AM By [Bill Birtles](#)

Updated about 2 hours ago



VIDEO: PM ends China trip and will meet with Alibaba founder (ABC News)



is to grow economies." (Twitter: @TurnbullMalcolm)



Questions?



Assignment 2: Essay

An aerial photograph showing a stark contrast in urban development. The upper portion of the image displays a dense, modern city skyline with numerous high-rise apartment buildings and skyscrapers. The lower portion shows a sprawling, low-rise informal settlement, likely a favela, with tightly packed, small, simple structures. A large, semi-transparent red rounded rectangle is overlaid on the center of the image, containing white text.

How is poverty socially constructed:
apply your theory to this case study

Assignment 2: Essay

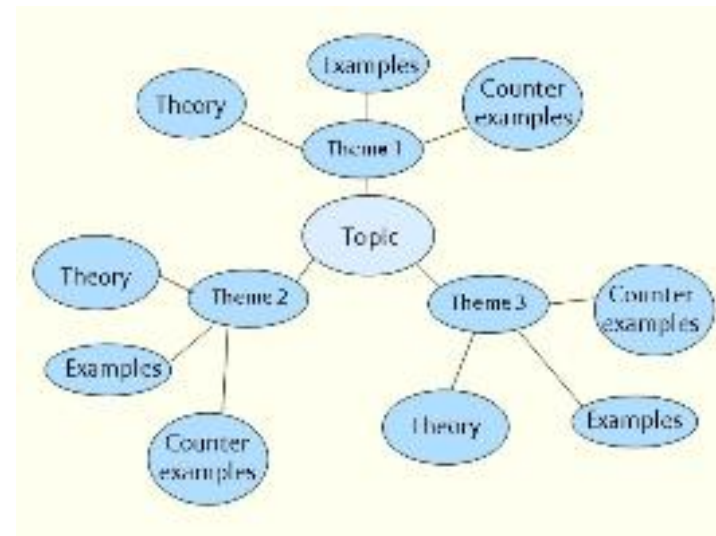
Understanding
Plagiarism



Assignment 2: Essay

Understanding
Discussion

Essay Plan





Assignment 2: Essay

Understanding
Assignment

Essay Plan

Essay



KEEP
CALM
AND
WRITE
YOUR ESSAY



Questions?



Worth the paper it's written on?

Professor James Arvanitakis

Dean, Graduate Research School

E: j.arvanitakis@westernsydney.edu.au

Twitter: @jarvanitakis

One: My journey:

‘Pasts’

(Or setting the scene)

My first semester as an academic



Five conversations with my supervisor

1. I am a fraud

Five conversations with my supervisor

2. I have writer's block

Five conversations with my supervisor

**3. I understand
(when I had no idea)...
'smart person syndrome'**

Five conversations with my supervisor

4. I cannot do this...



Five conversations with my supervisor

5. I want to change topic

Five conversations with my supervisor

**5. I want to change topic
(or supervisors)**



Five conversations with my supervisor

**5. I want to change topic
(or supervisors
or universities)**



Two: The PhD

What we now know...

- 50 percent of postgraduates do not go into academia...

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- Inter-discipline skills are valued...

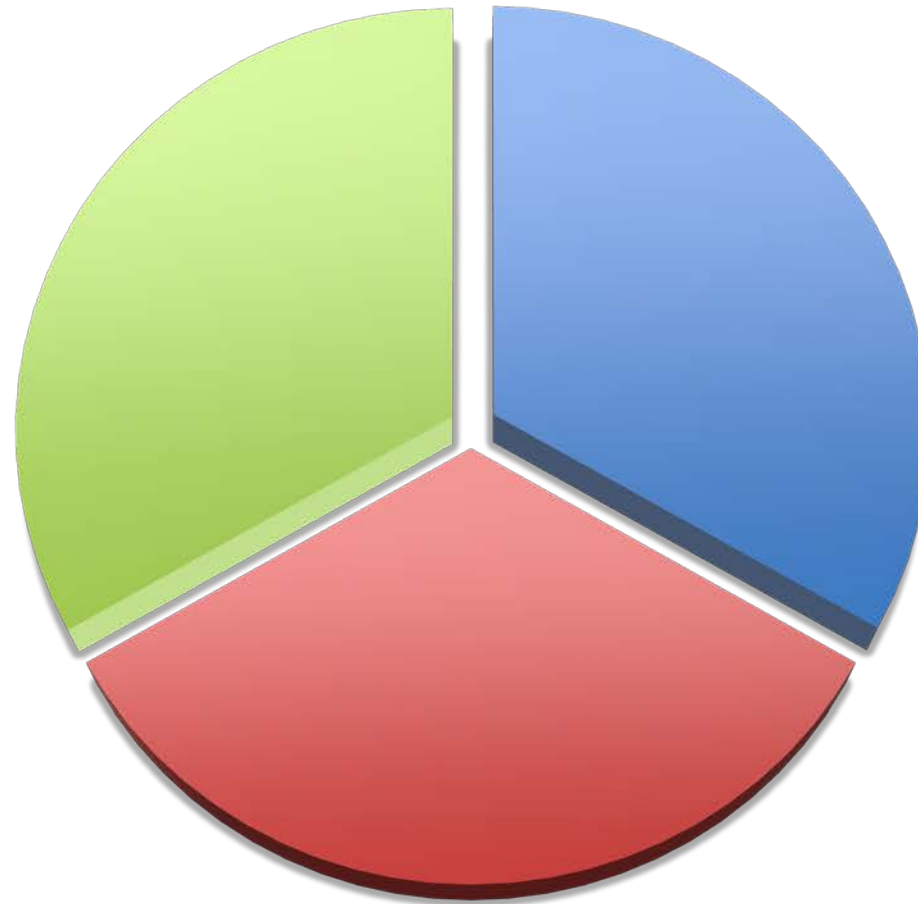
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- Inter-discipline skills are valued...
- Collaboration is highly valued... but difficult to achieve...

What we now know...

- 50 percent of postgraduates do not go into academia...
- Inter-discipline skills are valued...
- Collaboration is highly valued... but difficult to achieve...
- **Pressure on completion and finances**

ACOLA: Review of Australia's Research Training System



■ Person ■ System ■ Nation

A tension...



Scholarship

‘Training’



A (false) binary...

Scholarship



‘Training’





A (false) binary...



A thousand year old industry on the cusp of profound change – Ernst & Young
Change will be driven by five trends

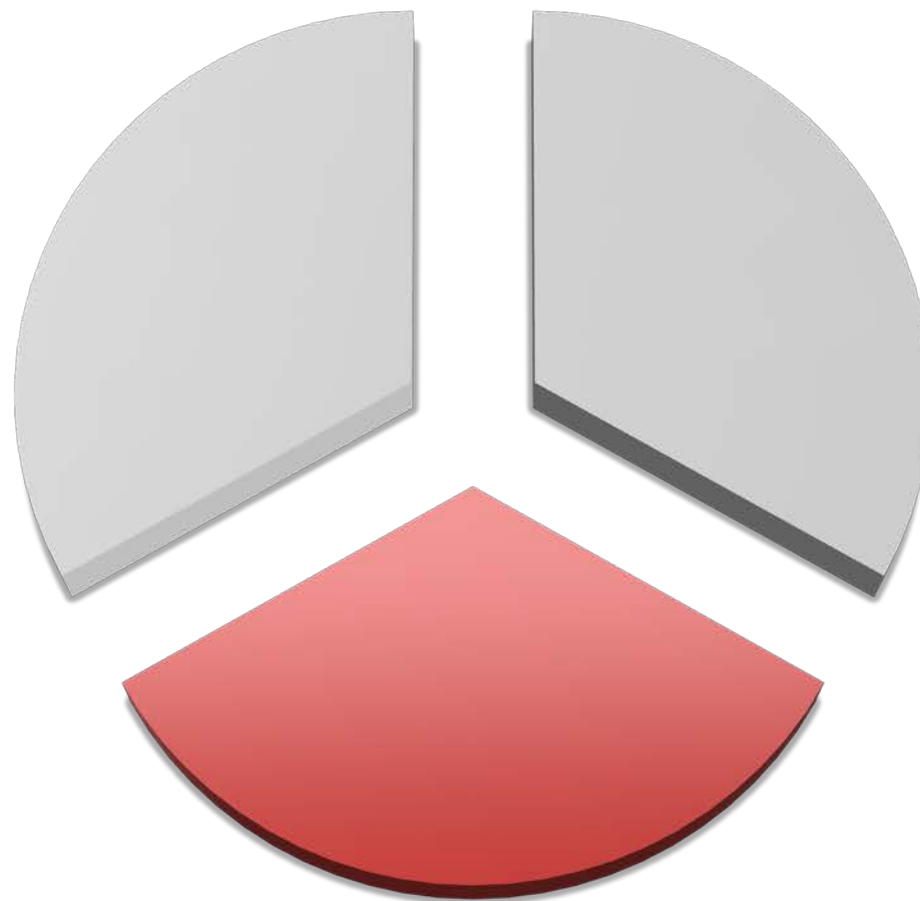


University
of the future
A thousand year old
industry on the cusp of
profound change

CHALLENGES & OPPORTUNITIES



ACOLA (DDOGS)



■ Person ■ System ■ Nation ■

ACOLA (DDOGS)



■ Person ■ System ■ Nation ■

ACOLA (DDOGS)



■ Person ■ System ■ Nation ■

Three: A changing environment: Futures

Imagination...

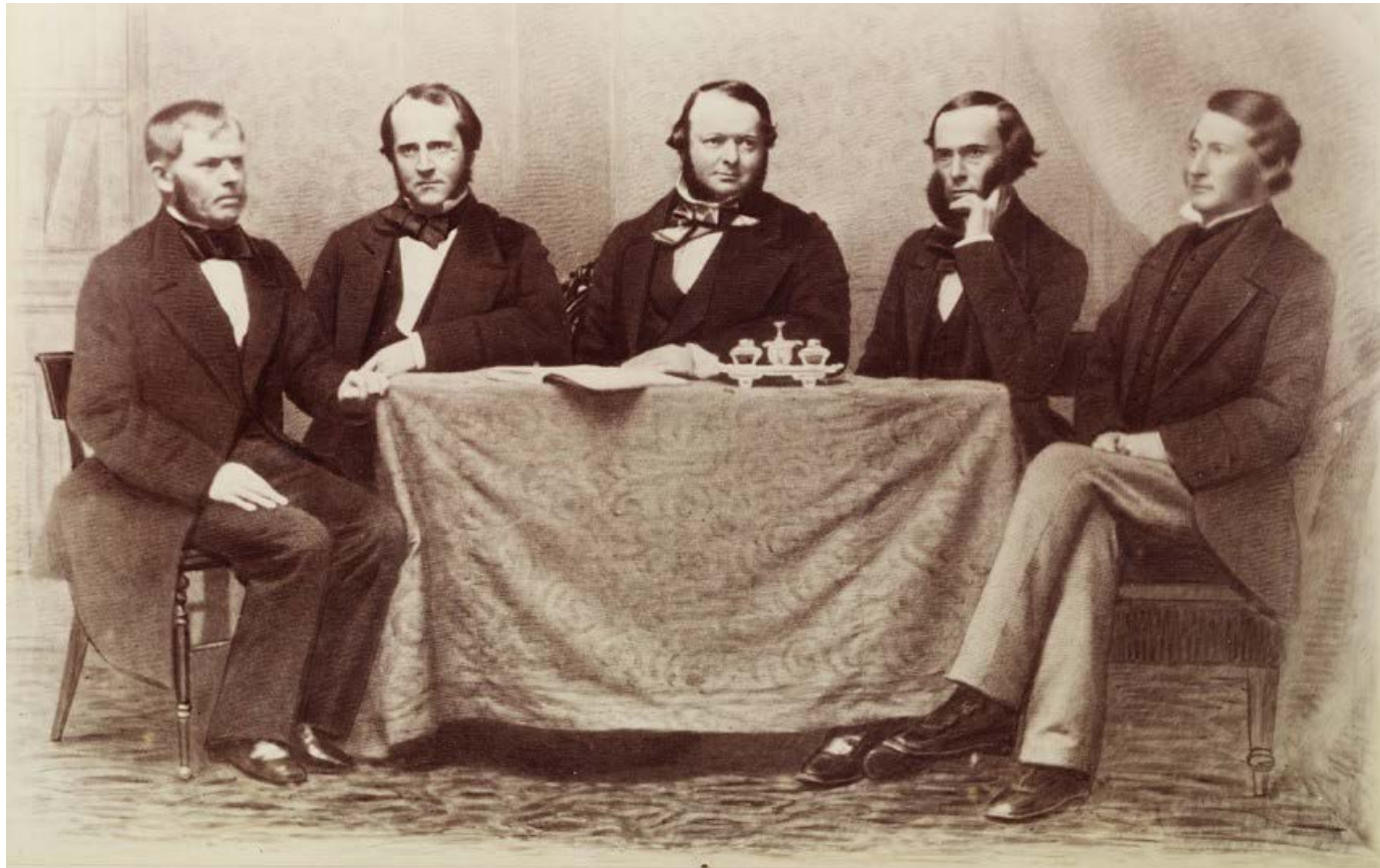


**What does a PhD mean in a
time of disruption?**

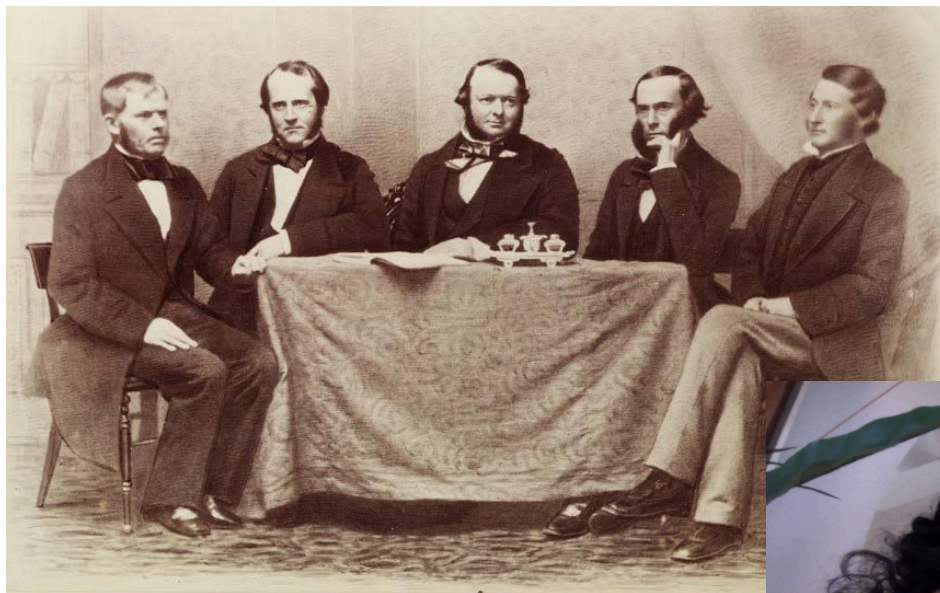


A PhD established in Germany

- 1880s



What would these dudes say...



...about this?



Has the PhD kept up?



Four: The person



What we know?

- Majority of research on *undergraduate* student FYE
“very little reported research” on postgraduate
(Larcombe & Malkin, 2011)



What we know?

- Majority of research on *undergraduate* student FYE “very little reported research” on postgraduate (Larcombe & Malkin, 2011)
- A high proportion of under-grads are unsettled or dissatisfied with their first year experience (Kift & Nelson, 2005; Brown et al., 2013)

What we know?

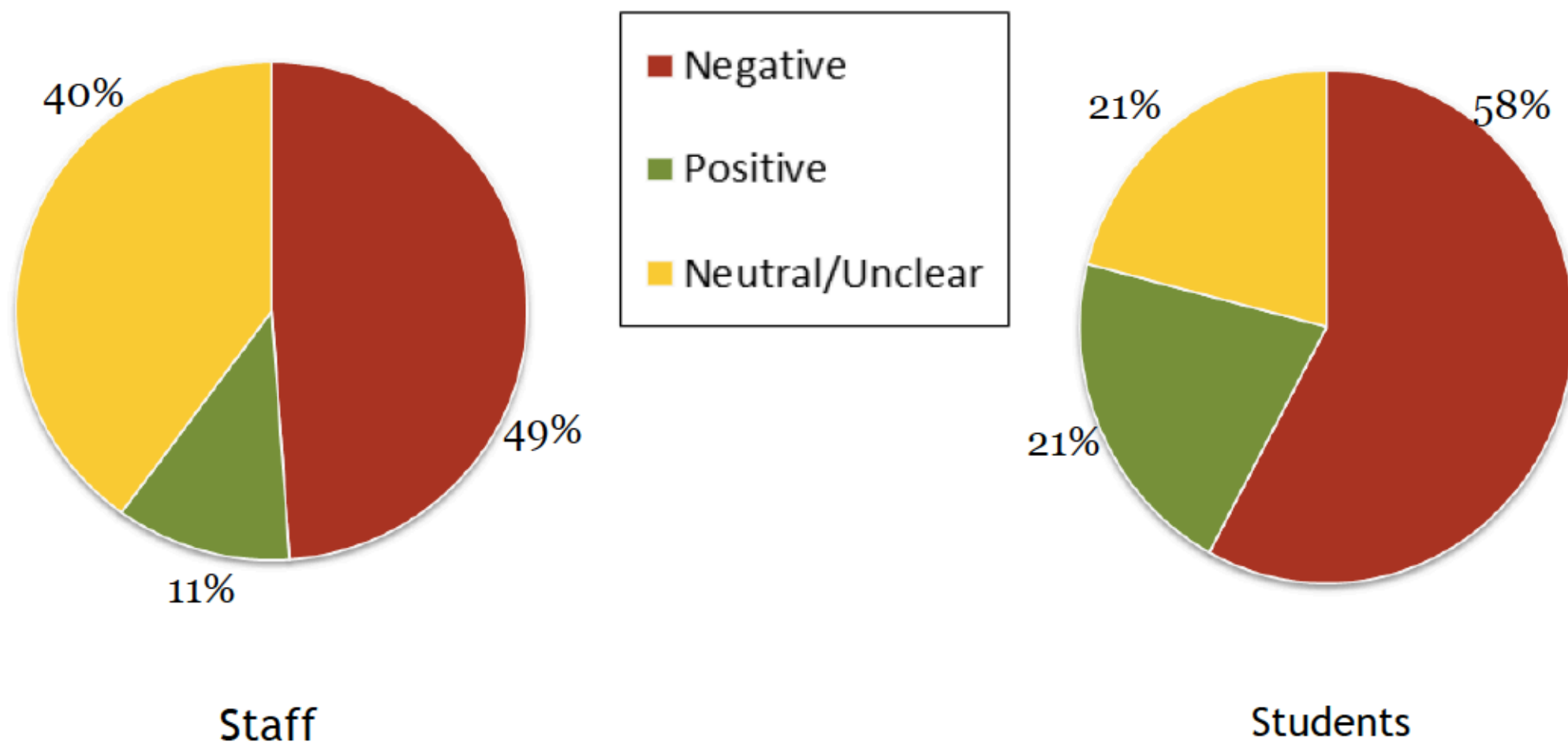
- Majority of research on *undergraduate* student FYE “very little reported research” on postgraduate (Larcombe & Malkin, 2011)
- A high proportion of under-grads are unsettled or dissatisfied with their first year experience (Kift & Nelson, 2005; Brown et al., 2013)
- We have little information on how this translates to the first year experience?

What is the experience?

Overall Sentiment	Staff	Students (All)	Students (First Year)
Positive	5 (11%)	8 (21%)	2 (18%)
Negative	22 (49%)	22 (58%)	6 (55%)
Neutral	18 (40%)	8 (21%)	3 (27%)

Note: Percentages represent the proportion of responses per staff/student group.

Results: Overall Sentiment



The student feedback...

*If I could think of one word it would be 'struggle'... my experience has been coloured by external, sort of, unrest, be it housing stress, having to navigate a part-time job and full-time Uni and have a life, spend time with my partner and my friends... I feel it is a **struggle to balance** that and there is **not a lot of support**. So I think the **experience is hard... obviously there is a lot of stress that goes on.***

*...it is very **challenging** because like a lot of us postgrads we are ...working... it is **time, flexibility, learning the work life balance.***

Student Comments



Student...

- *more of being a Lone Ranger running, not always with that knowledge that you need, not always with the support that you need and not always knowing where to find that and how to get.. So I suppose it is good training in that sense but it is not always an enjoyable experience...*



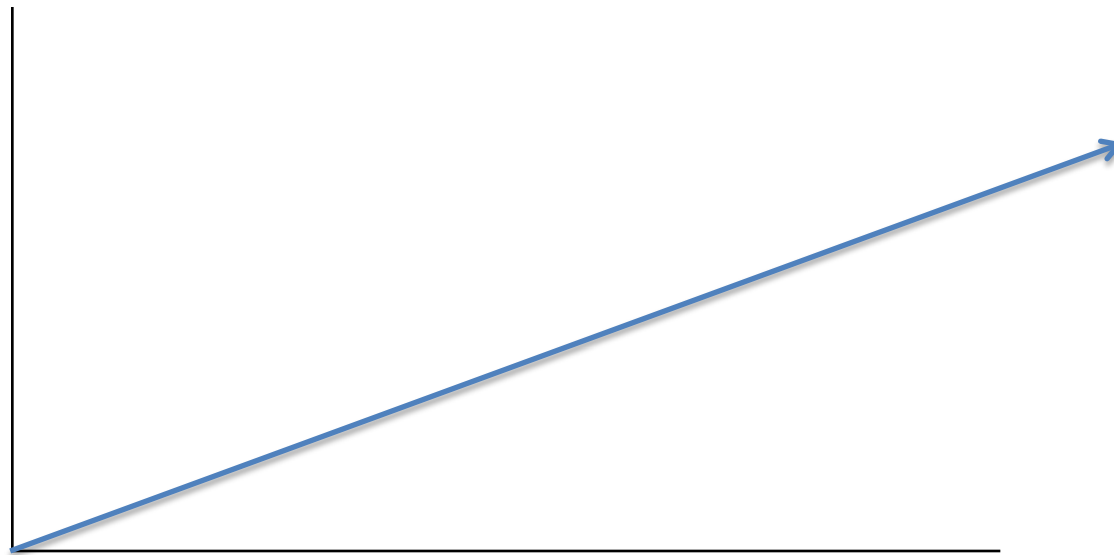
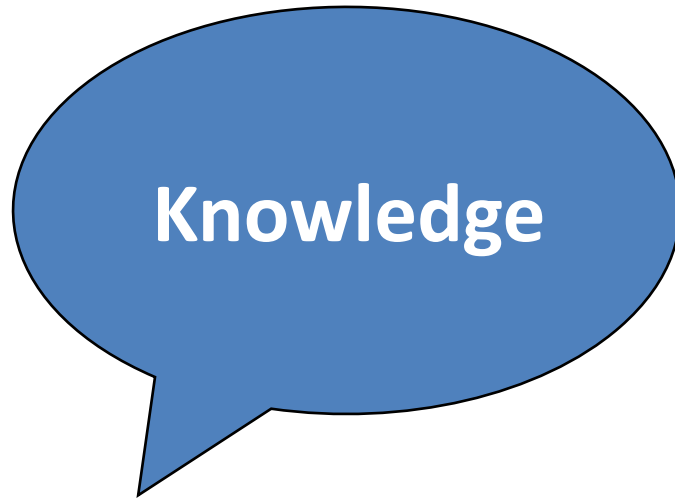
Staff thoughts

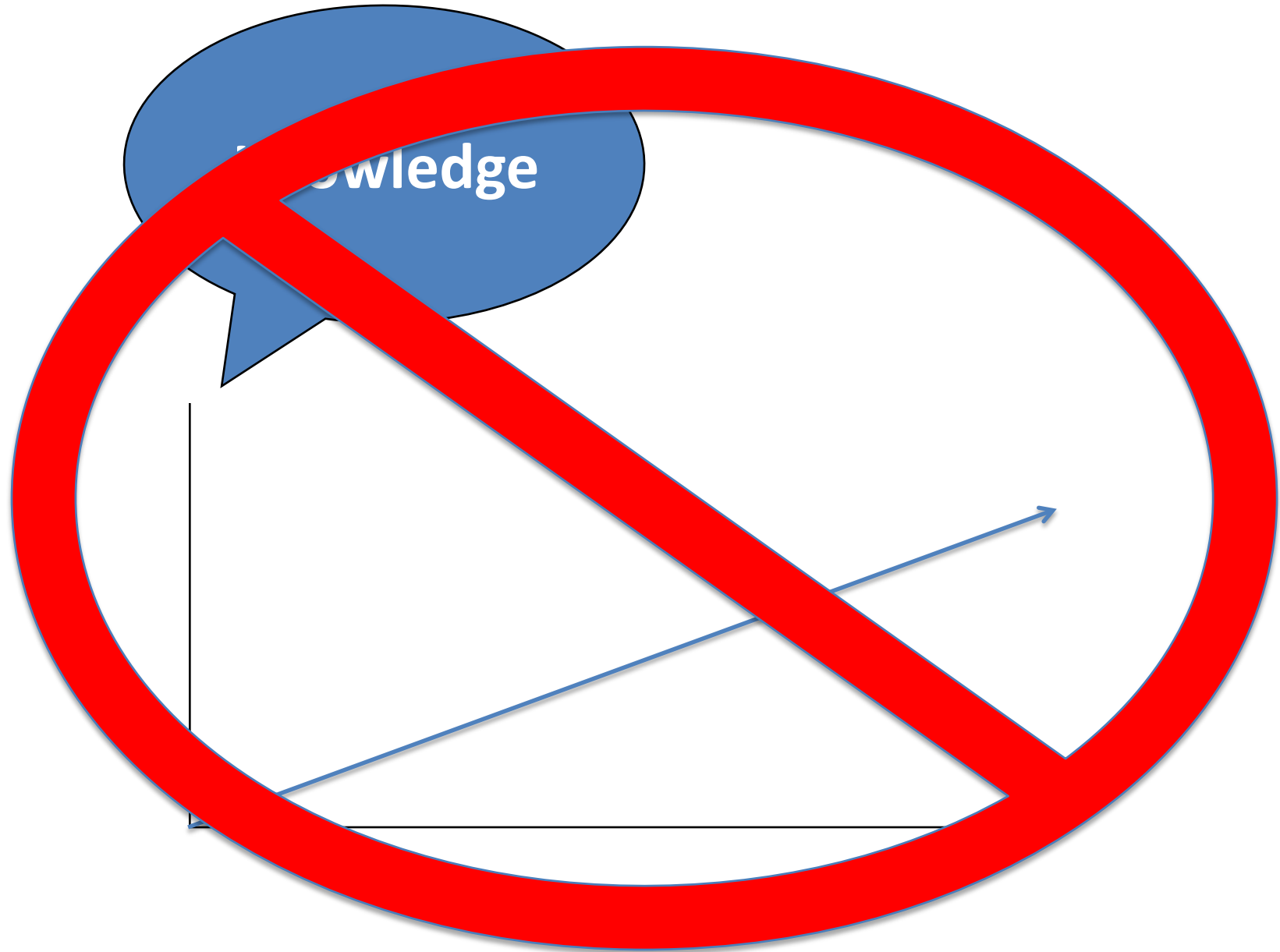
...the postgraduate student experience... means huge strain, isolation, very little interaction with other people doing the same thing. For a lot of students it is a very lonely process, this is because the face-to-face experience is not there for most of them.

People do not realize how frightened they are. How much lack of confidence exists, how nervous they are and that first introduction to study is an experience which could either make or break them.



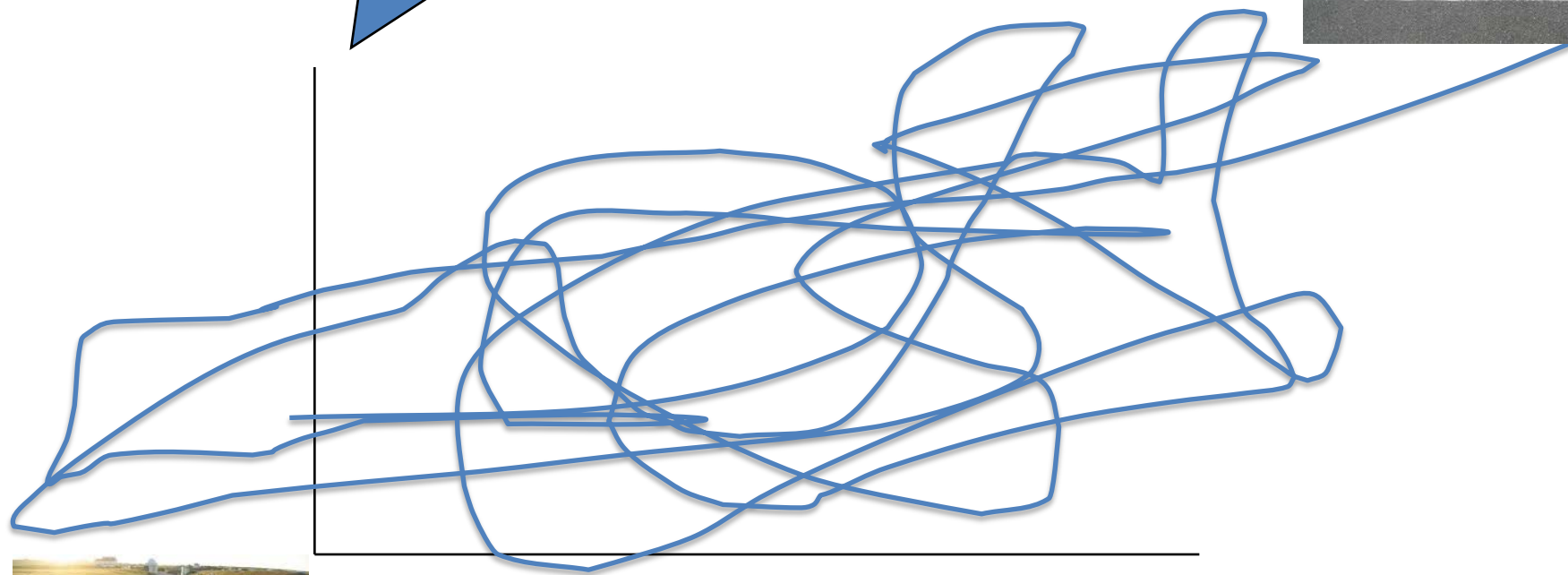
Four: How to respond







Knowledge





Knowledge

Skills and Culture



Creativity

Resilience

Citizen Scholar

(Citizenship/Communication Skills)

Critical Thinking

Adaptability

Mistakability

Reflective

Entrepreneur

Process

New Literacy

International

Ethical Leadership

People Centred

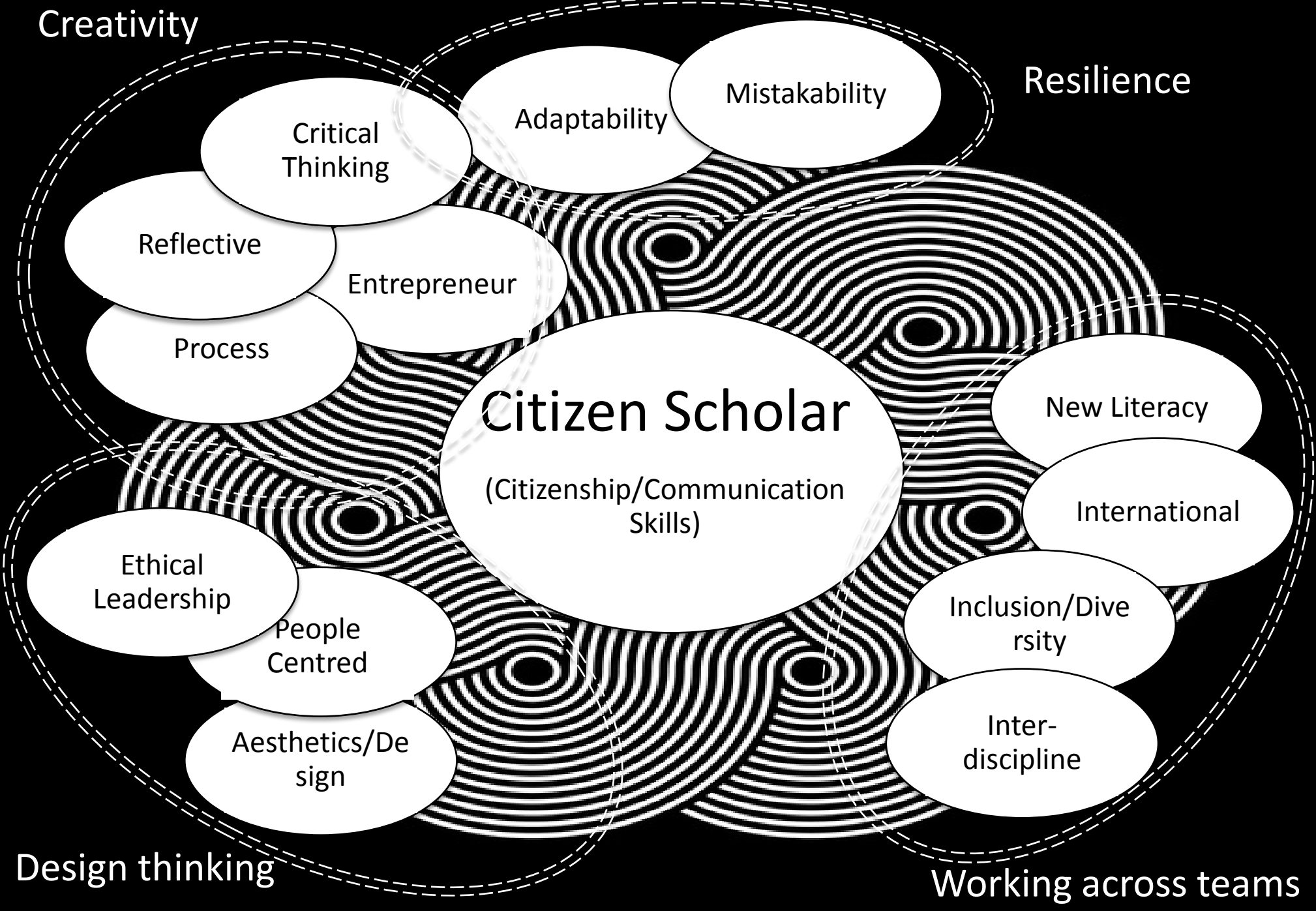
Inclusion/Diversity

Aesthetics/Design

Inter-discipline

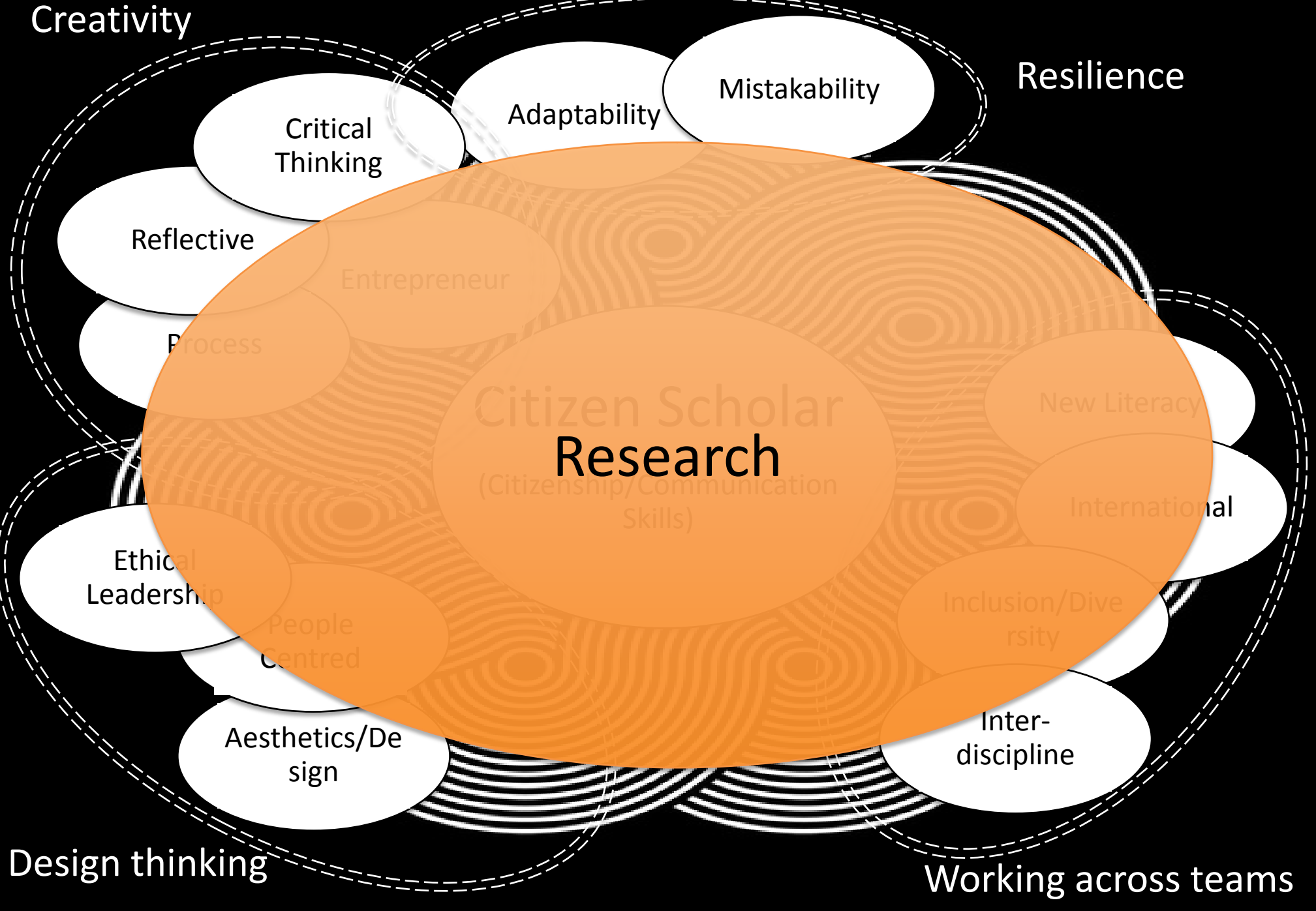
Design thinking

Working across teams



Creativity

Resilience



Critical Thinking

Adaptability

Mistakability

Reflective

Process

Entrepreneur

Citizen Scholar
Research
(Citizenship/Communication Skills)

New Literacy

International

Ethical Leadership

People Centred

Inclusion/Diversity

Aesthetics/Design

Inter-discipline

Design thinking

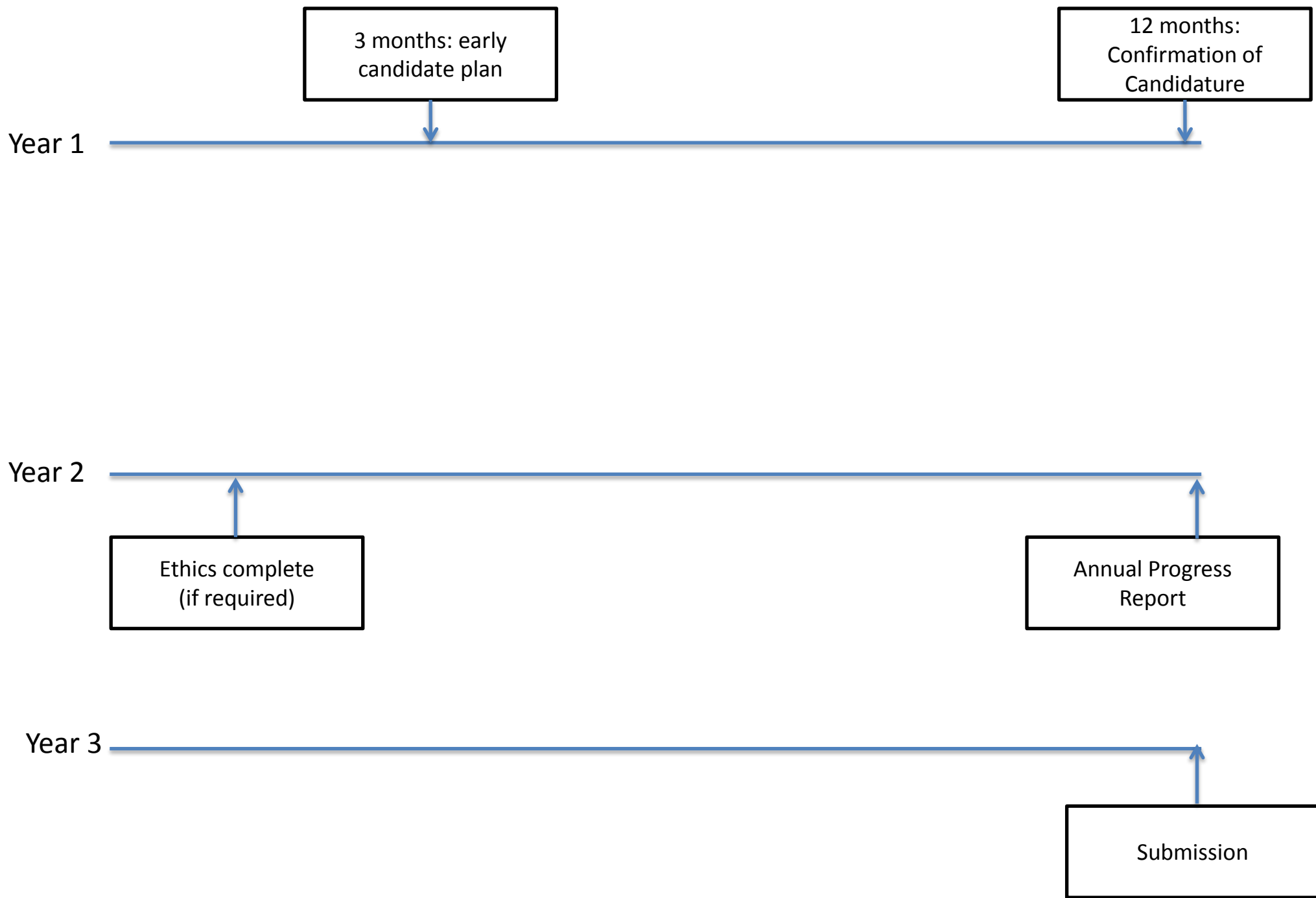
Working across teams

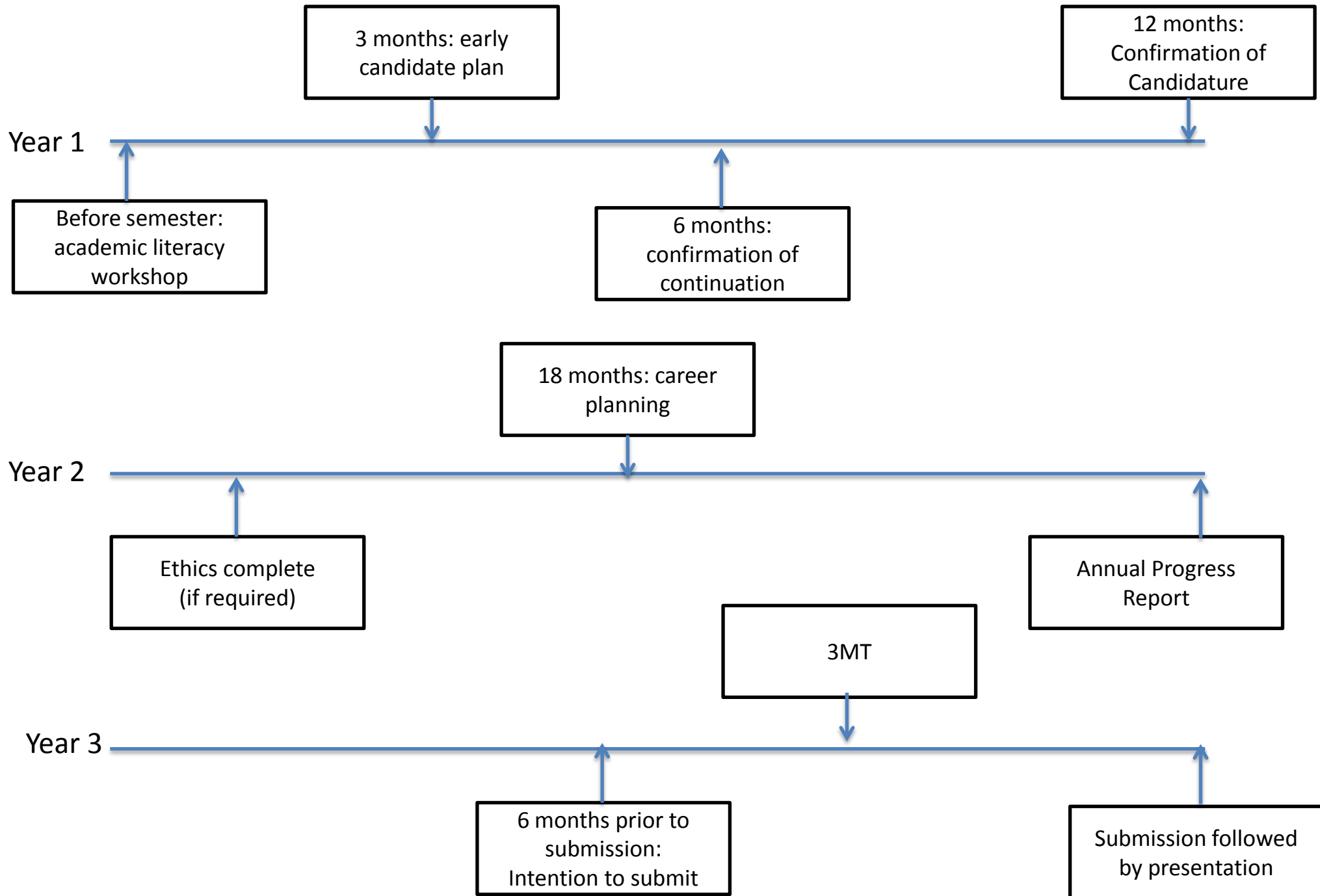
Four: What we are doing...

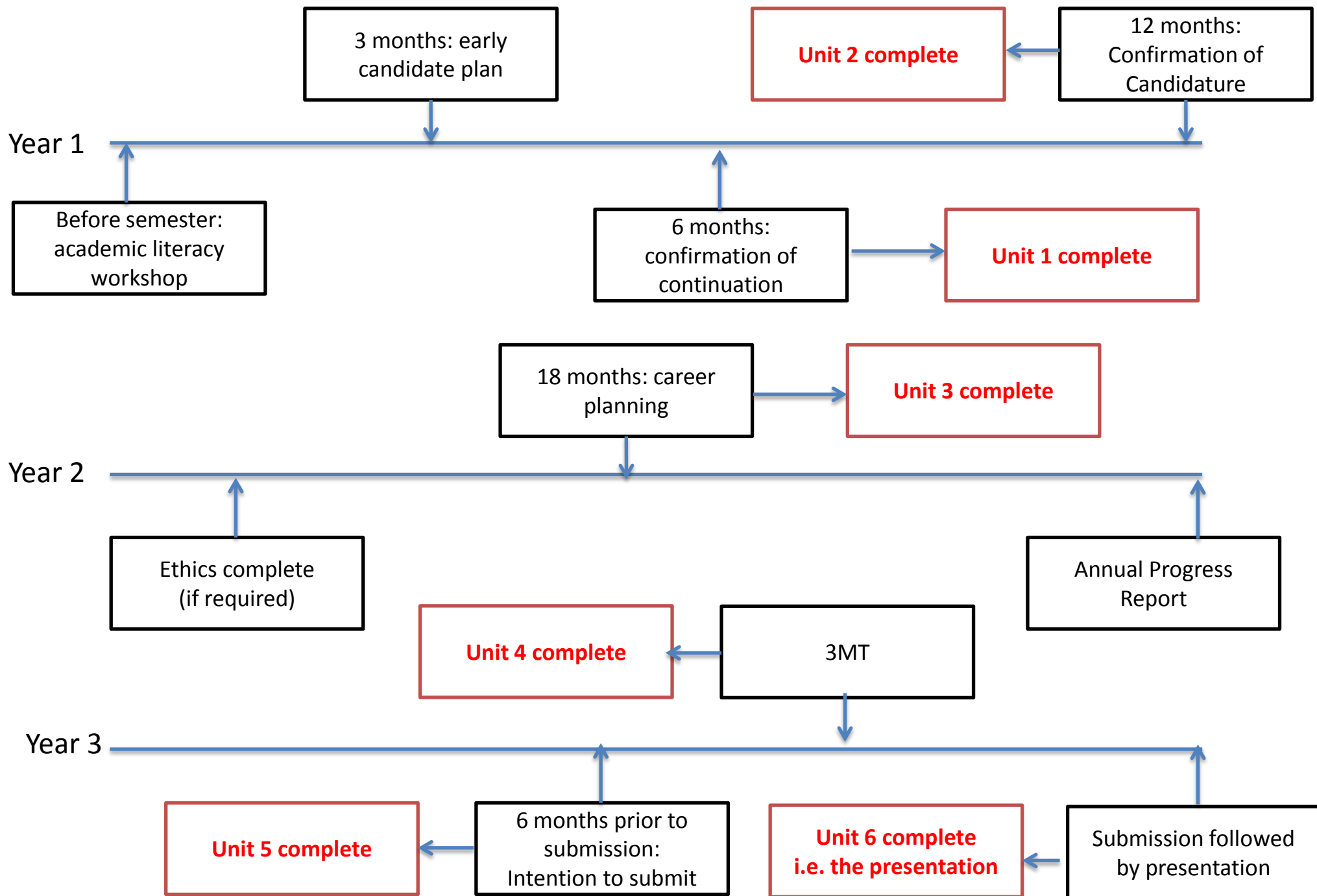
Achievement



i. A scaffolded journey









ii. Career Planning

Career Planning

Non-
Government

Academia

Entrepreneurial

Policy/Governm
ent

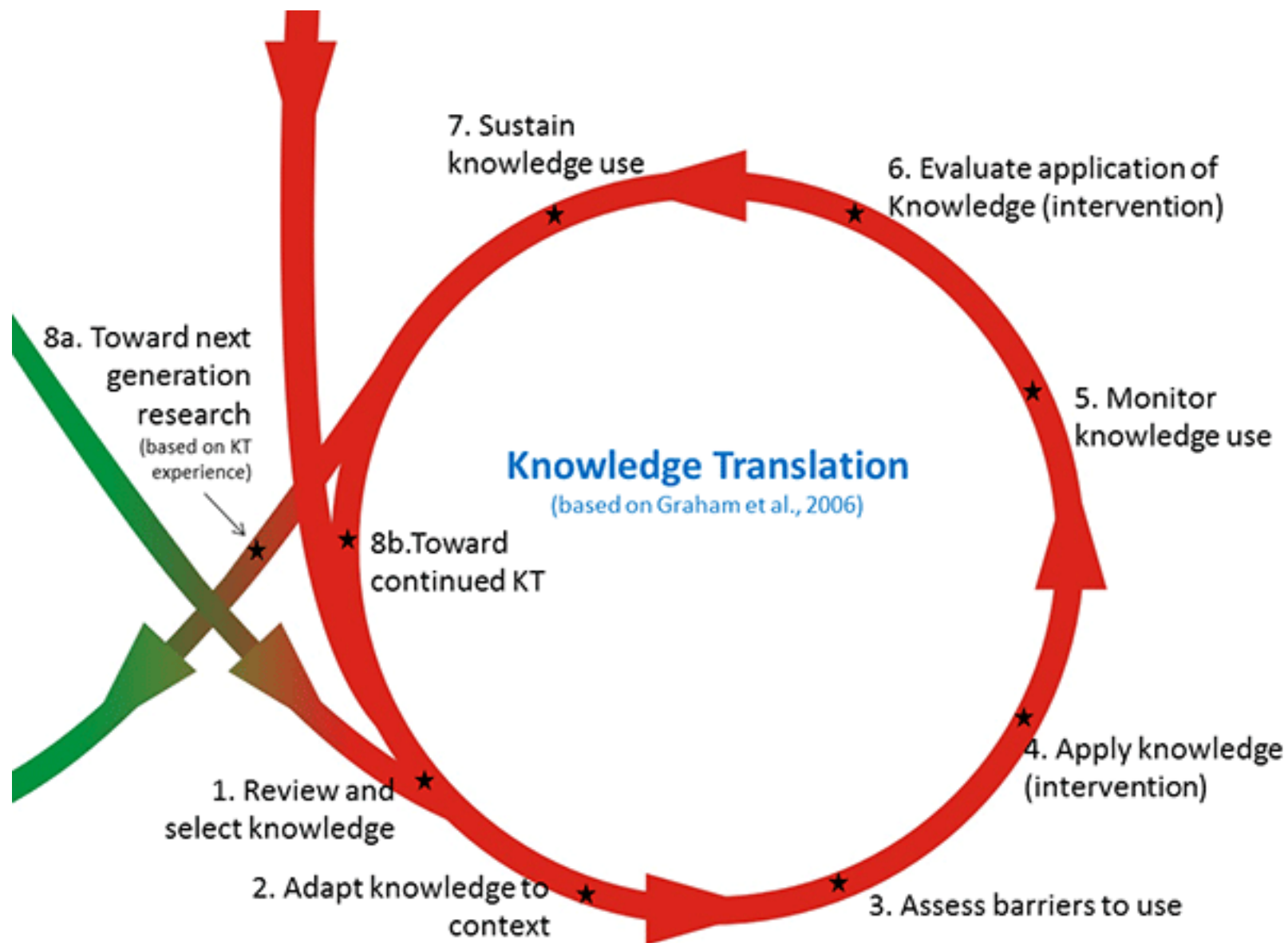
Industry

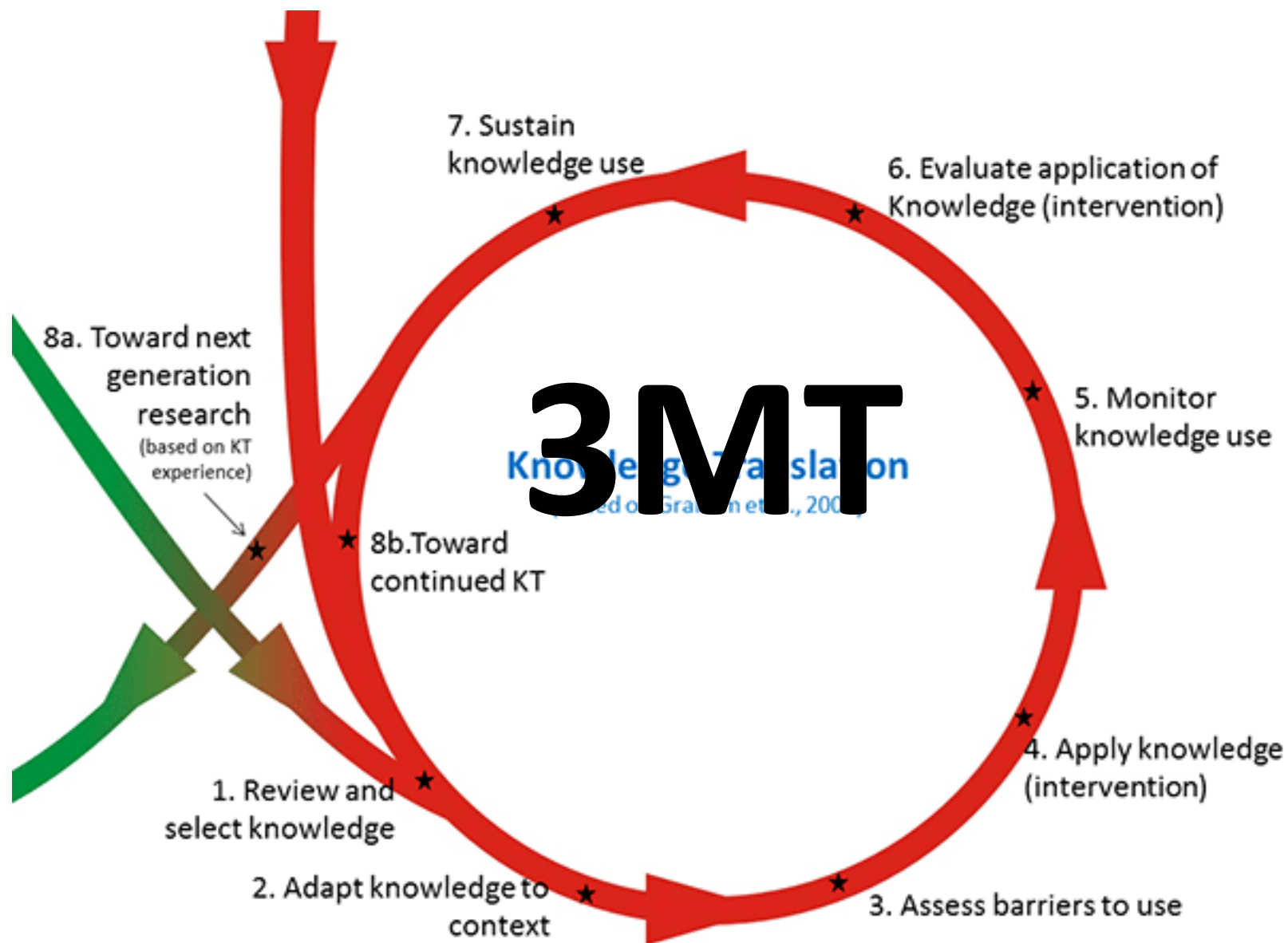
- FULL
- How to apply for funding
- How to publish
- Knowledge Translation
- IP
- Discipline workshops

- Incentives to publish
- Internships
- Connect to REDI/Careers

- Crowd funding
- Entrepreneurship/start-up
- Knowledge translation
- IP

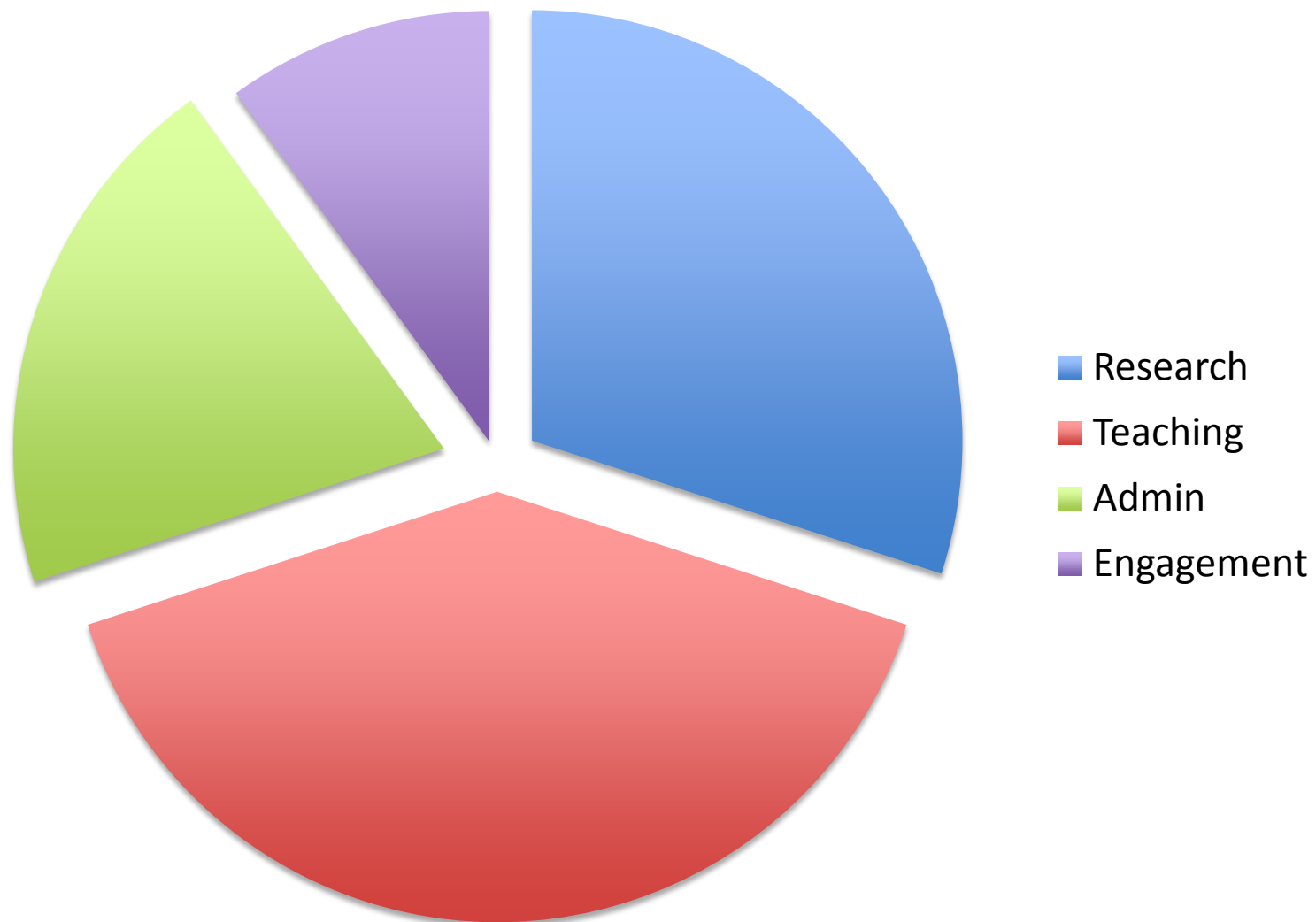
iii. Communication: Knowledge Translation







iv. Supervisor Development





Supervision

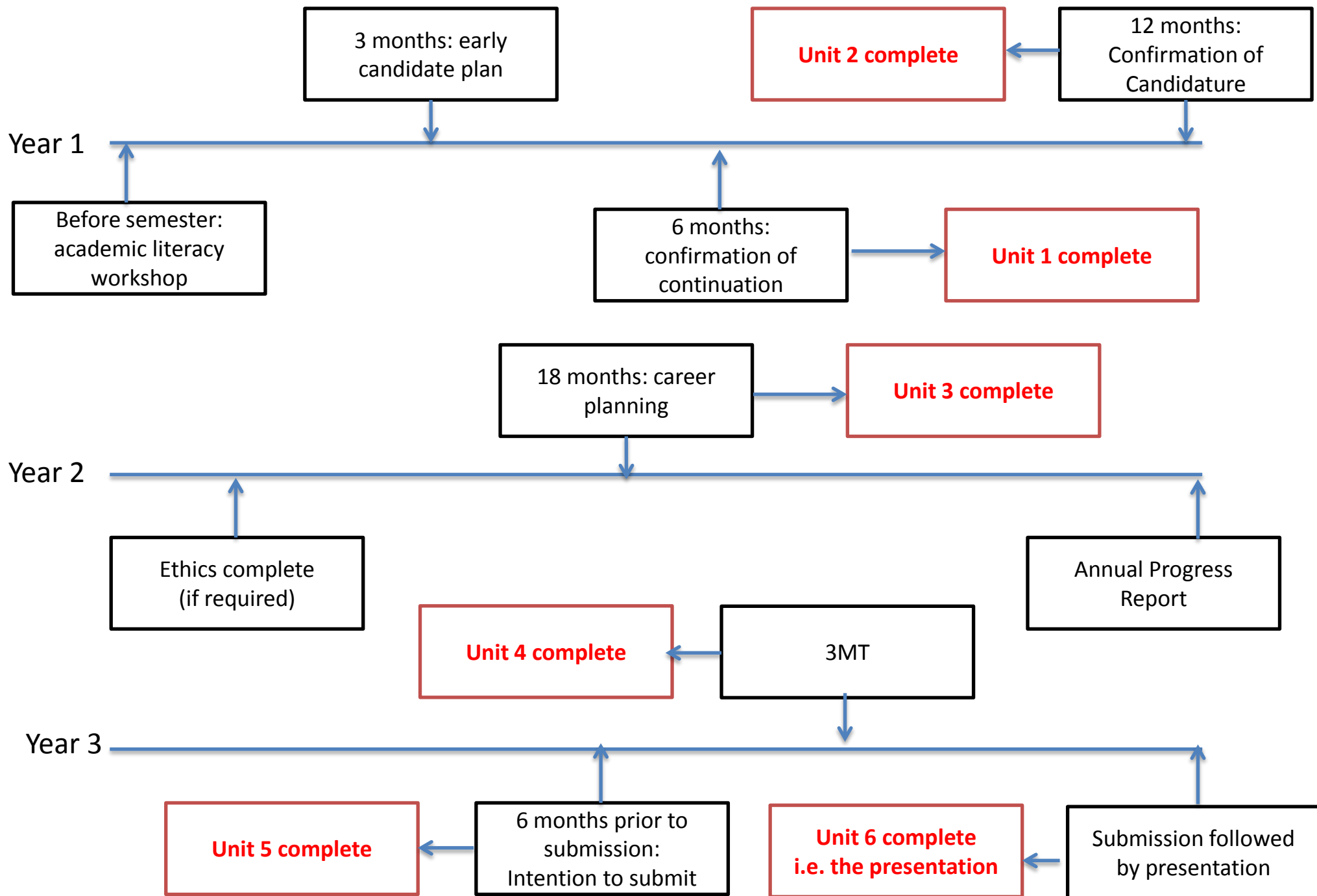
?

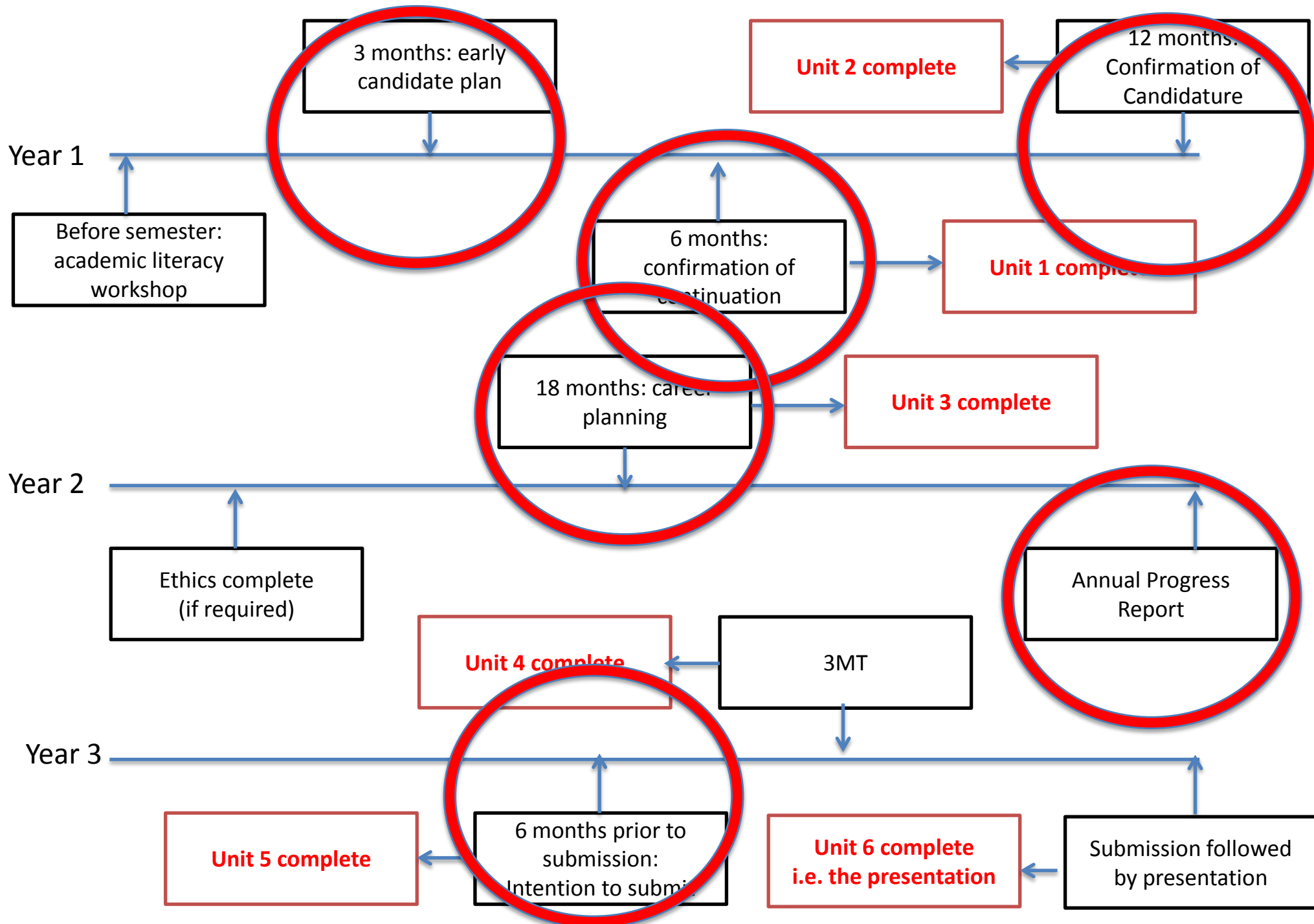


- Research
- Teaching
- Admin
- Engagement



iv. Multiple feedback mechanisms







v. Defining expectations...



Questions?

Supervision Symposium – The Difficult Conversations

Tips

- Be straightforward and honest – don't avoid the issue
- Provide a suitable setting – professional but friendly
- Change the supervision setting to a neutral environment

Continued

- Communicate honestly with sensitivity
- Don't delay confronting the issue
- Seek the advice of more experienced supervisors
- As long as the underlying attitude is one of respect, honesty and beneficence, most things can be said.



Continued

- Wait until your second thoughts arrive
- Listen carefully, respond minimally, interact.
- Don't delay, talk today.
- Cultural liaison, 3rd party



Continued

- Students expectations re process
- Be specific re expectations
- Get help from external sources if writing problems
- Be upfront that you have to talk about something difficult for you both.



1st year

- Product – not knowing what they don't know, different way of learning.
- Students are under lot of pressure with confirmation
- Rules and boundaries, work taken on, expectations

2nd year

- Monitoring role
- When data comes back telling unexpected story
- No of time taken for each task – juggling family

3rd year

- Time running out, coherence issues, manage project
- Some students don't want it to end
- Some students just want to submit and let the examiners sort it out



Thank you...



Final thoughts

- We must not reify the postgraduate process...



Final thoughts

- We just not reify the postgraduate process...
- We need to contextualise it into the contemporary world...

Final thoughts

- We just not reify the postgraduate process...
- We need to contextualise it into the contemporary world...
- **We must maintain standards despite these pressures...**



Thank you...