



# Innovation in Teaching and Learning: Active Teaching

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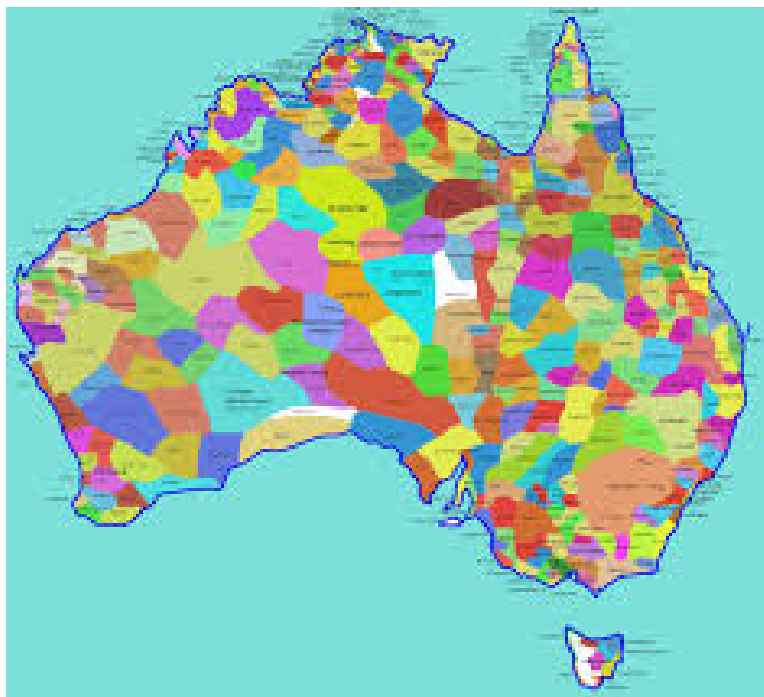
# Australia...

**24 percent of Australians are born  
overseas...**



**40 percent have one parent born  
overseas**

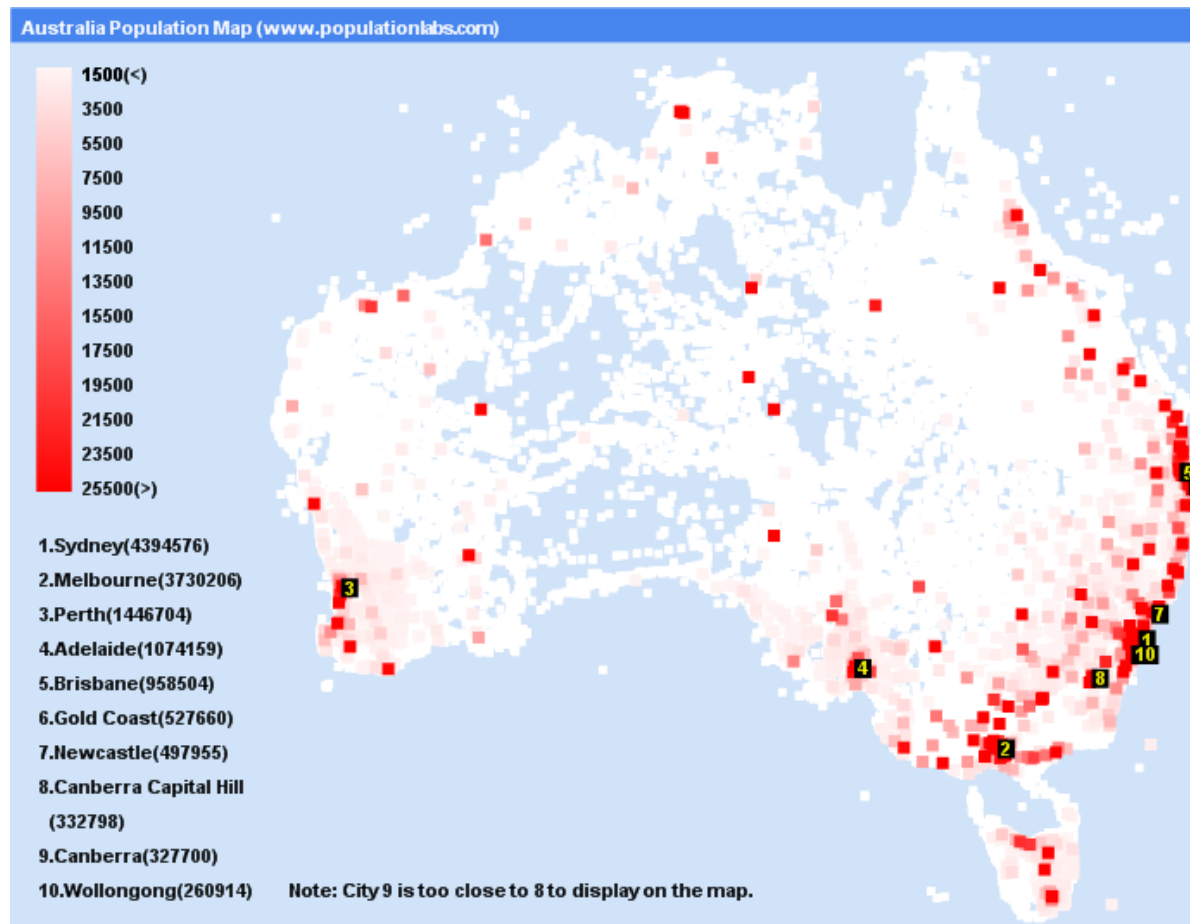
# Aboriginal Australians are one of <sup>W</sup> the old living cultures...



**50,000-65,000 years**



# 90 percent of Australians live in cities

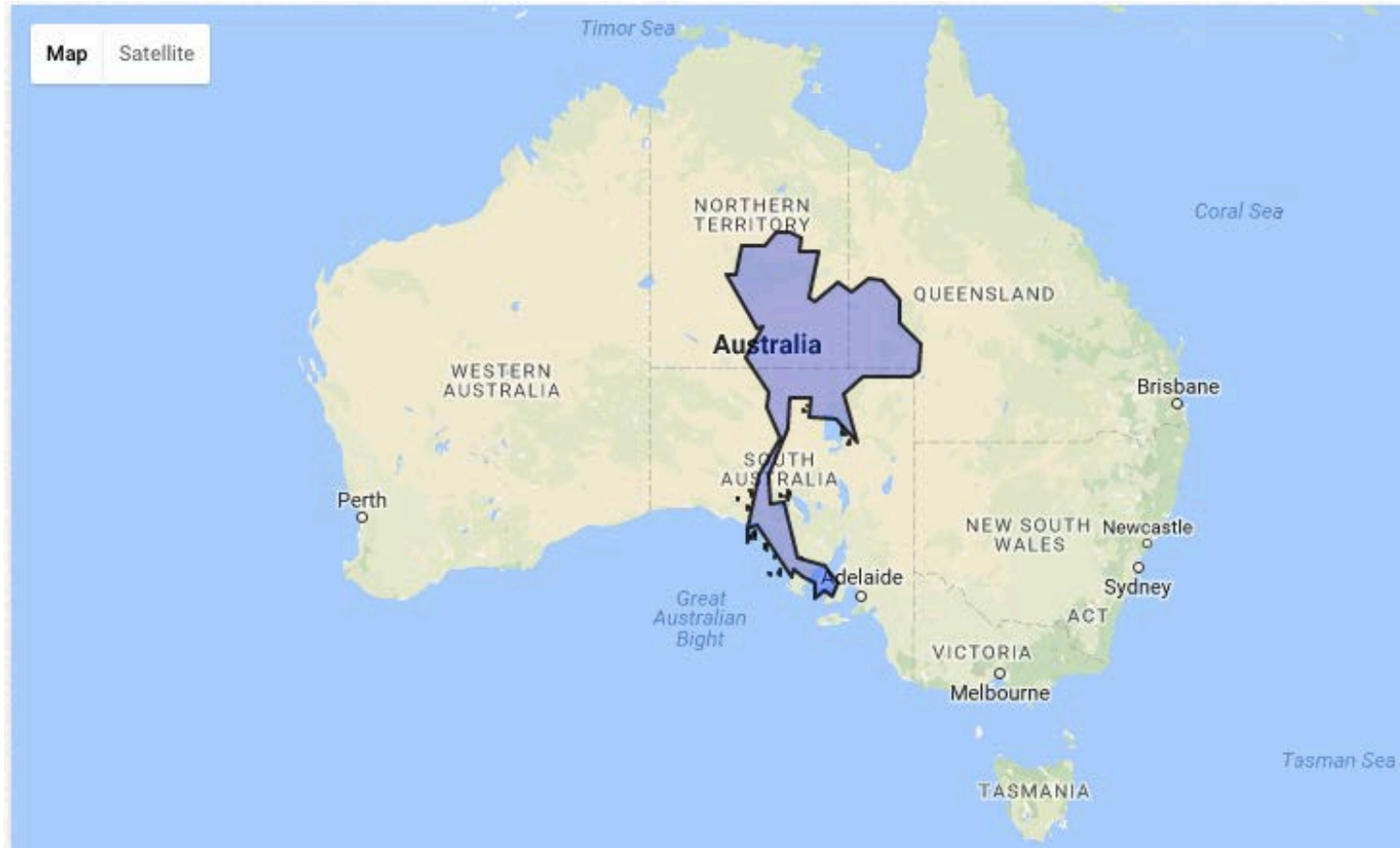


Population: 25 million

# With 150 million sheep...



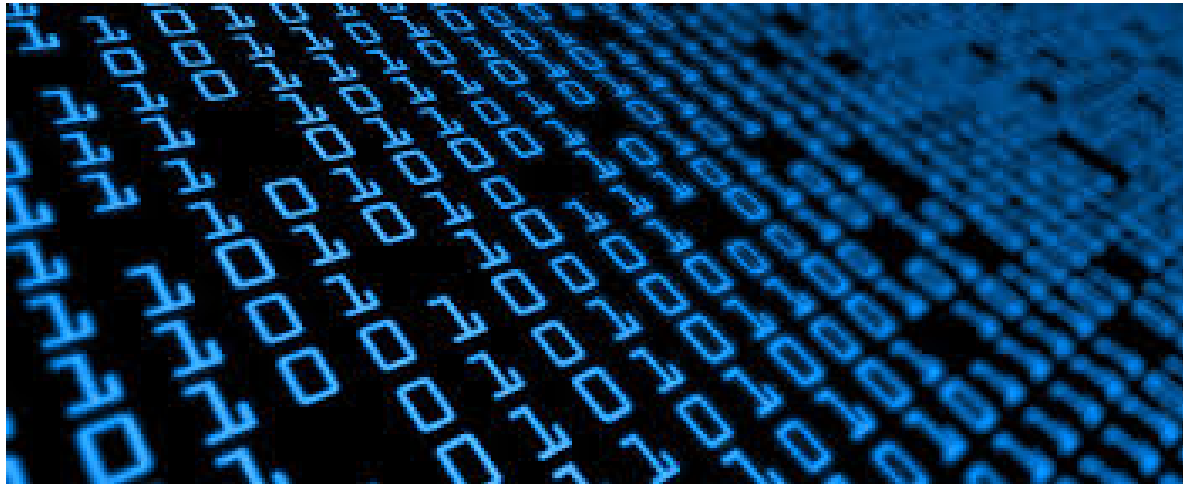
# And is 15 times bigger than Thailand





# When we speak... we are lazy

**“DATA”**





# Crocodiles grow up to 5.5 meters





# Every year Australia awards the best university teacher...





# One: A changing environment

# **Why do we need to innovate 1: A changing world**

# A story about a water pump...



# Thailand 4.0

What jobs will exist in 10 years time?

What jobs will disappear?



# Australia

## 40 percent of current jobs under threat = 5 million

### *A smart move*



**or 5.1m**

*Jobs at risk from  
digital disruption*



*Innovation and STEM  
education are key to  
future growth*

**\$57.4bn**

*Increase in GDP if we shift  
just 1% of our workforce into  
STEM roles.*

<http://www.ceda.com.au/research-and-policy/policy-priorities/workforce>

<https://www.google.com.au/#q=abc+news+special+report+work+disappearing>

<https://pwc.docalytics.com/v/a-smart-move-pwc-stem-report-april-2015>



# Australia

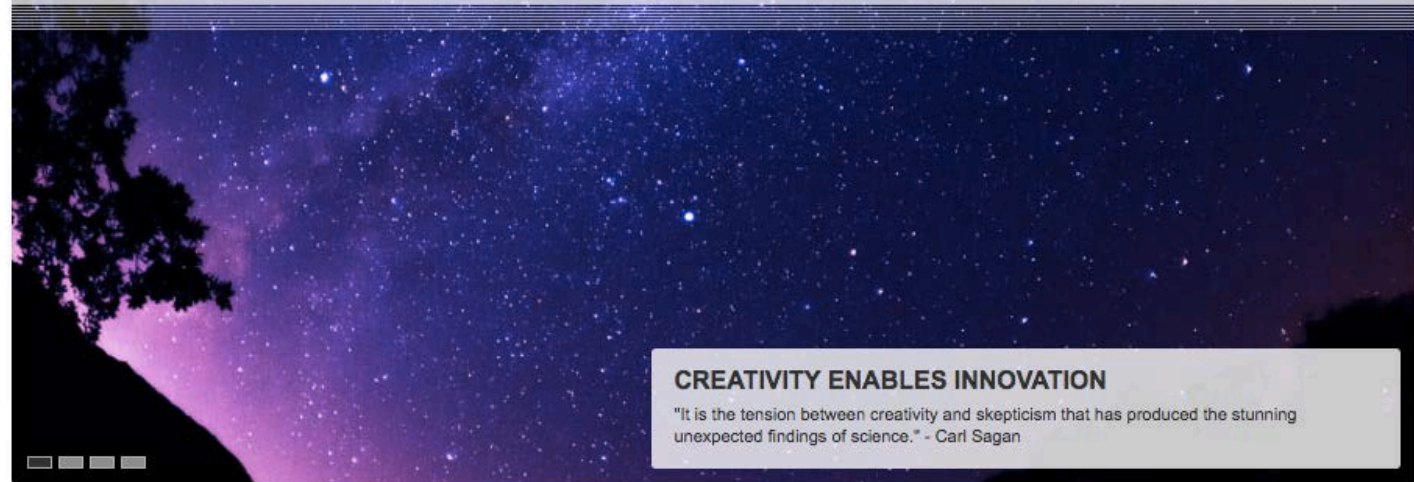
## 40 percent of current jobs under threat = 5 million

*A smart move*



**STEAM** SCIENCE | TECHNOLOGY | ENGINEERING | **ART** | MATHEMATICS

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MISSION STATEMENT

<http://www.ceda.com.au>  
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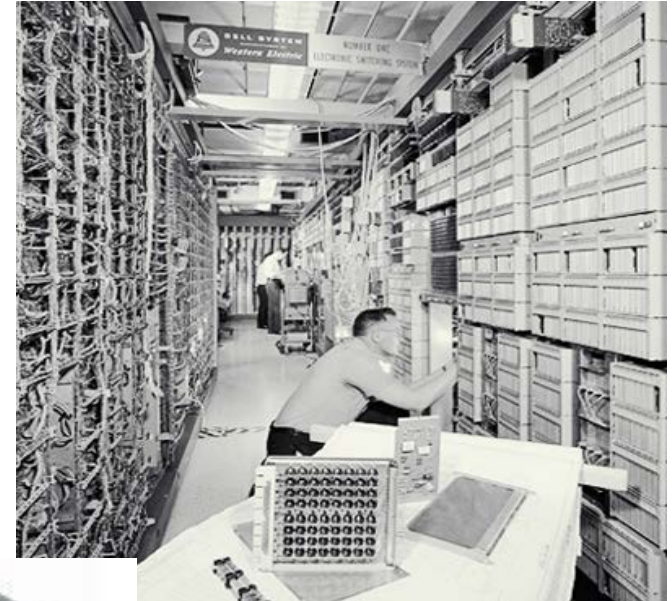
# **Why do we need to innovate 2: A changing world**

# Imagination...



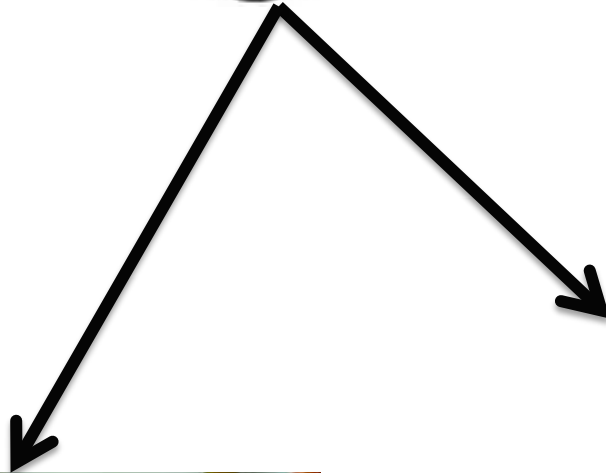


# A rapidly changing world...



# **Why do we need to innovate 3: A changing environment**

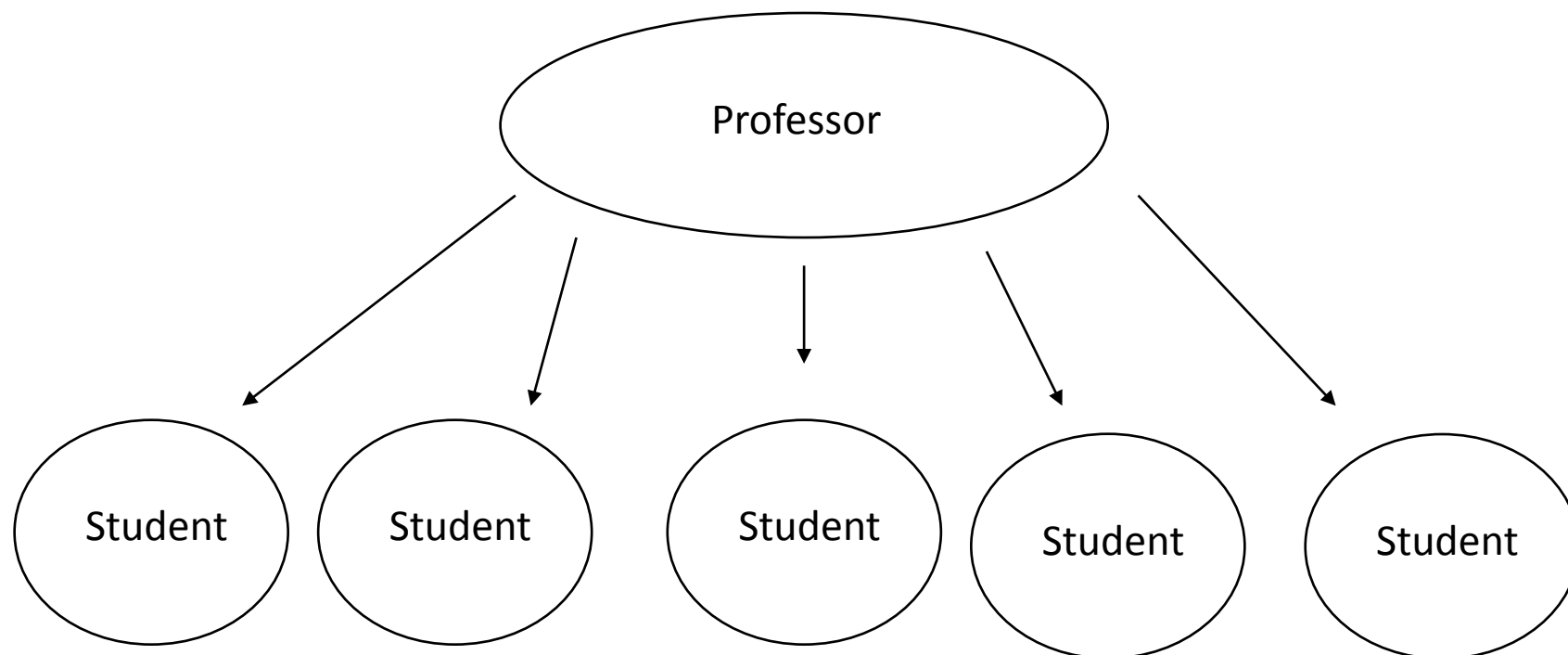




***Universities are where newspapers  
were 10 years ago...***

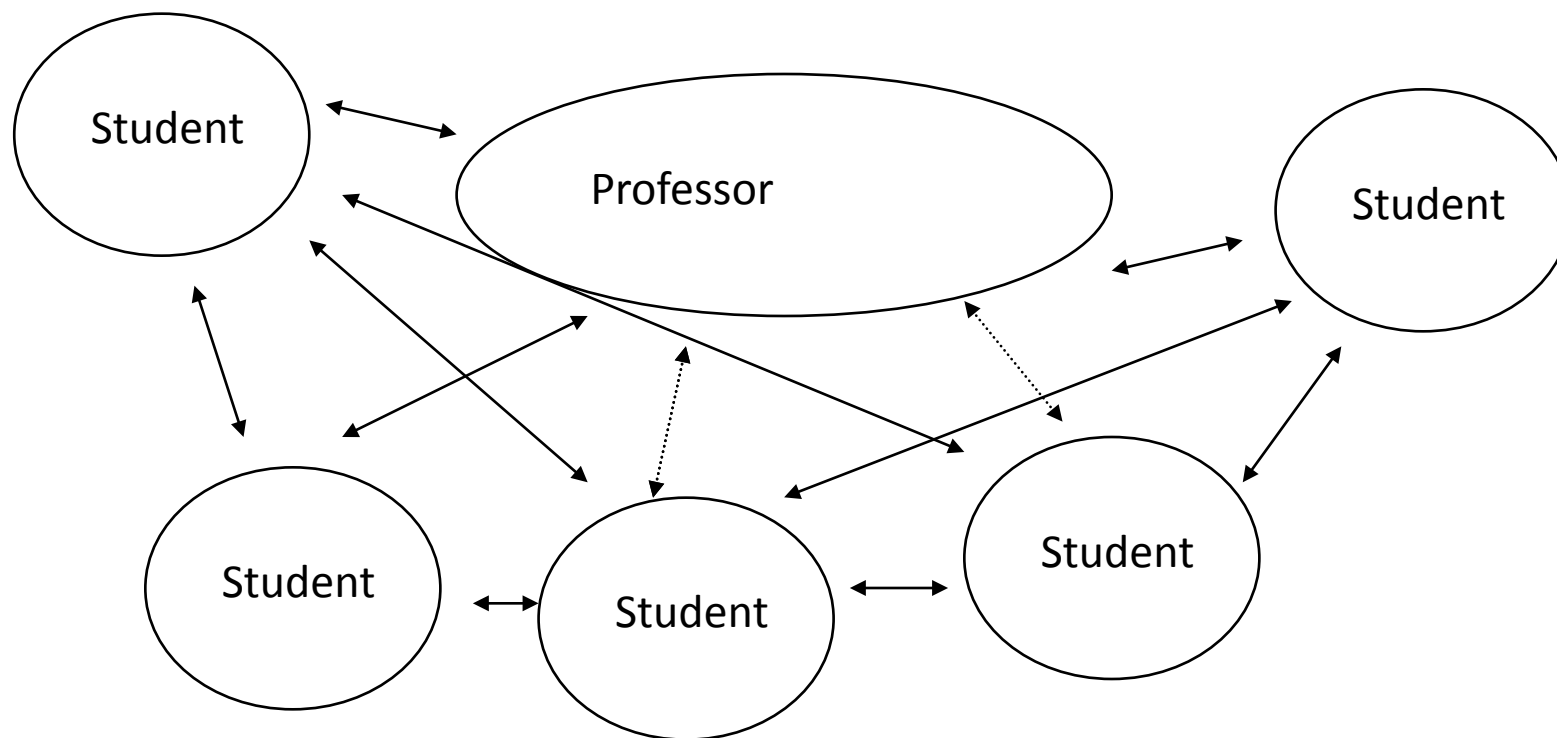


# Knowledge transition

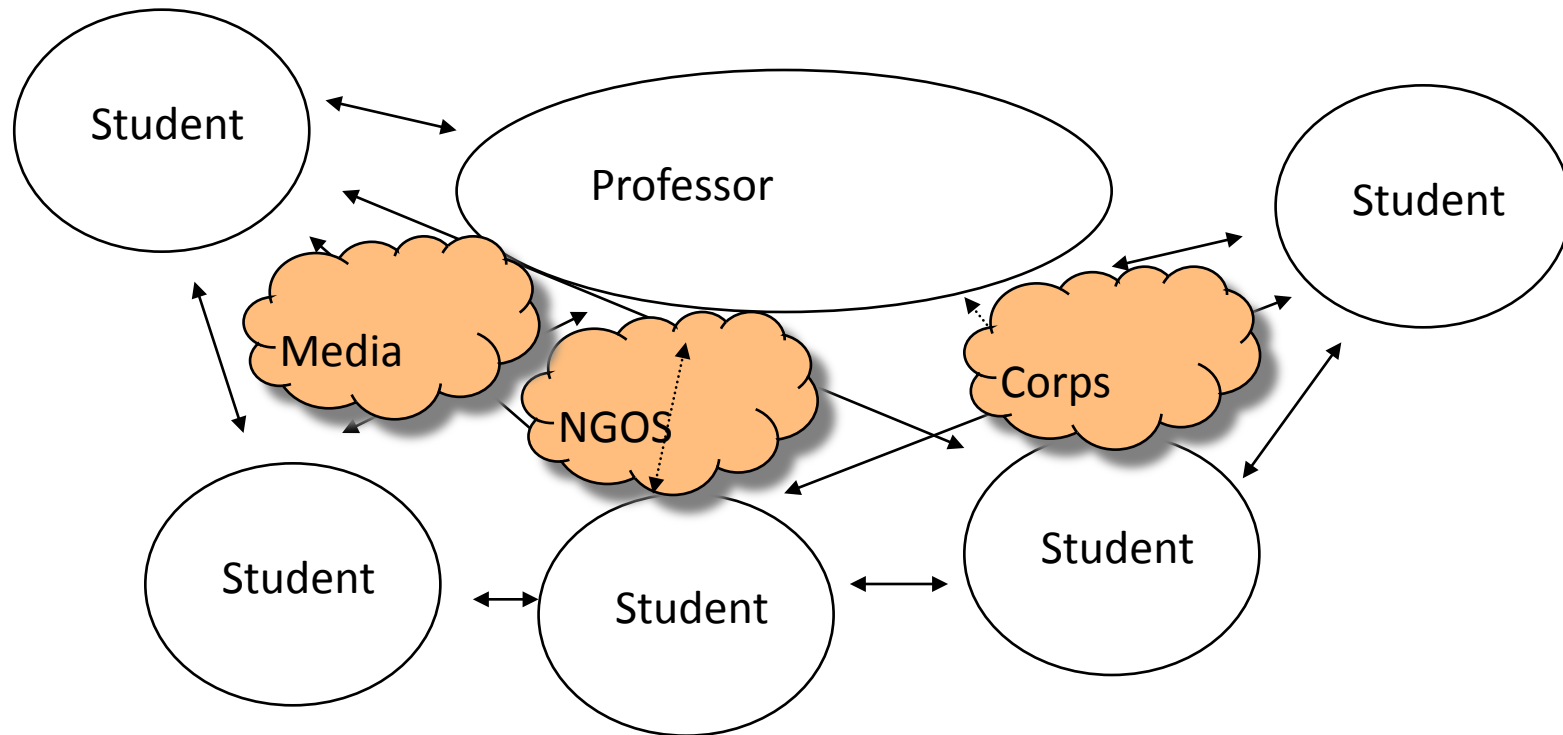




# Relational Knowledge



# Relational Knowledge that is mediated...



**How do we educate students  
in a time of massive  
disruption?**



**How do we educate students in a time of  
massive disruption...**

**Especially if they have a 7 careers in a  
lifetime...**

***'Generation Flux'***



Economic/National  
challenges

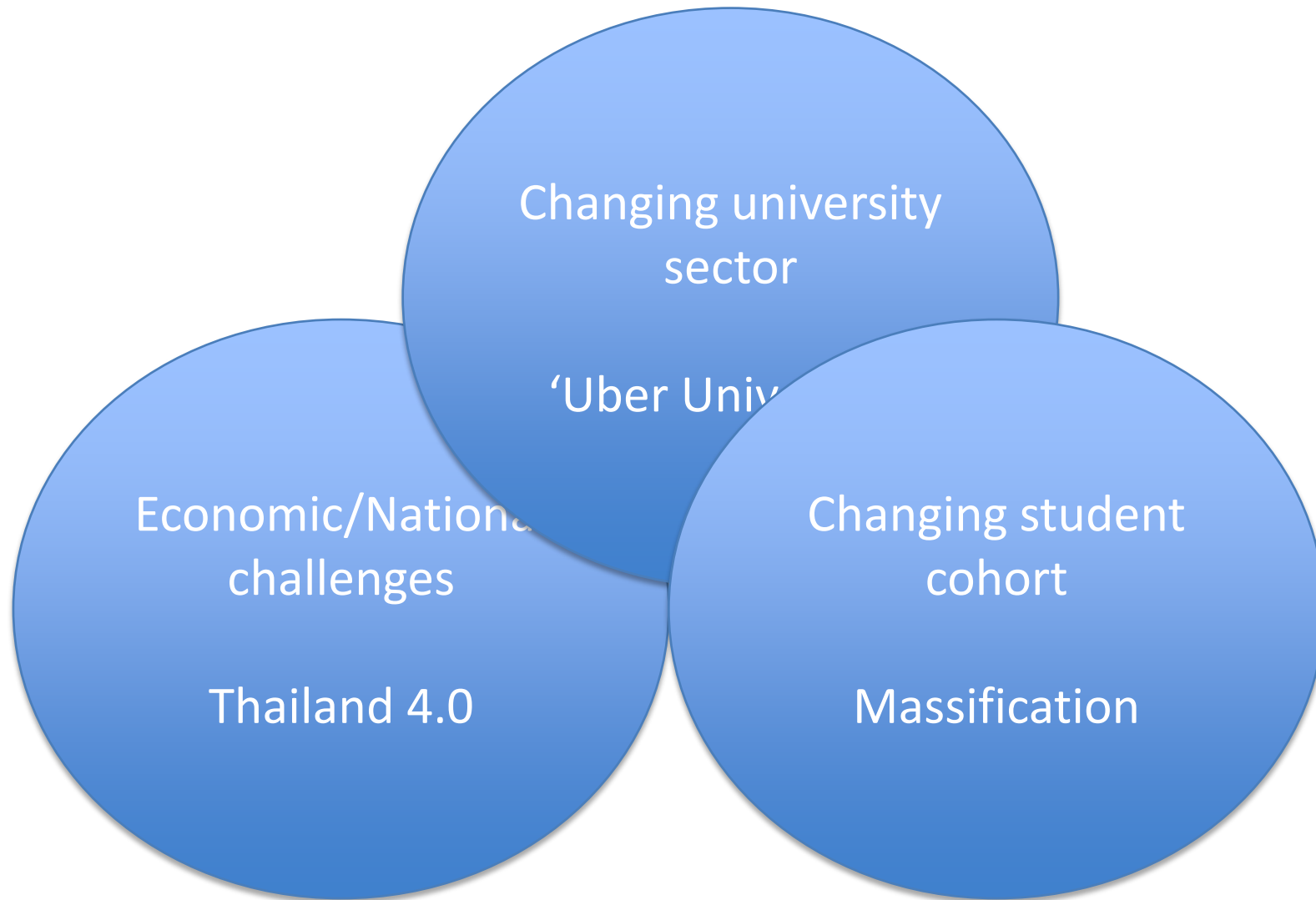
Thailand 4.0

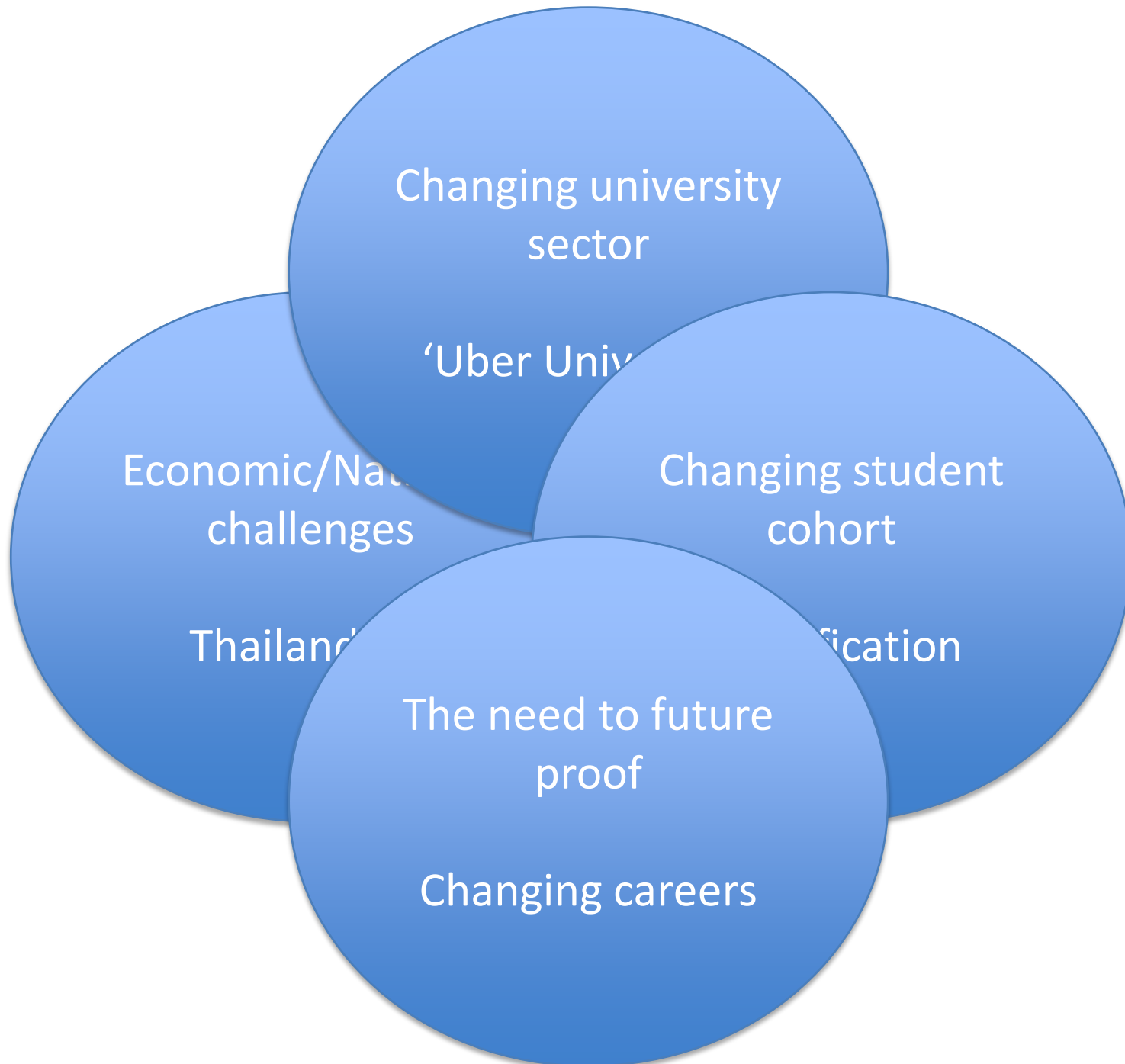
Changing university  
sector

‘Uber University’

Economic/National  
challenges

Thailand 4.0







# Two: How to Respond?





Knowledge

Skills and Culture



Creativity

Resilience

**Citizen Scholar**  
(Citizenship/Communication Skills)

Design thinking

Working across teams

Critical Thinking

Adaptability

Mistakability

Reflective

Entrepreneur

Process

Ethical Leadership

People Centred

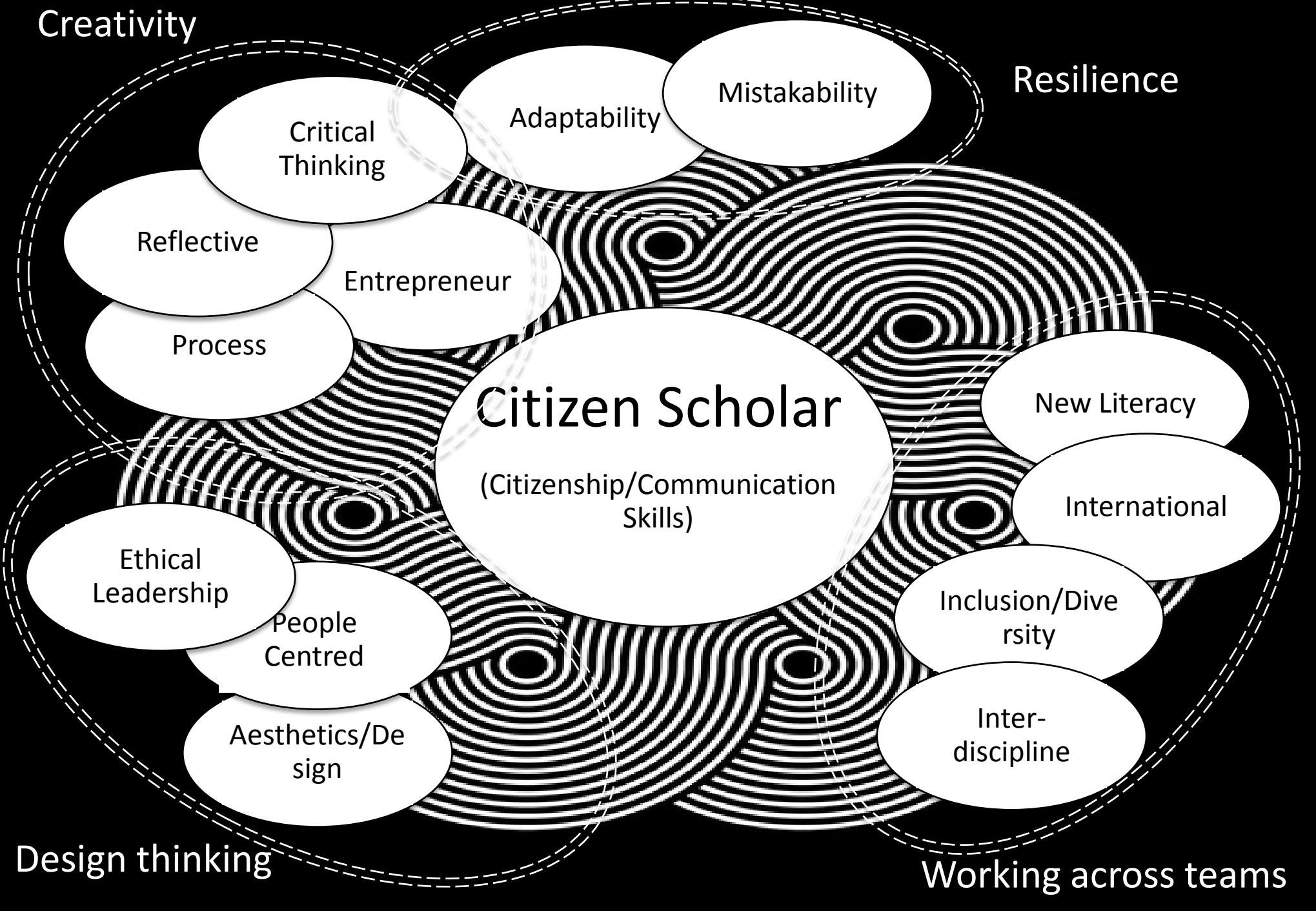
Aesthetics/Design

New Literacy

International

Inclusion/Diversity

Inter-discipline



**Creativity**

**Resilience**

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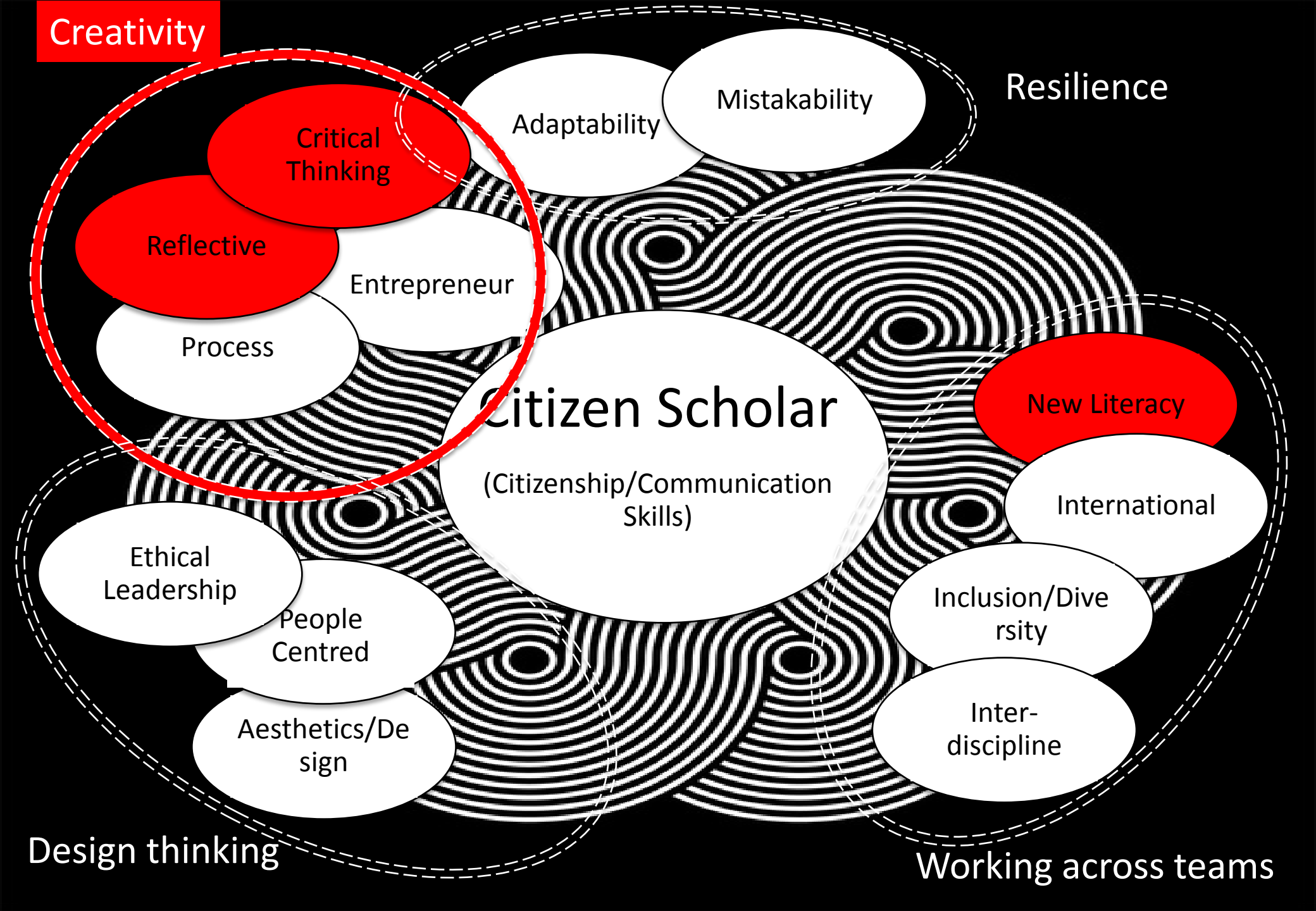
Inclusion/Diversity

Aesthetics/Design

Inter-discipline

**Design thinking**

**Working across teams**

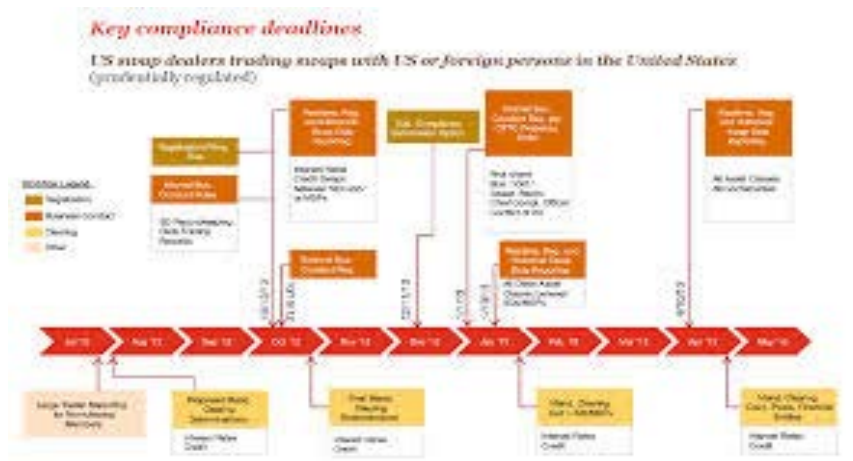


# Good information v. Bad information





# Graduate Research School



# Step 1: Ground your teaching



**My subject: Understanding society**

**What is yours?**



# A family BBQ...





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# Understanding societies..

## Let's begin...

# 10 An apple...



**(Bonding time again)**

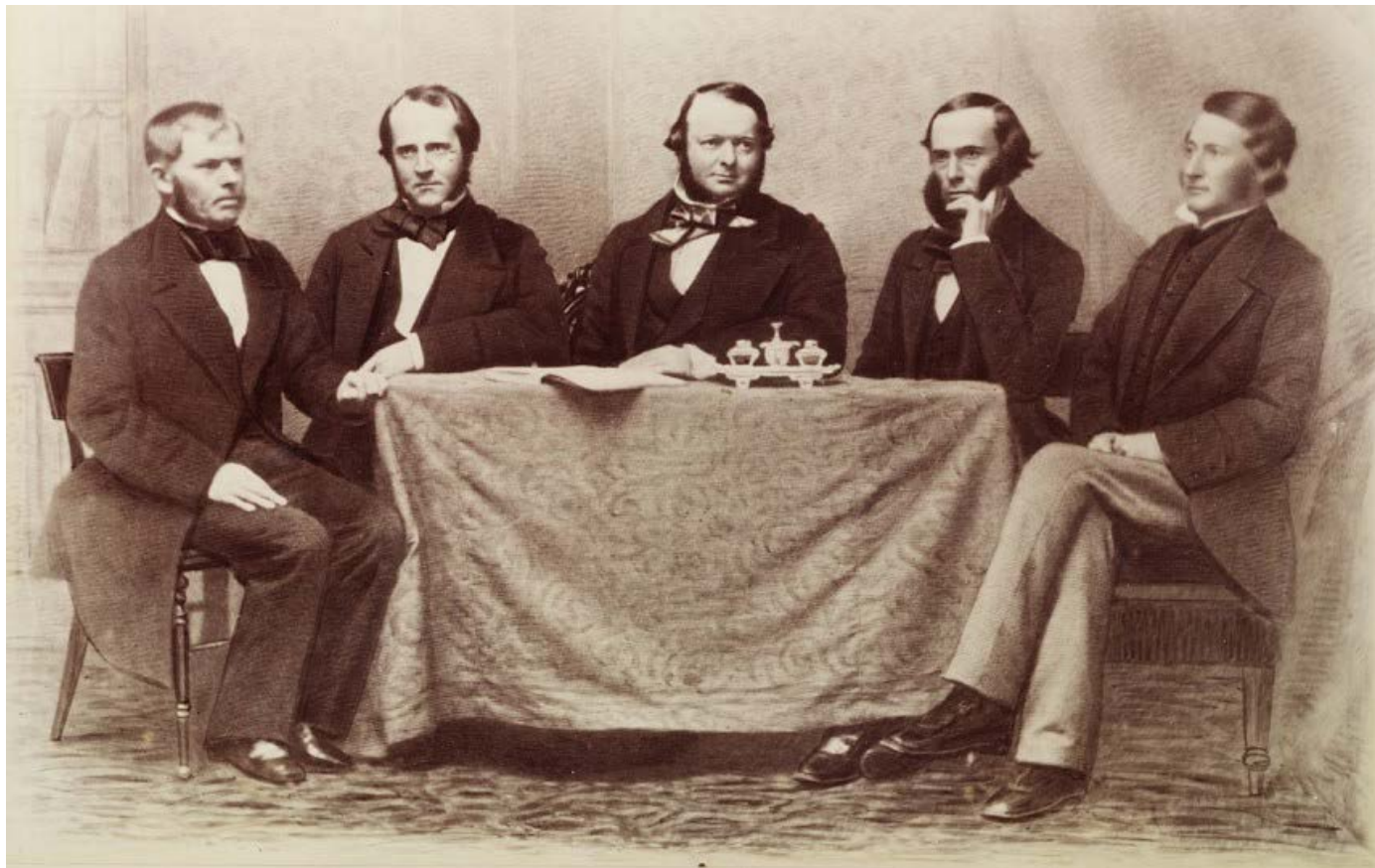
# What would you rather lose...







- If these dudes...



# Imagine

- Saw these dudes...



# Imagine

- Saw these dudes...



Or this dude... -



# There is not just one type of society

**Societies change across time...**

**That is, society is shaped differently at different times in history (time); and**

**AND...**



# There is not just one type of society

Societies change across time **and space**

That is, society is shaped differently at different times in history (time); and

**In different places across the world (space)**



# Continued...

- ⑩ **This means that there is nothing ‘natural’ (or innate) about the way society is organised**
  - **Societies change and form vary depending on various factors**
  - **That is, the way we choose to live our lives or organise our world does not just appear magically, but evolves.**



# Two: Social Construction

# Social construction...

- ⑩ This is a concept known as ‘socially construction’
- ⑩ A phenomenon that is constructed (or invented) by members of a particular culture or society.
- ⑩ That is, we have structured in this way
- ⑩ Done so for some reason (positive or negative)
- ⑩ These constructions exist because we follow certain conventions - behaving in certain ways.

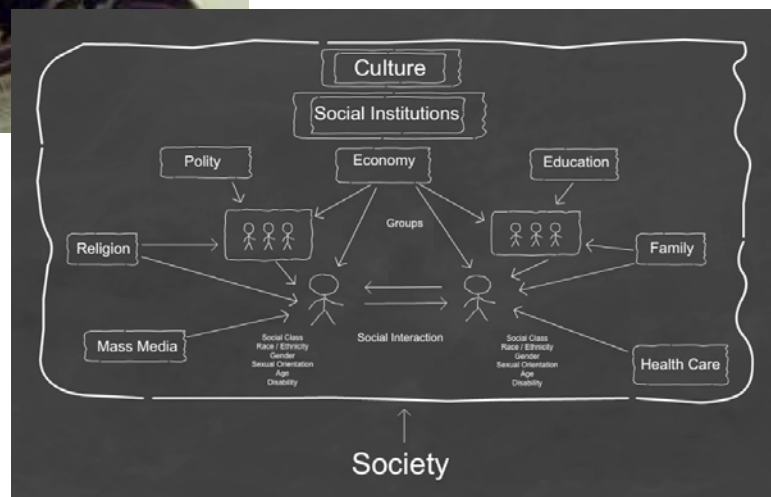
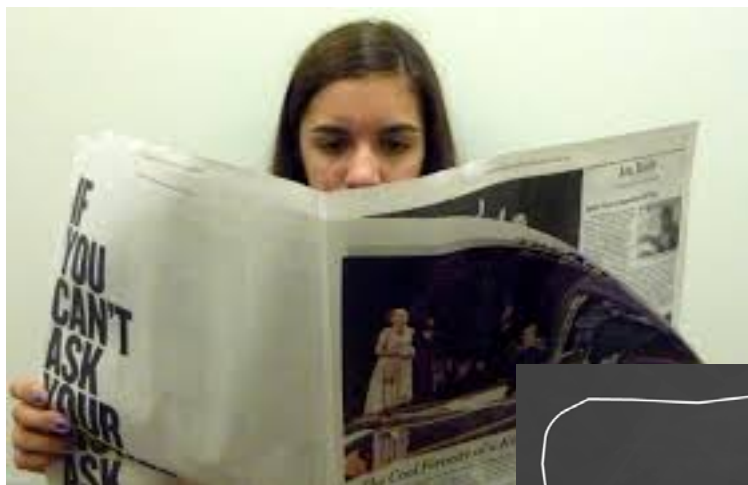


# **Step 2: Curriculum Development: Start at the end...**

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

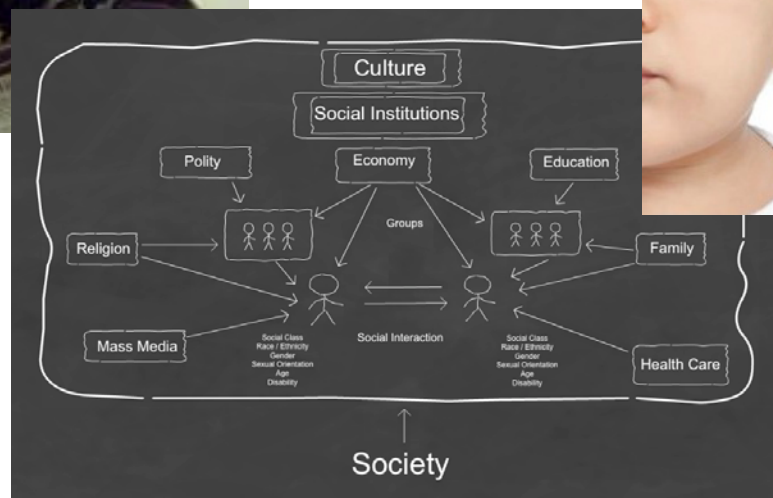
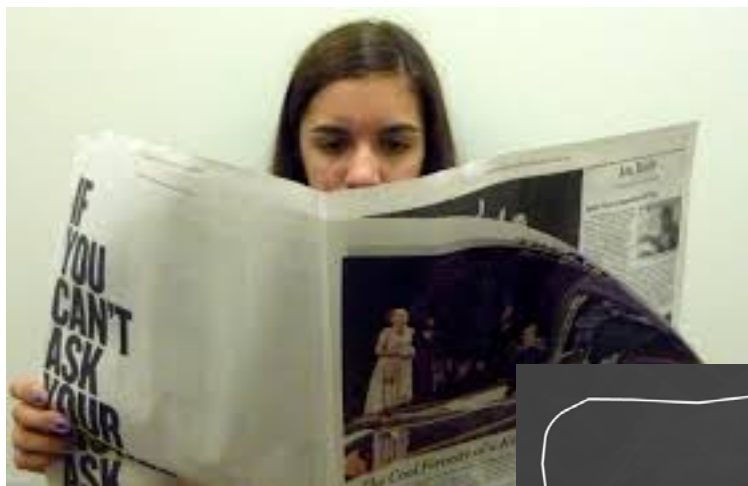


# What do you want your students to know they leave...

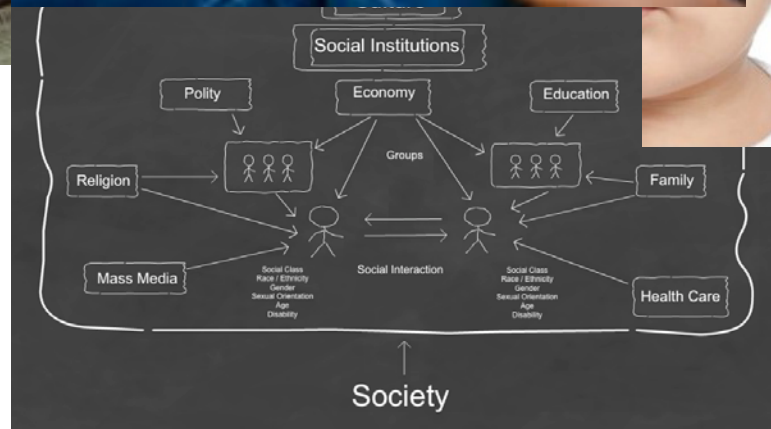




# What do you want your students to know they leave...



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



Creativity

Resilience

**Citizen Scholar**  
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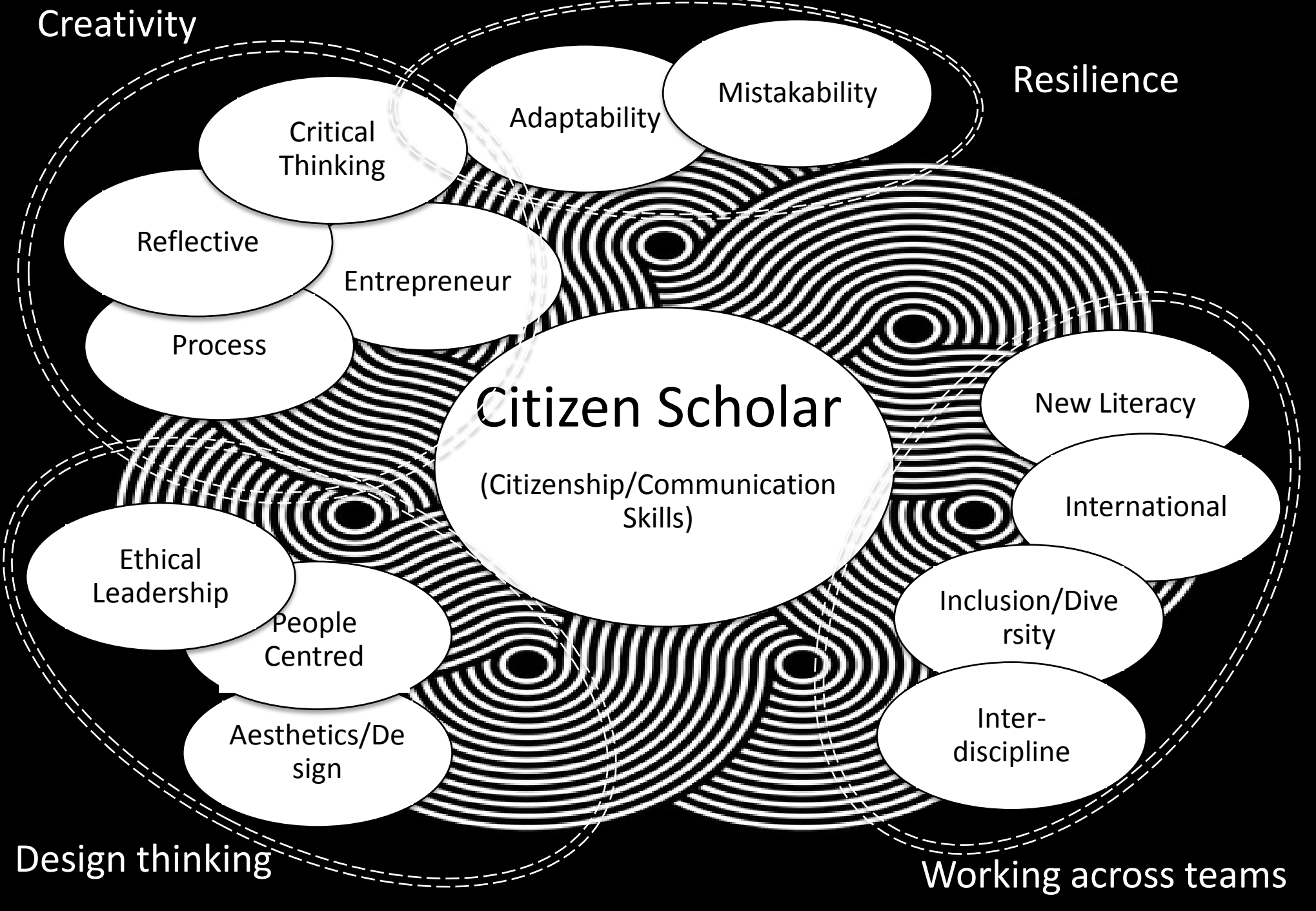
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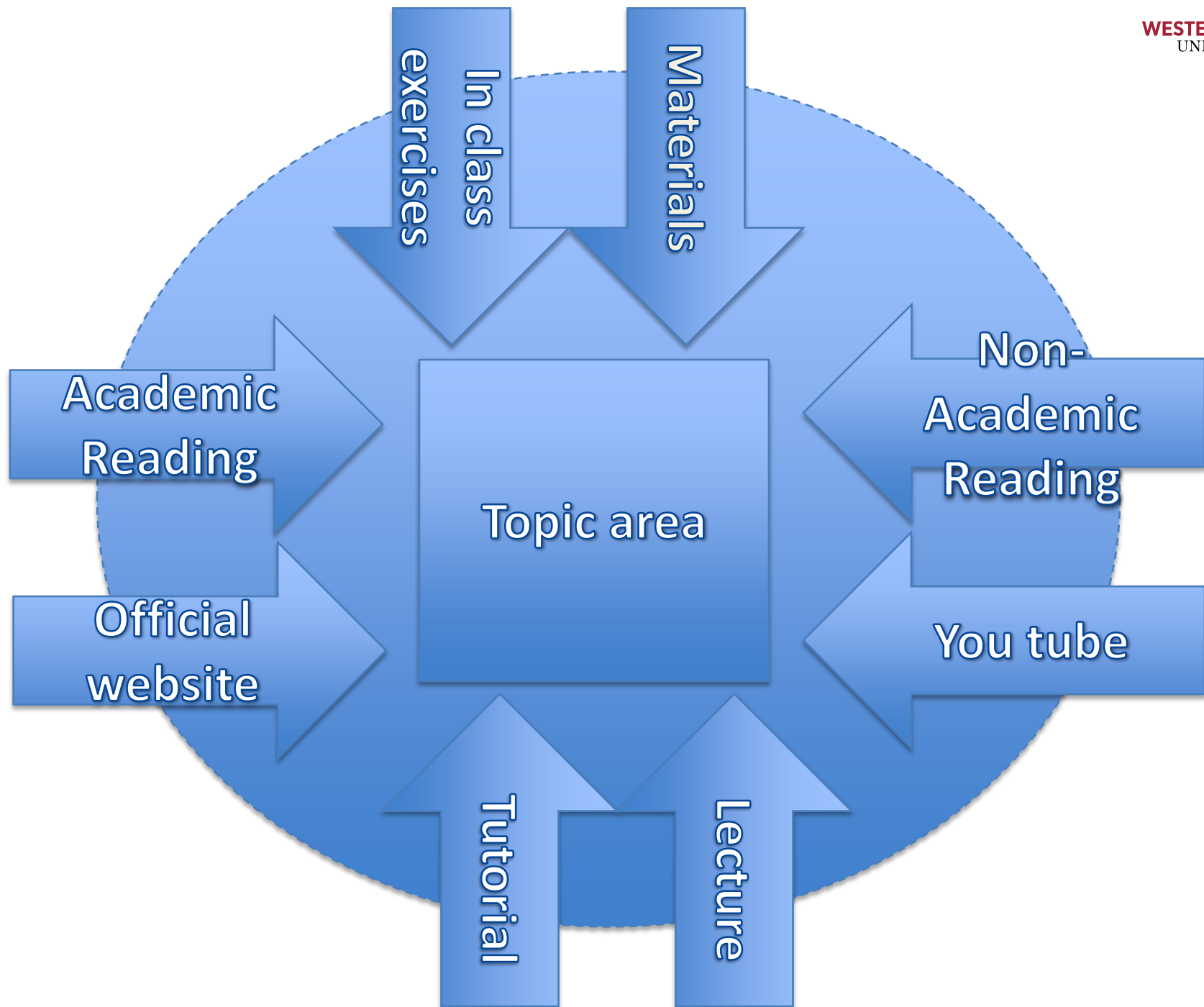
Inclusion/Diversity

Inter-discipline



# Step 3: A holistic approach

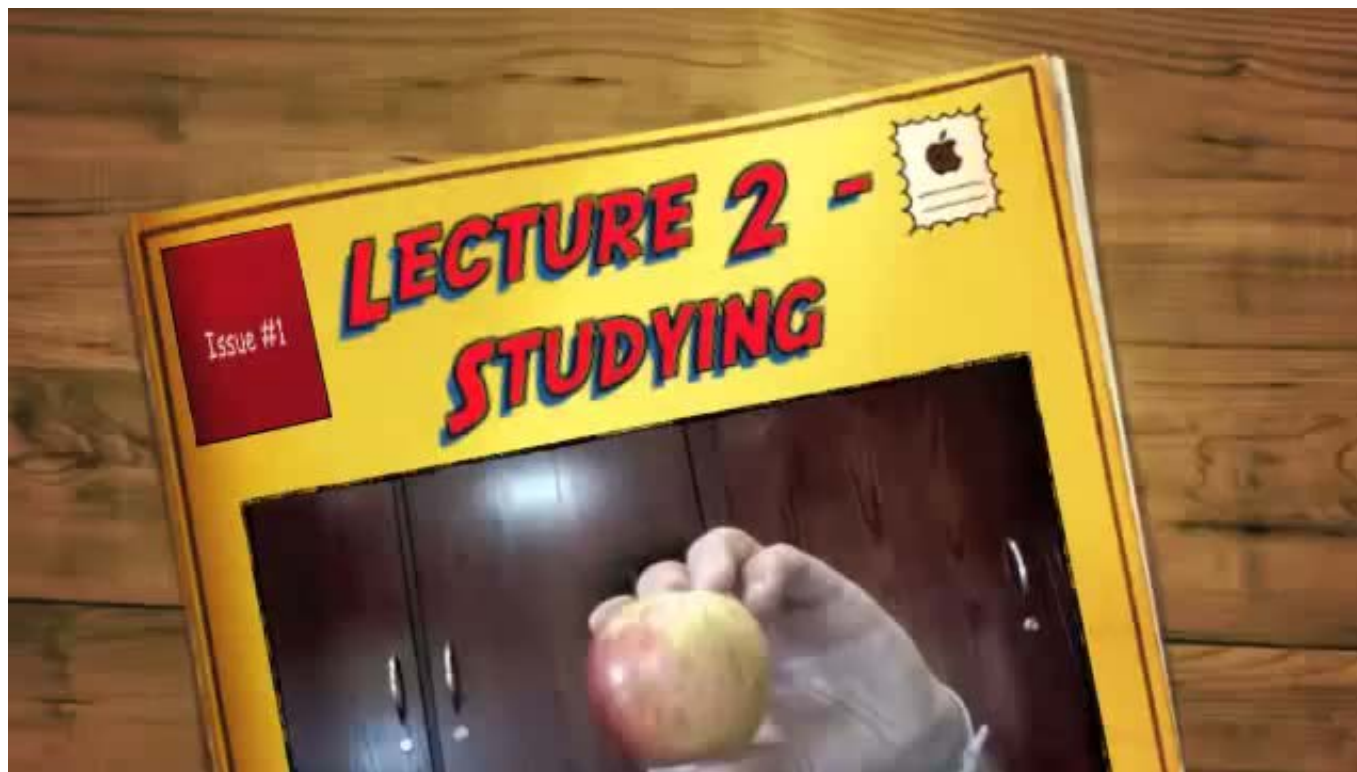
*Not just one way of teaching*



**Eg: Understanding society**

# 1. Before you come to class...

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



... and read this...

# University enrolment changes alone won't close the rich-poor gap

Exam fatigue, subcourses 'worrying'

5 Sep 2016 at 04:30 348 viewed 0 comments  
NEWSPAPER SECTION: NEWS | WRITER: DUMRONGKIAT MALA

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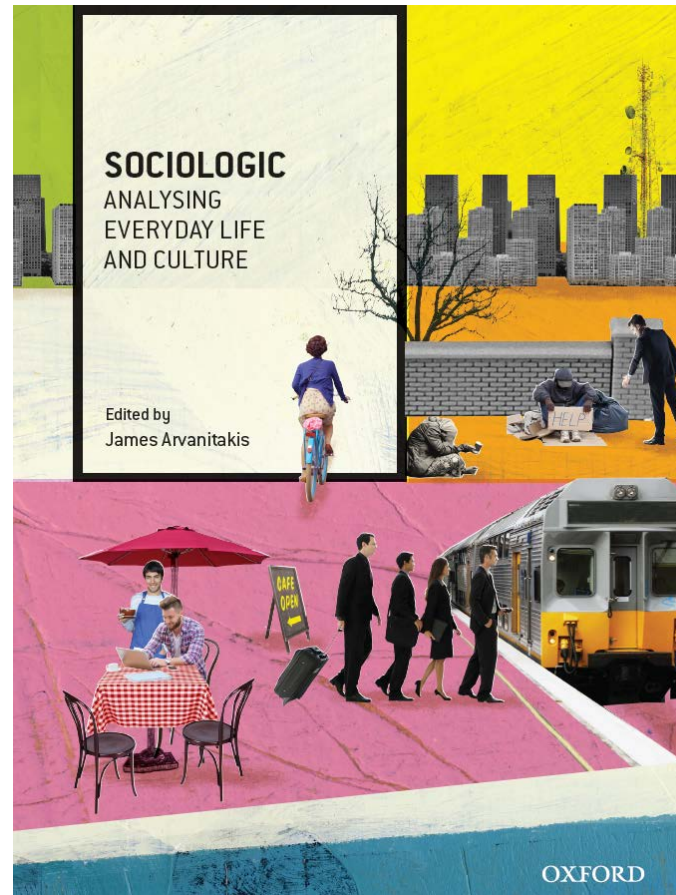




## 2. During Class: Interactive



# 3. Then introduce theory...

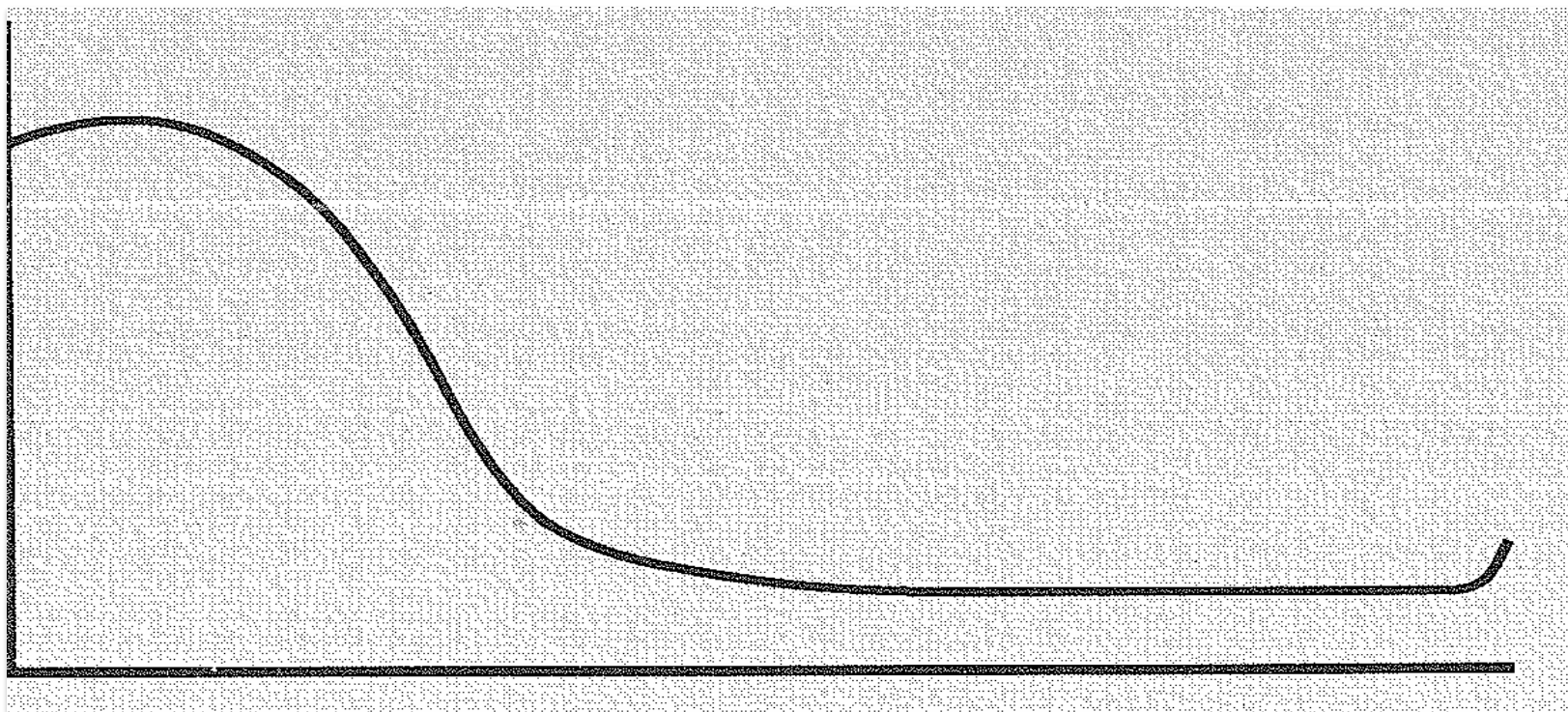


## **Step 4:**

**An hour is a measurement of time not a  
guide for a lecture!**



# Attention Span in Classes



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

Gibbs (1992); Bligh (2000)



Without prompt review of materials, retention is closer to **10%**

Bligh (2000)

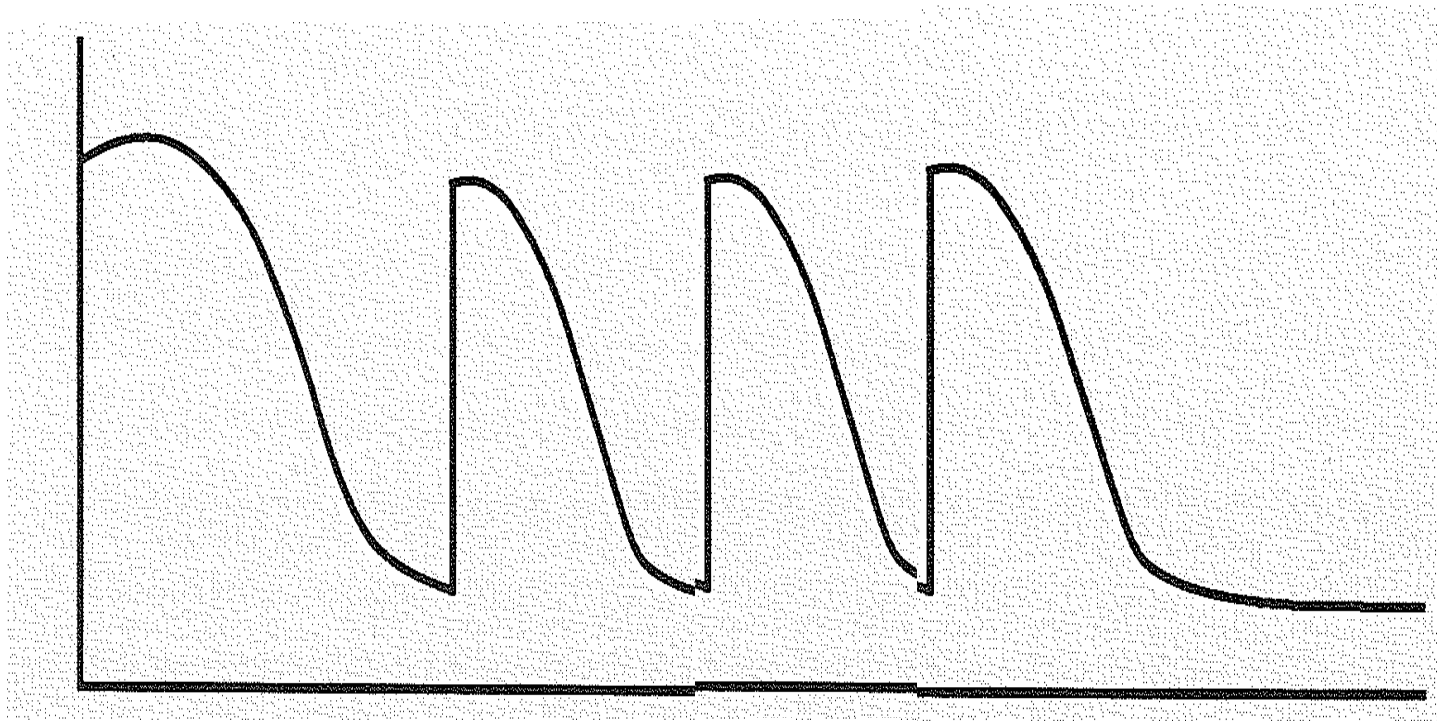


When students actively review: retention  
increases by **400%**

Bligh (2000)



# Changing Demands on Students

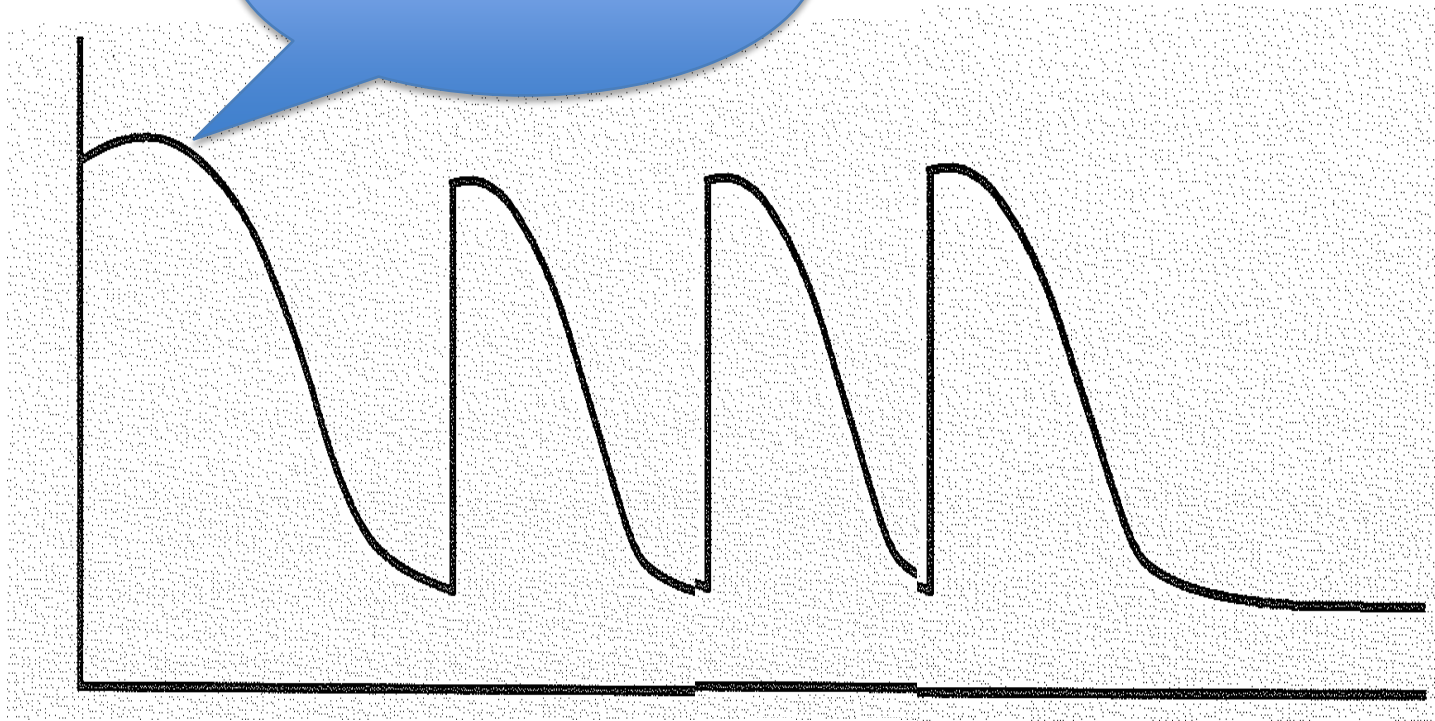


Changing the demands on students can have an impact on concentration levels and performance - Gibbs (1992); Bligh (2000)



# Changing Demands on Students

What society?

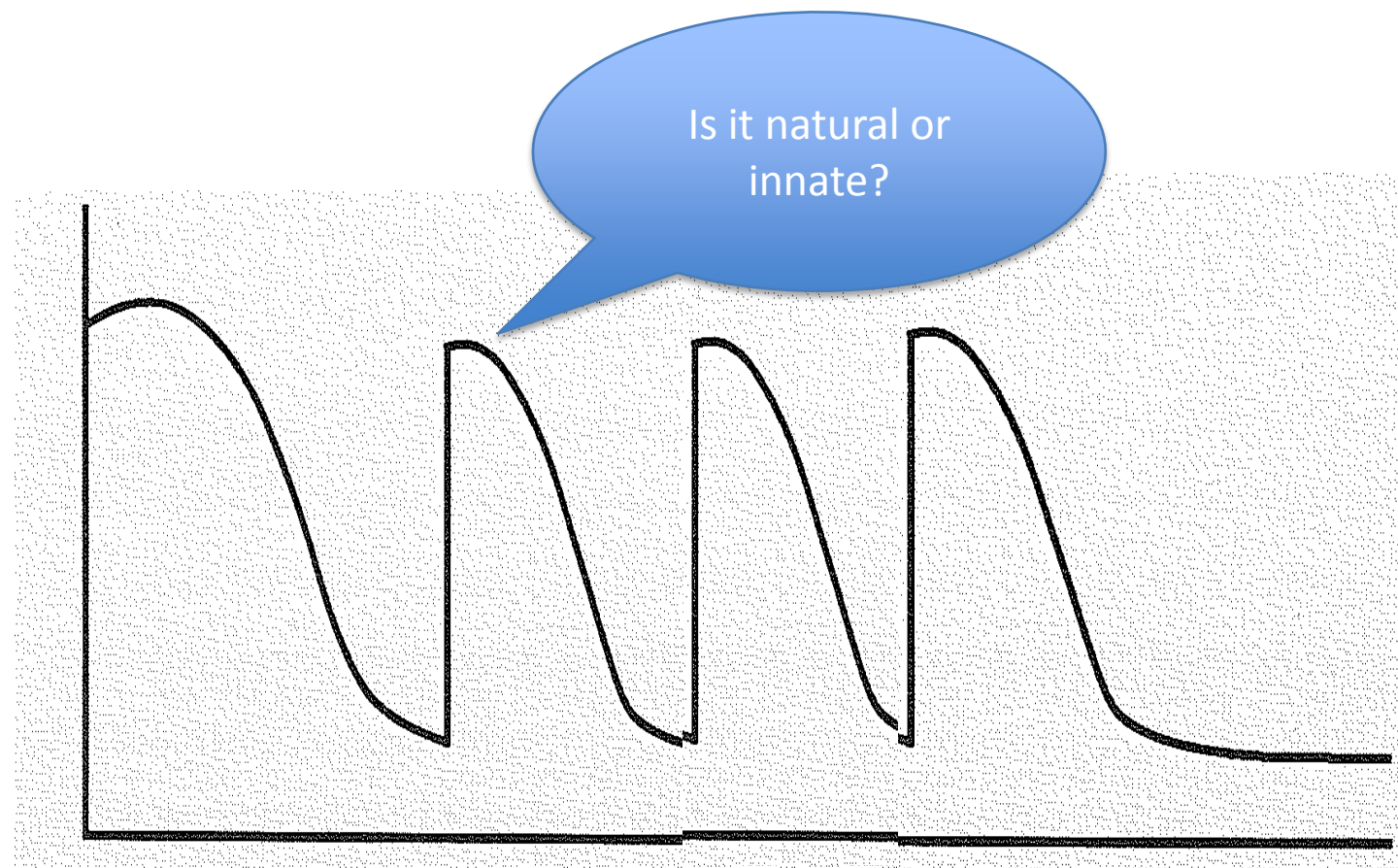


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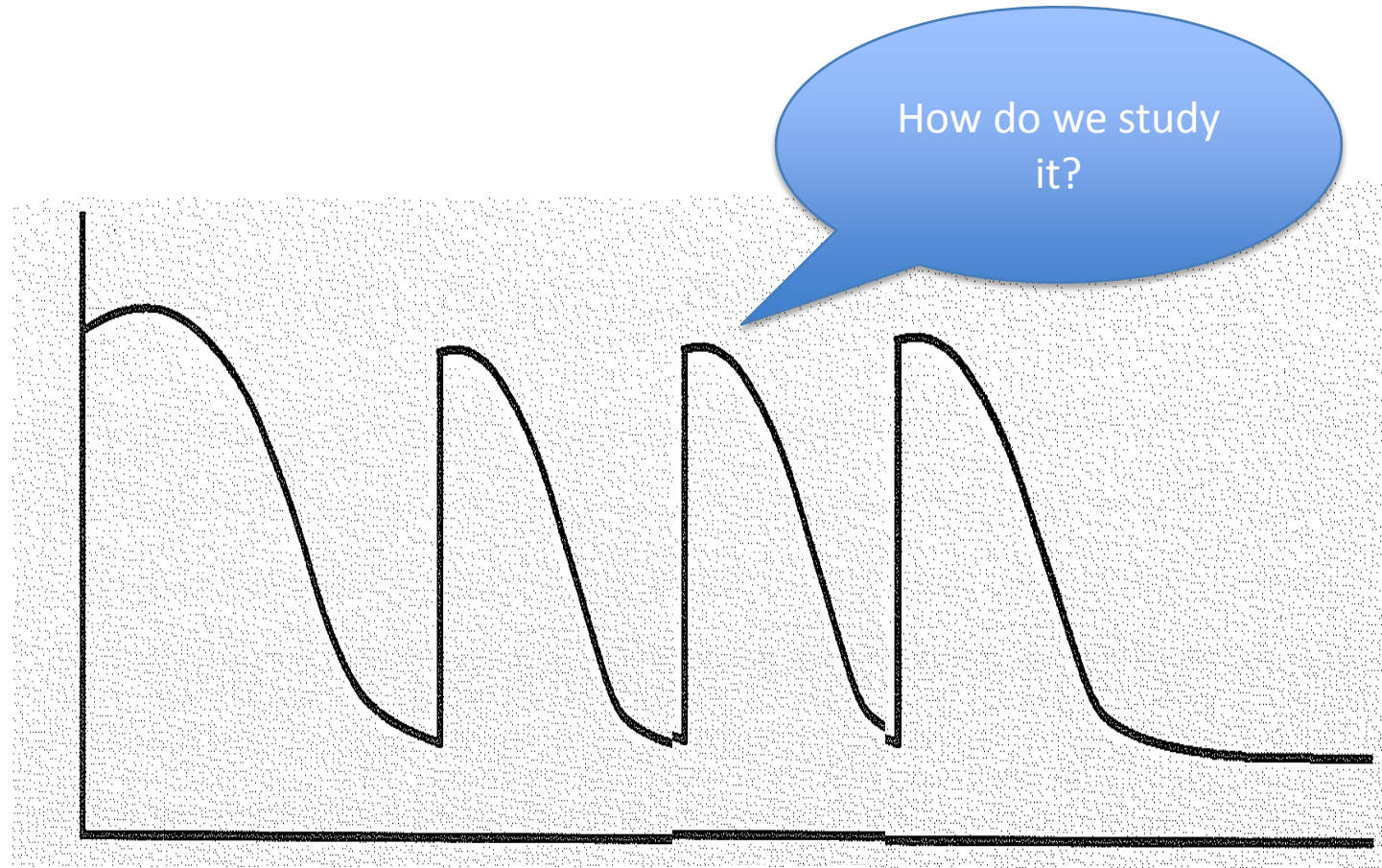
# Changing Demands on Students



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



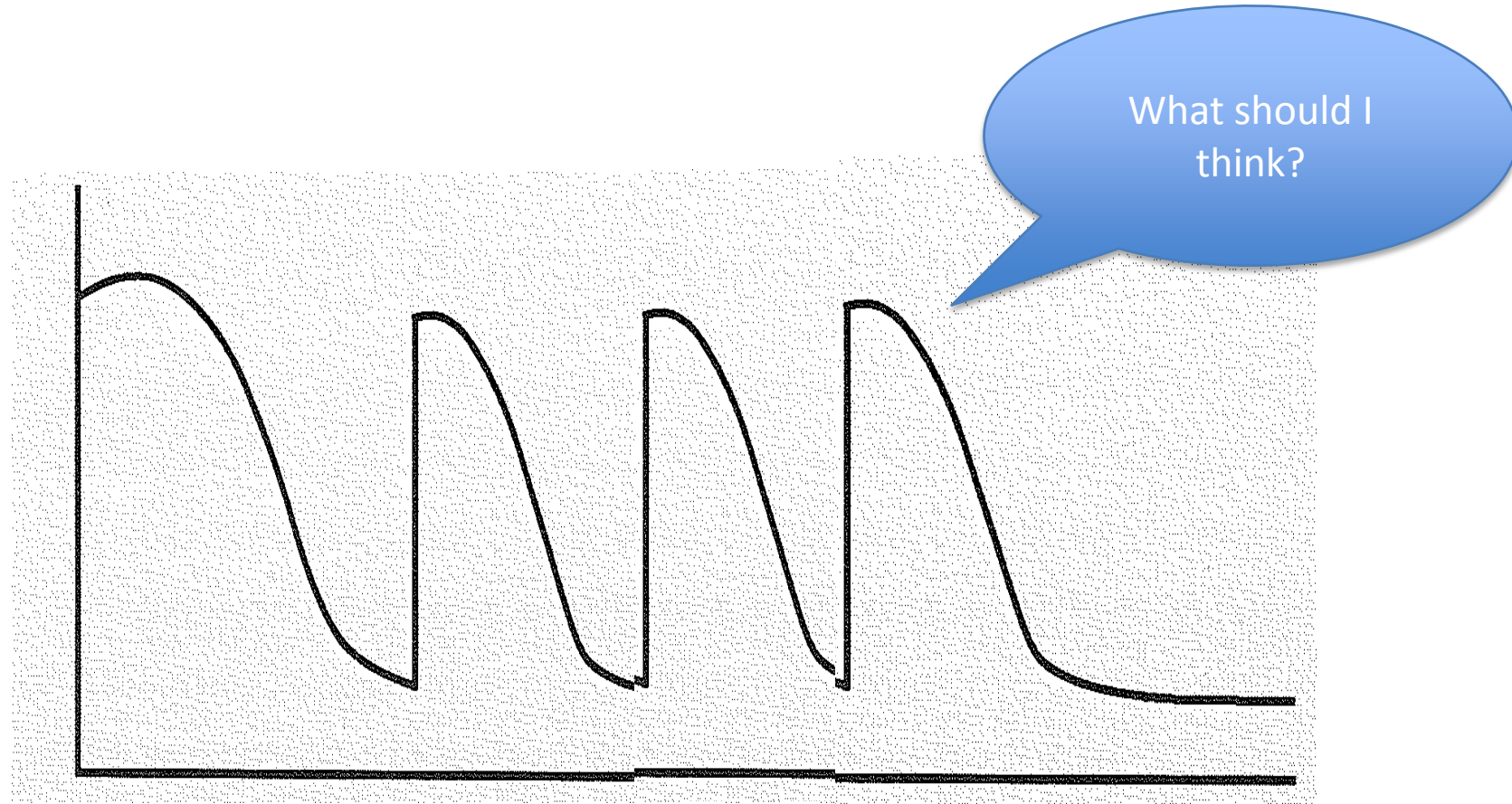
# Changing Demands on Students



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



# 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





# Challenge:

## How many individual hot chips are eaten at a sell out at the MCG?



# Step 6: Give feedback

*And make it fun...*

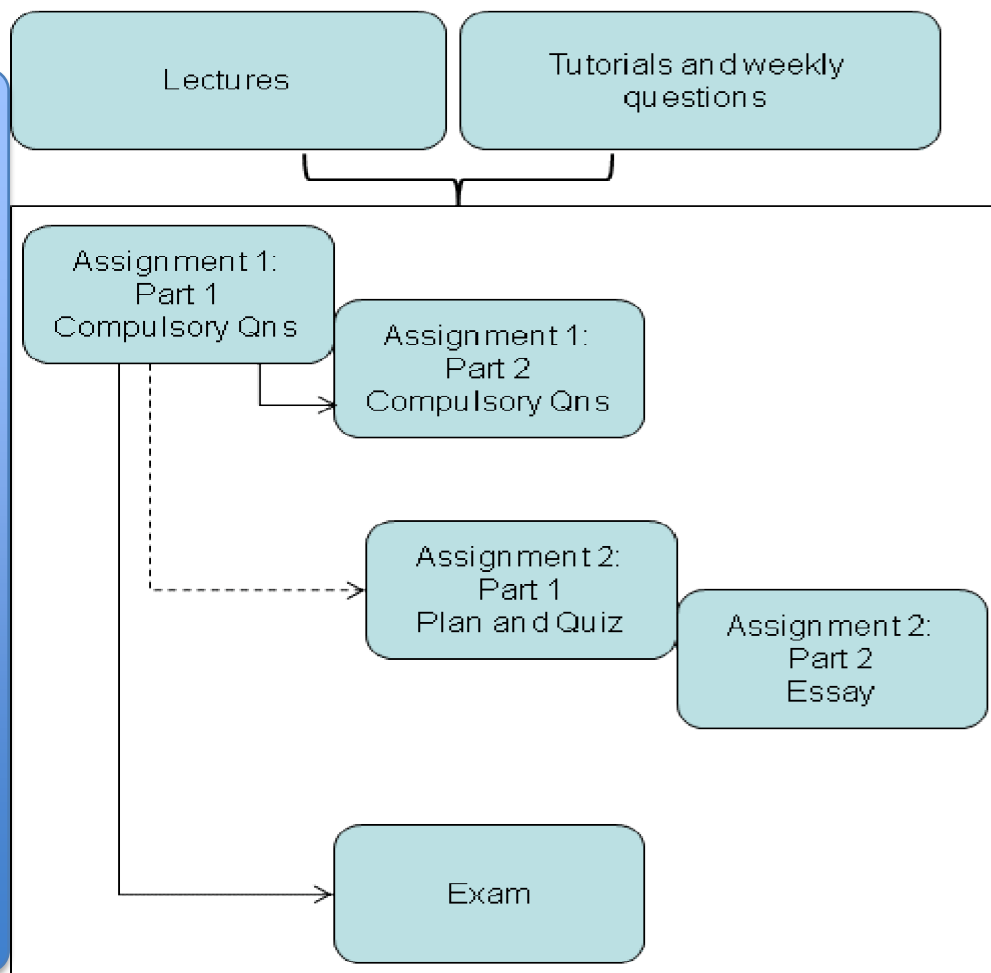




### Assignments (what you need to do)

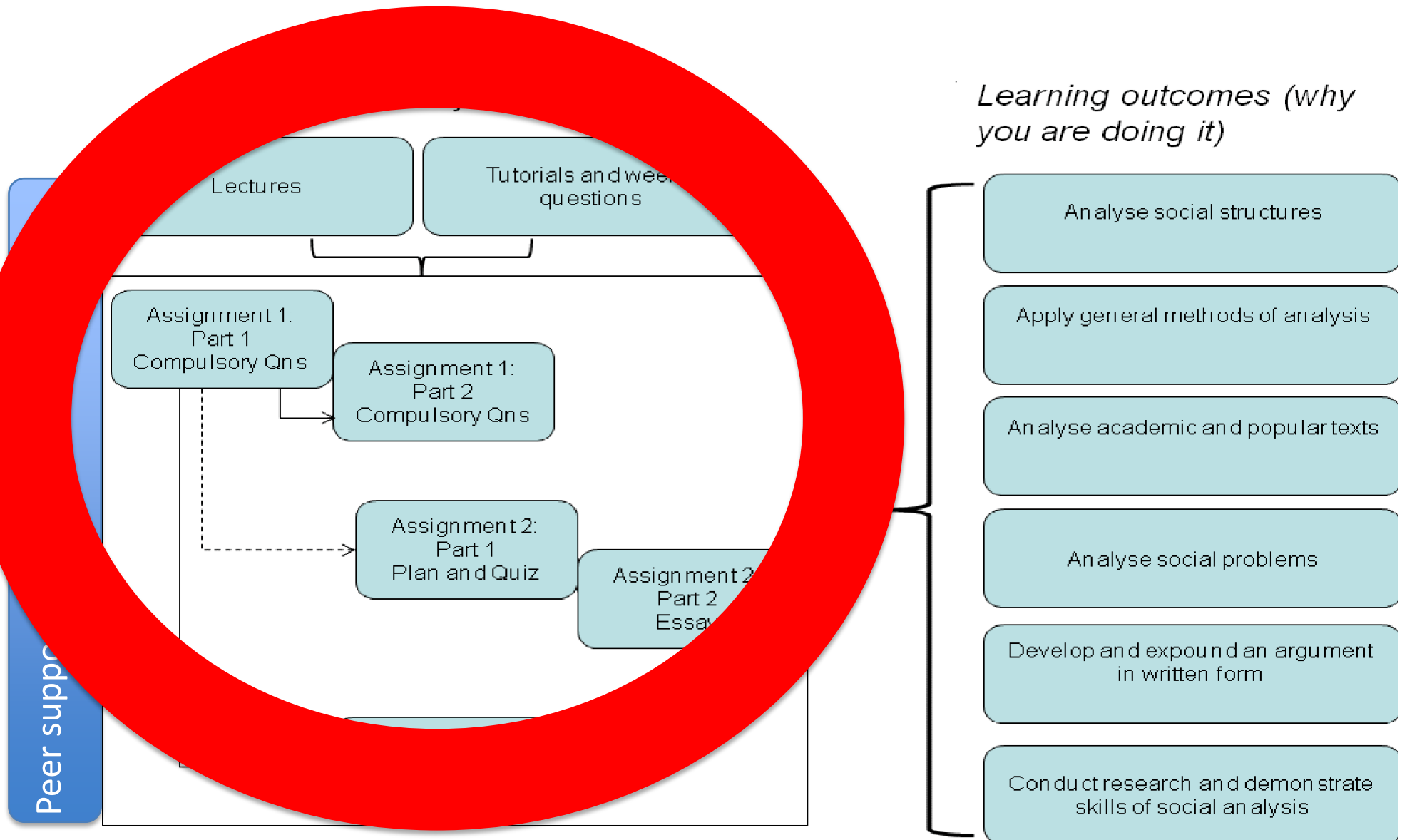
### Learning outcomes (why you are doing it)

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

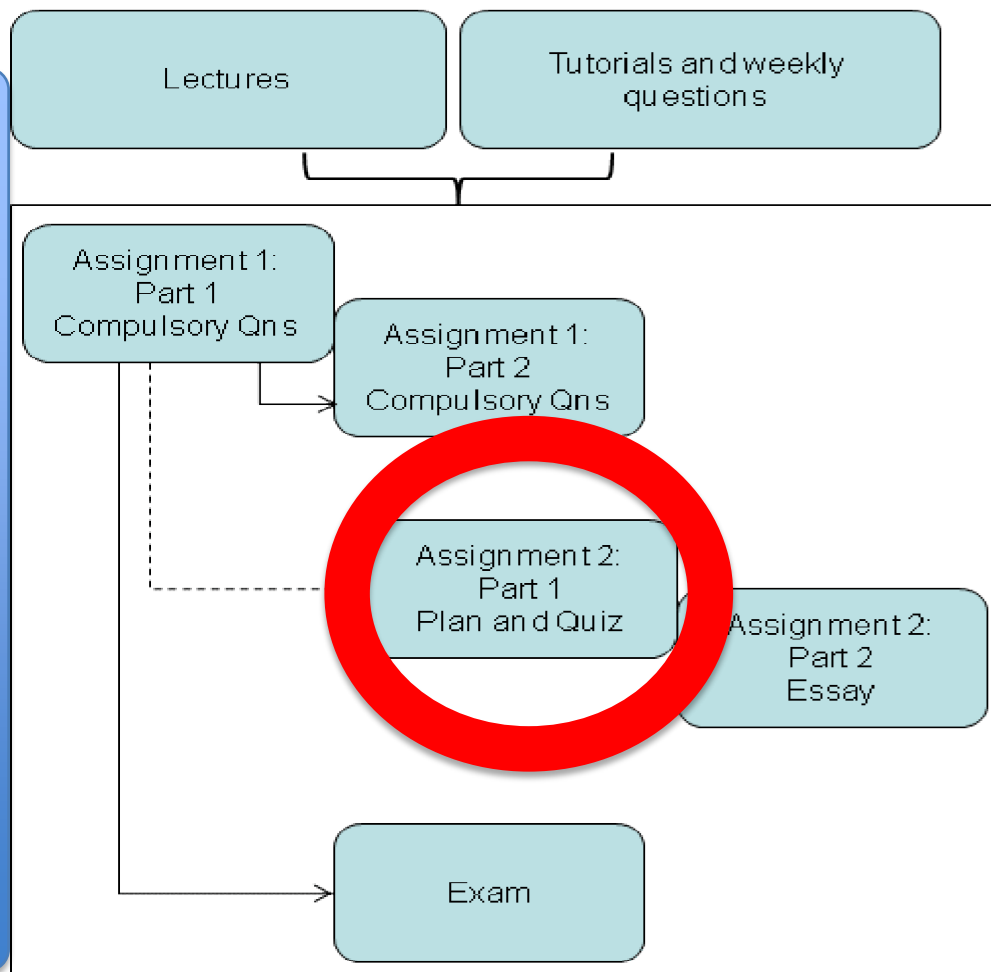
# Embed goals across every dimension



### 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

- Me: You have copied this word for word?
- Student: Yes. You wrote the textbook so I thought I would show you I read it!



Question 2: If you are writing a 1500 word essay, it is ok to copy one single line without referencing?

(I mean, it's only one line right?)

True/False

Question 2: If you are writing a 1500 word essay, it is ok to copy one single line without referencing?

(I mean, it's only one like right?)

True, False

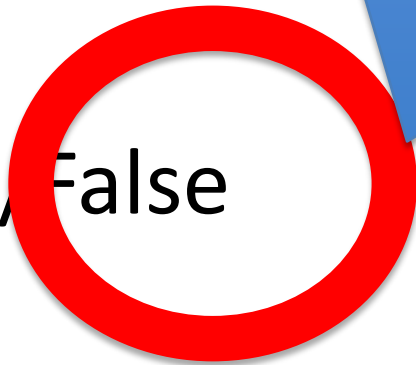




Dude, well done! That is right, even just one line copied means you are responsible for plagiarism! Always quote and reference when using someone else's words!  
YOU ARE AWESOME!

Question: Copying a word  
in an essay, without  
reference, is plagiarism.  
(I mean, it's a bit of a  
trick question, isn't it?)

True, False



Dude! NO!!!!!!!!!!

Remember in class we discussed that when you use someone else's words, you always need to tell us whose words they are and where you got them from!  
No dramas... try again!

1500 word  
line without

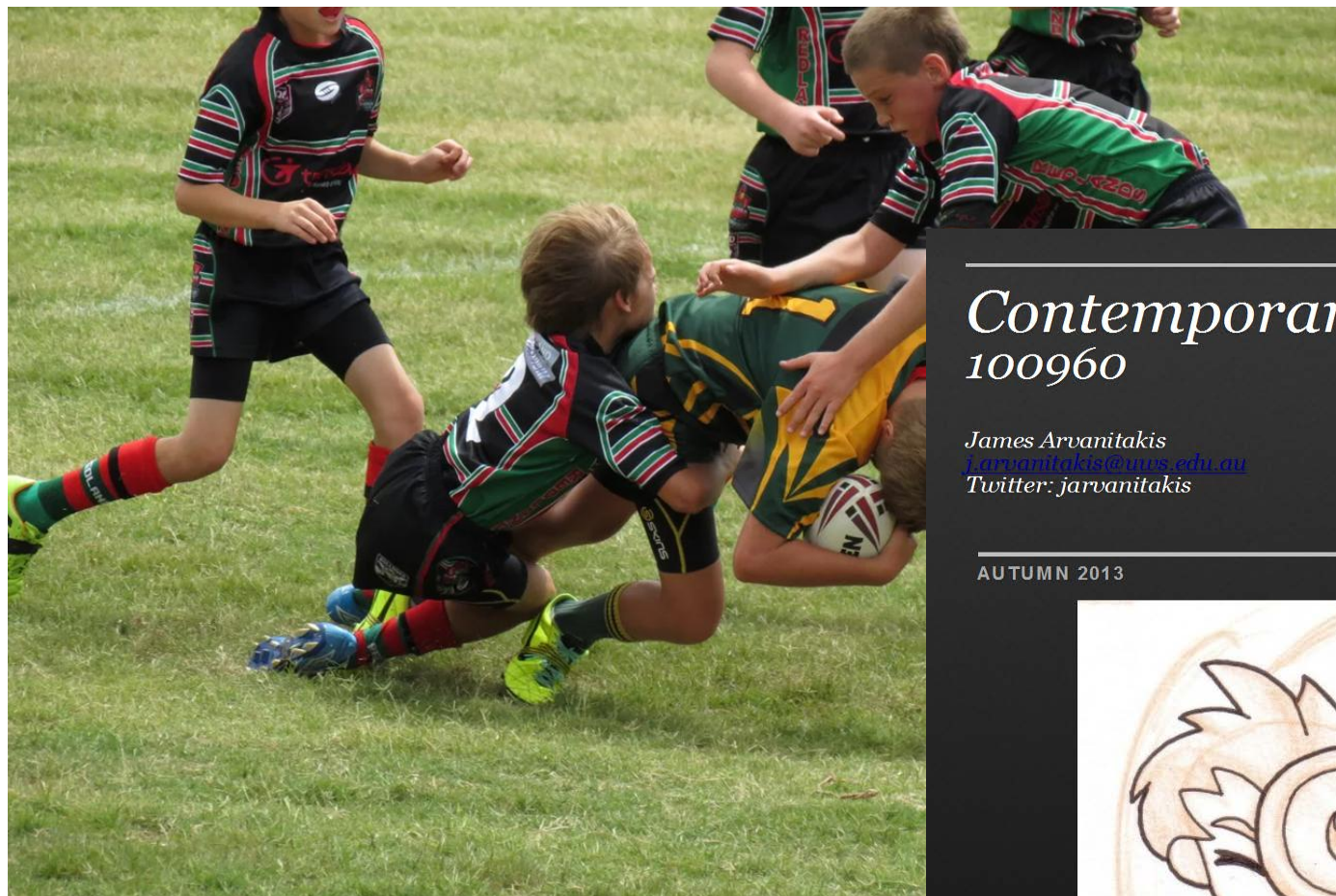
re  
(I mean, I like right?)

True/False



# Step 7: Ensure the students lead the learning





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## *Contemporary Society* 100960

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Twitter: jarvanitakis

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AUTUMN 2013



# **Step 7: 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...**



**Thank you**