



Innovation in Teaching and Learning: Active Teaching

PROFESSOR JAMES ARVANITAKIS
DEAN, GRADUATE RESEARCH SCHOOL

E: J.ARVANITAKIS@UWS.EDU.AU

TWITTER: @JARVANITAKIS



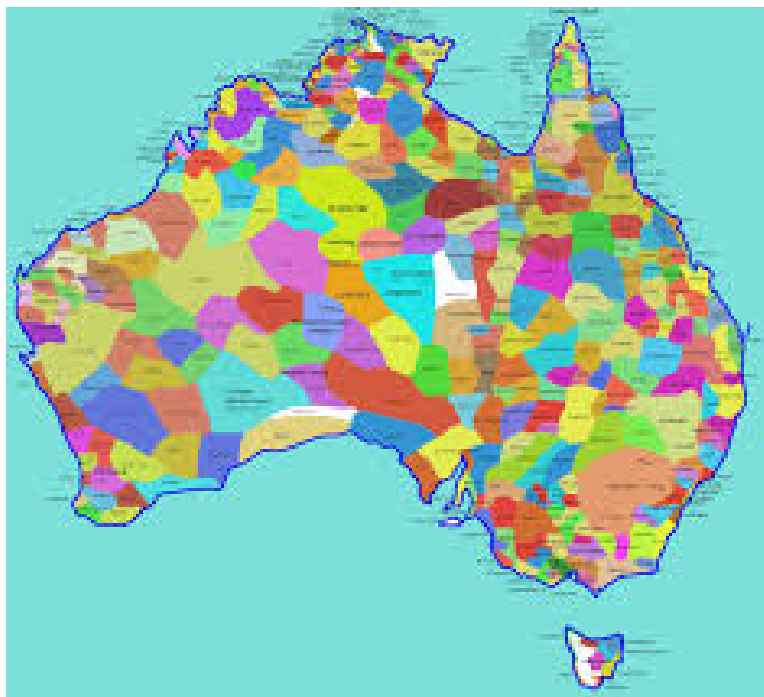
Australia...

24 percent of Australians are born overseas...



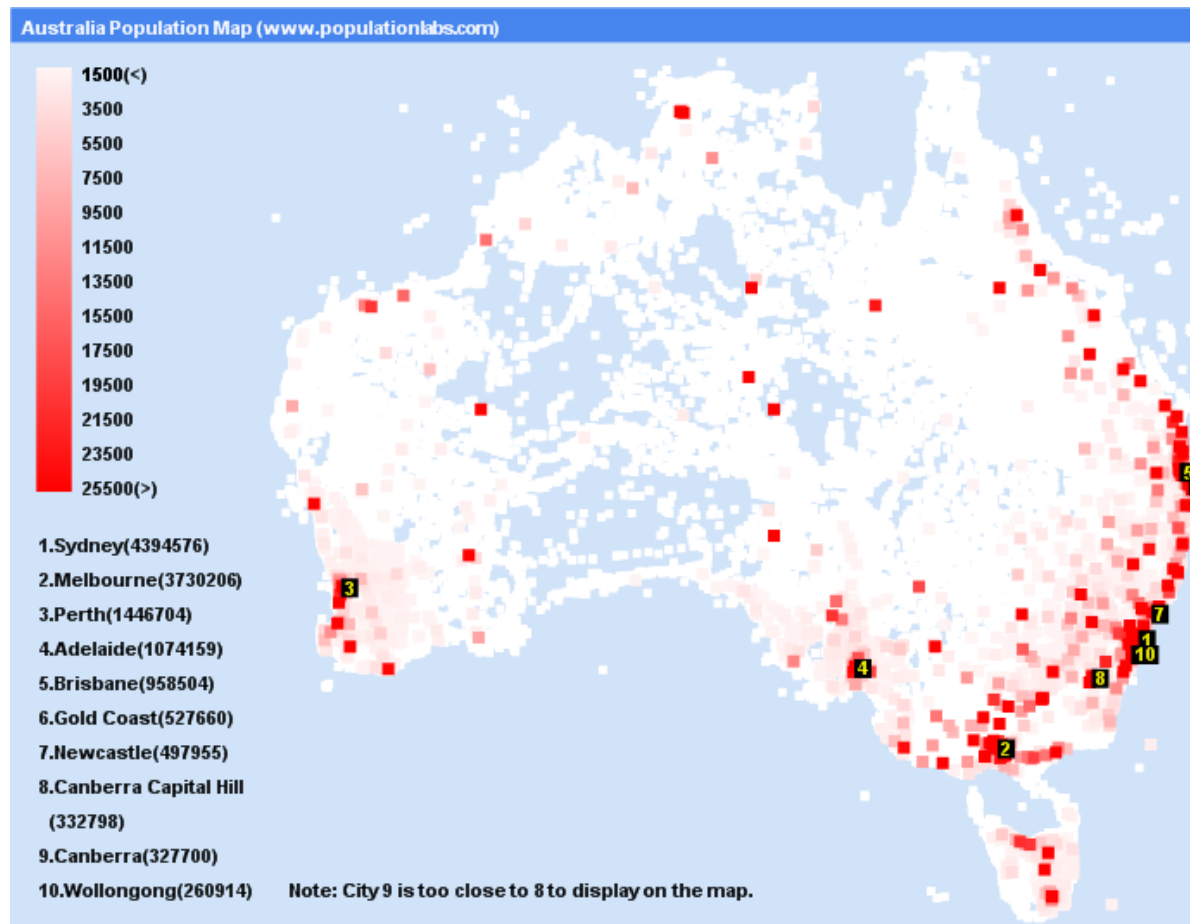
40 percent have one parent born overseas

Aboriginal Australians are one of ^W the old living cultures...



50,000-65,000 years

90 percent of Australians live in cities

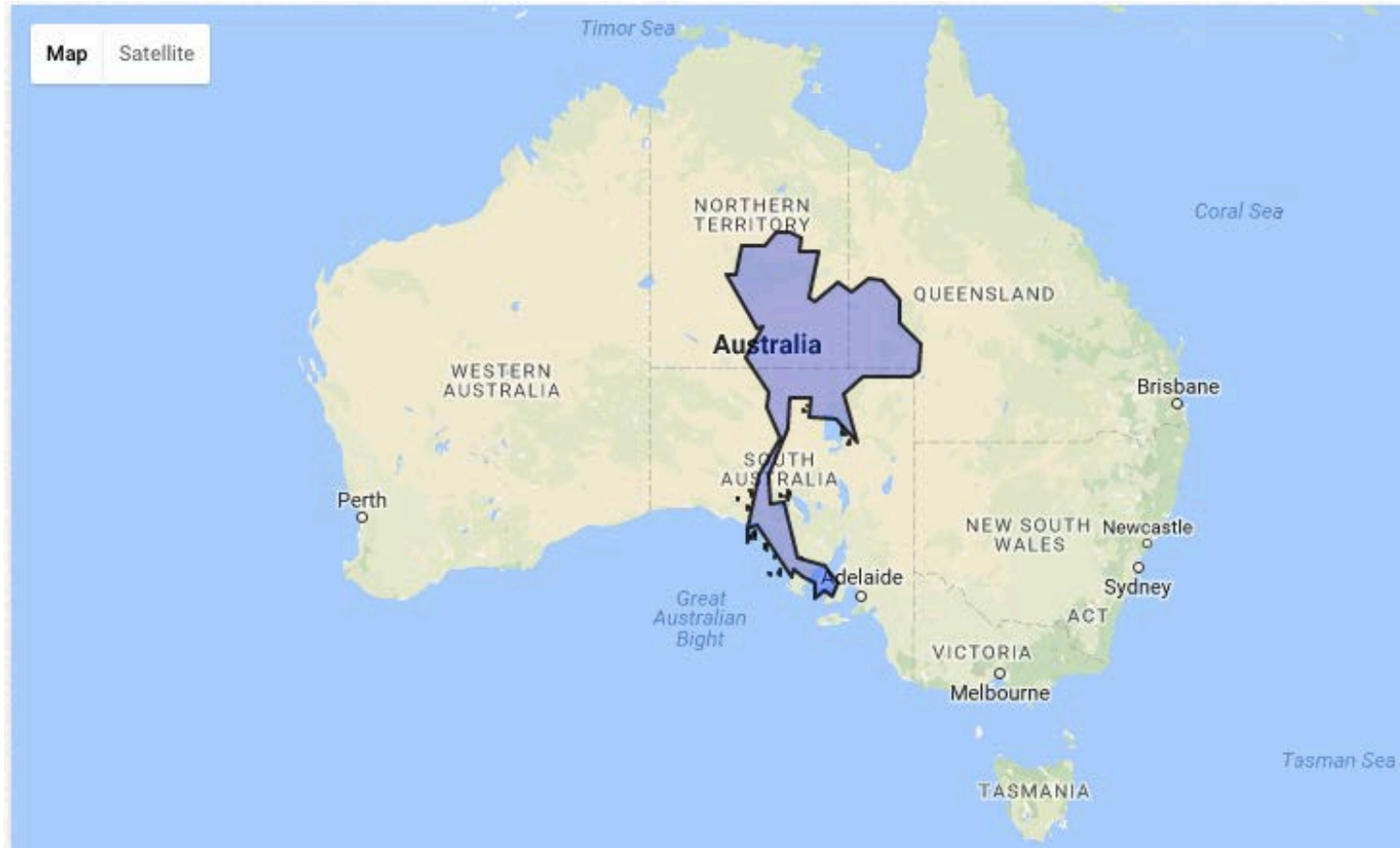


Population: 25 million

With 150 million sheep...



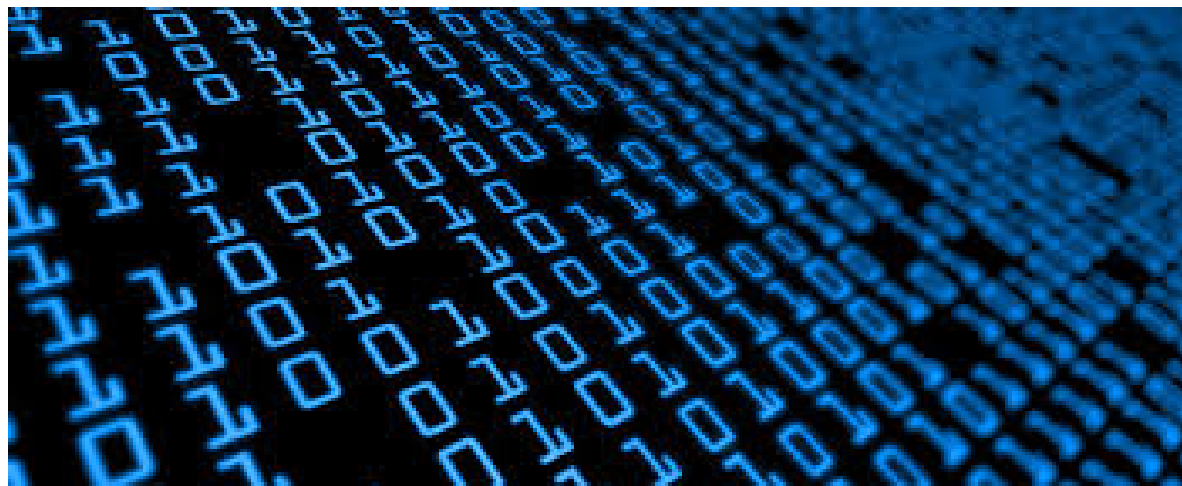
And is 15 times bigger than Thailand





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

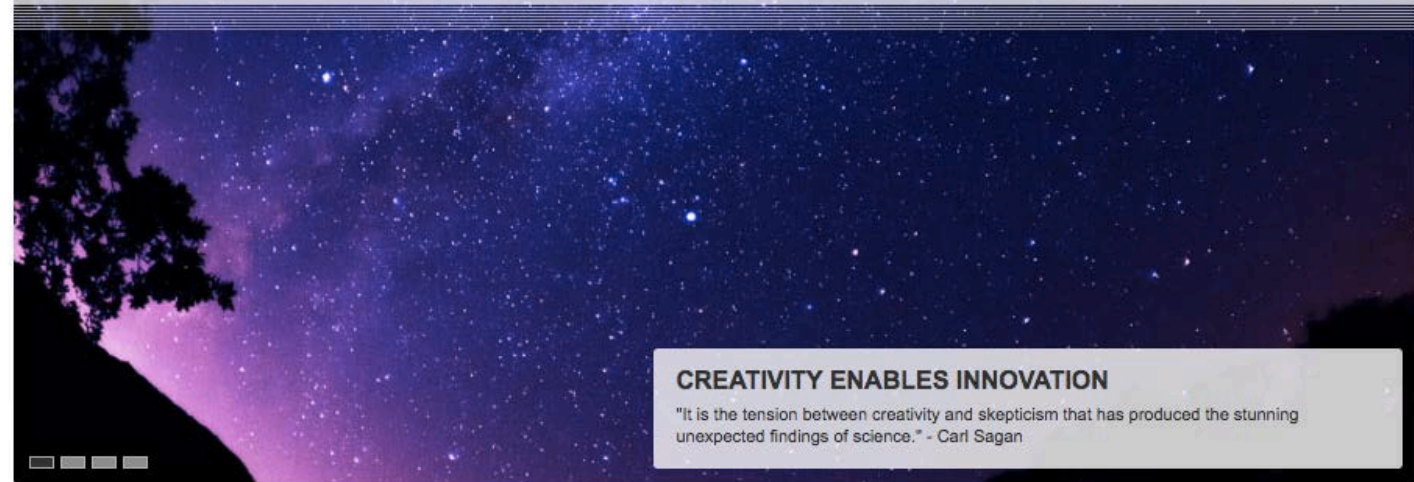
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A smart move



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MISSION STATEMENT

<http://www.ceda.c>
<https://www.goo>
<https://pwc.doc>

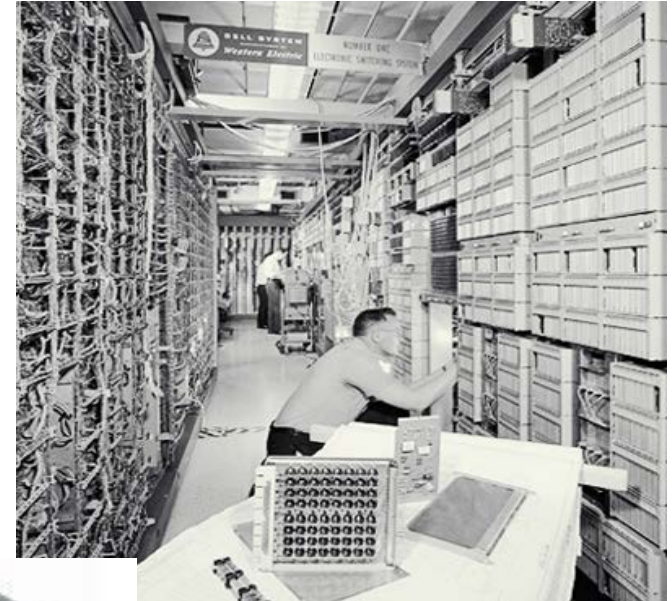
Why do we need to innovate 2: A changing world

Imagination...



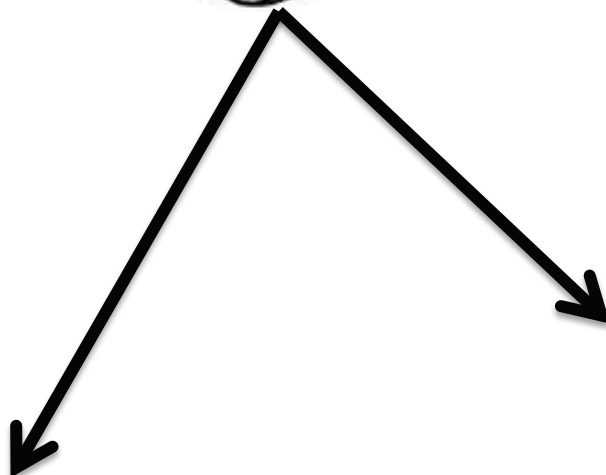


A rapidly changing world...



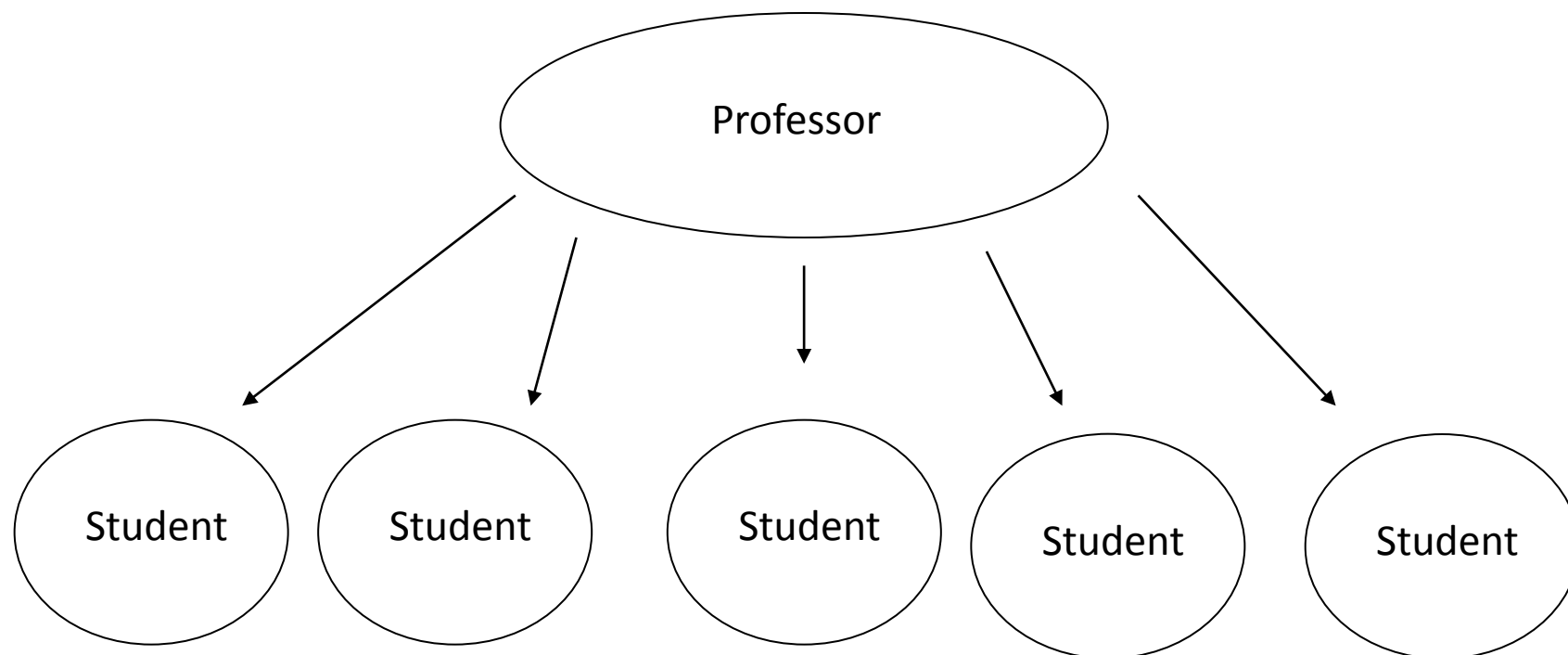
Why do we need to innovate 3: A changing environment



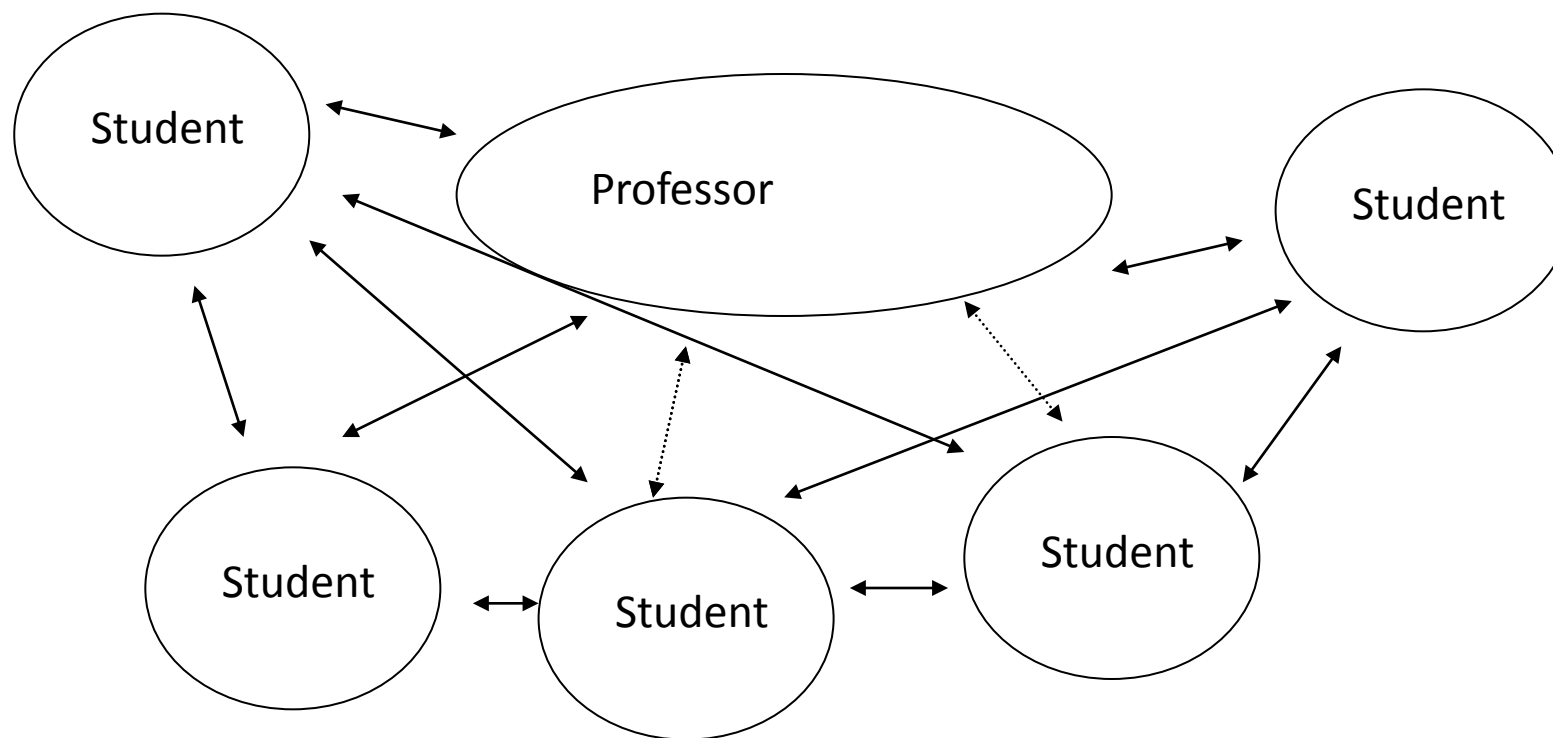


***Universities are where newspapers
were 10 years ago...***

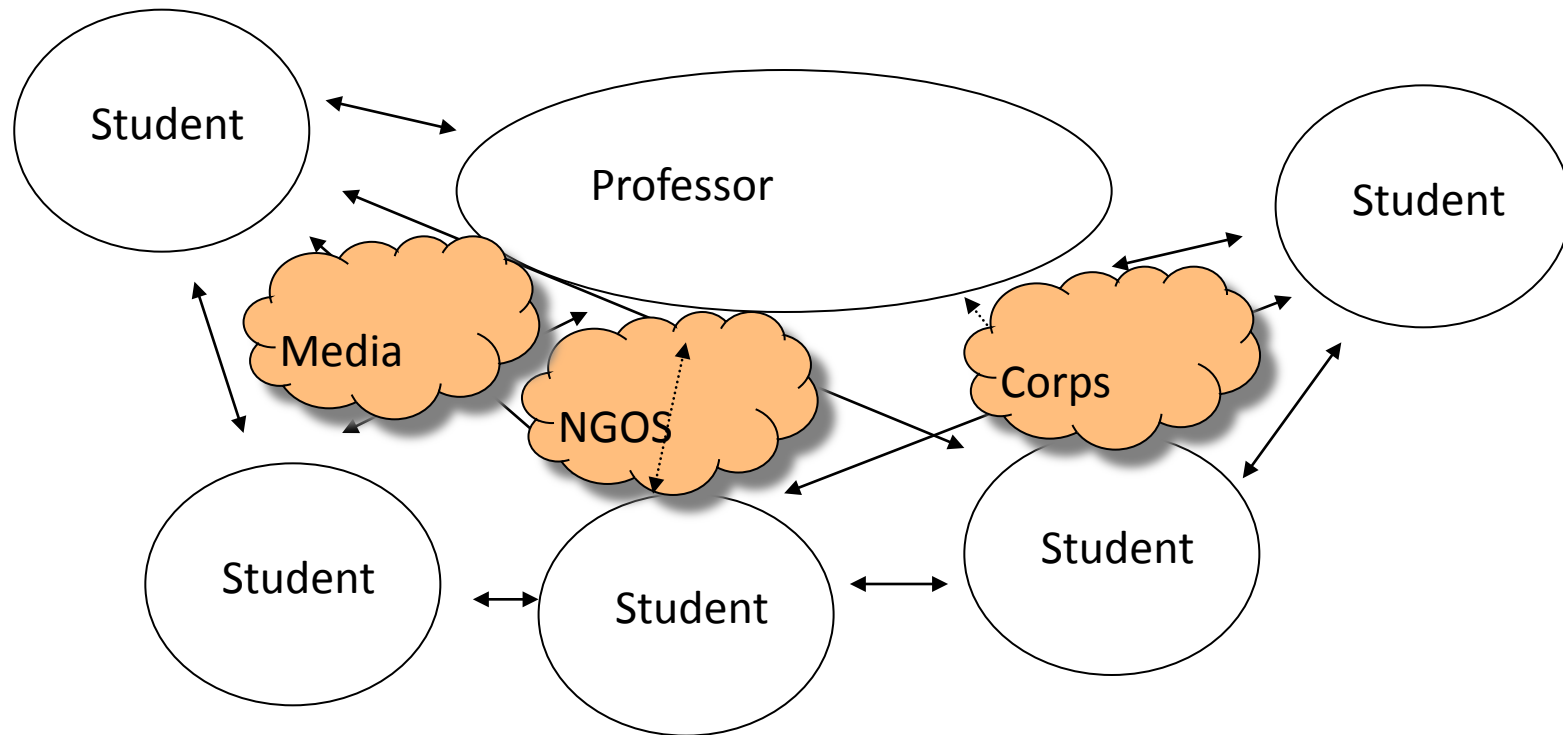
Knowledge transition



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

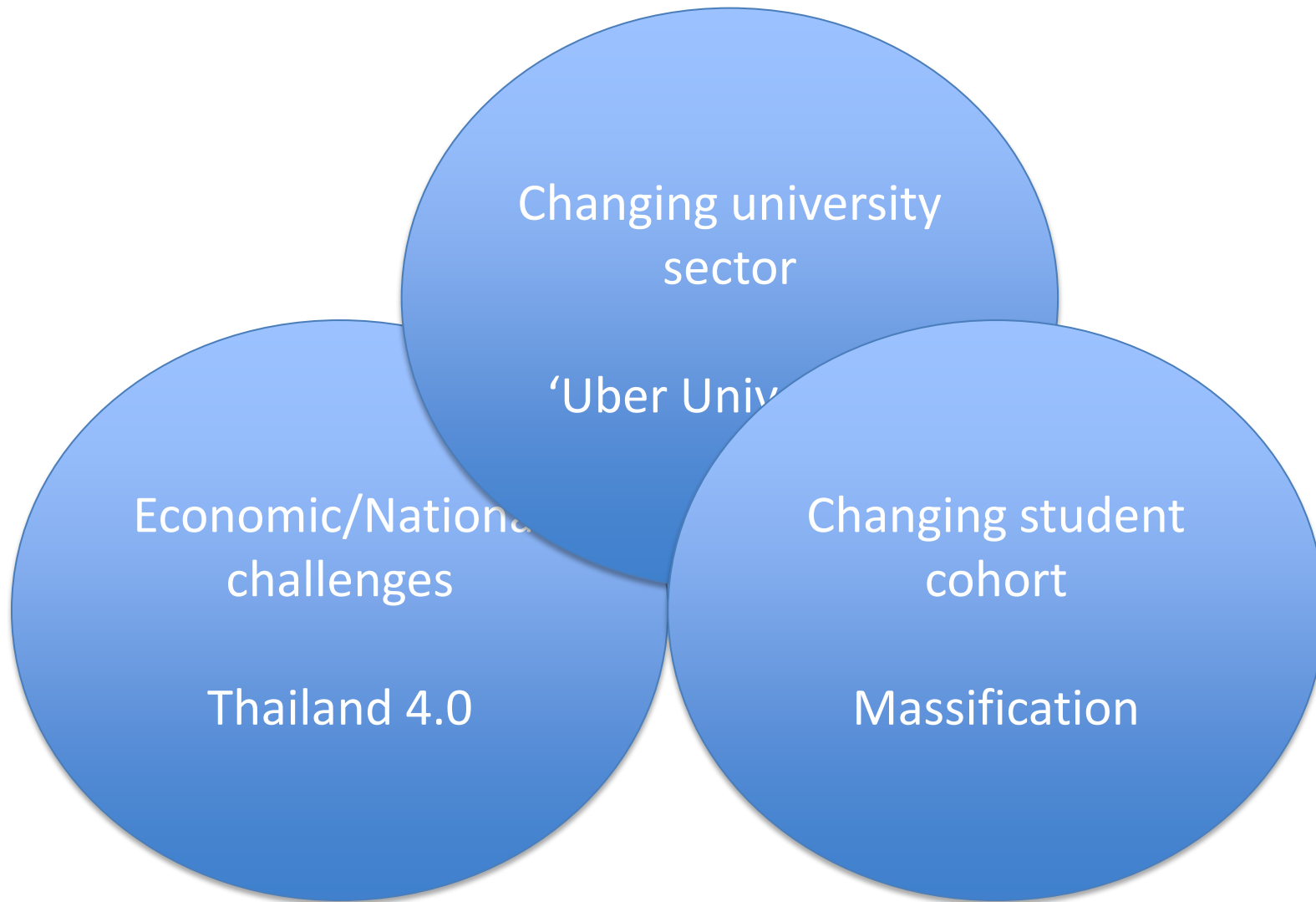
Thailand 4.0

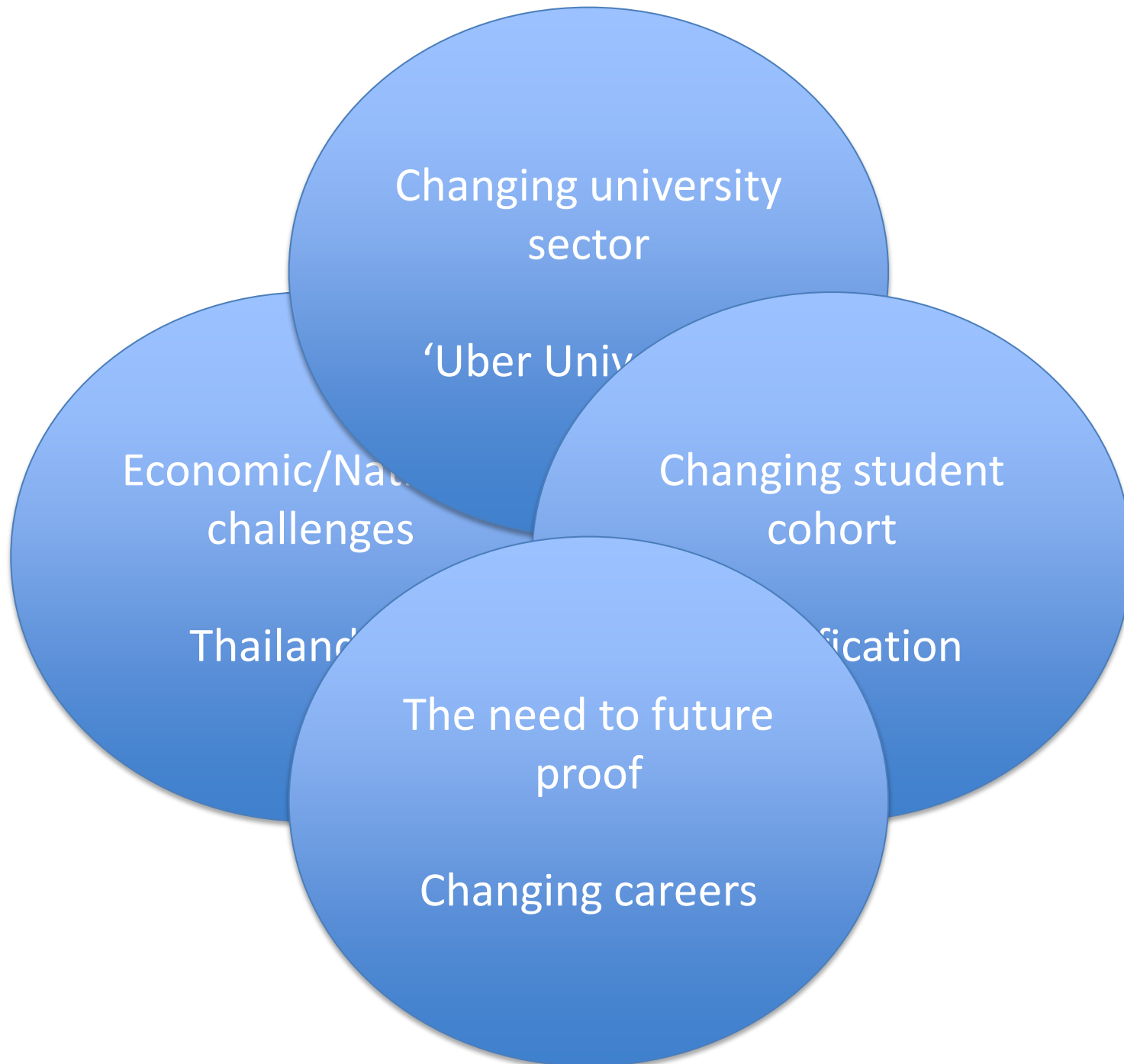
Changing university
sector

‘Uber University’

Economic/National
challenges

Thailand 4.0





Two: How to Respond?



Knowledge





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

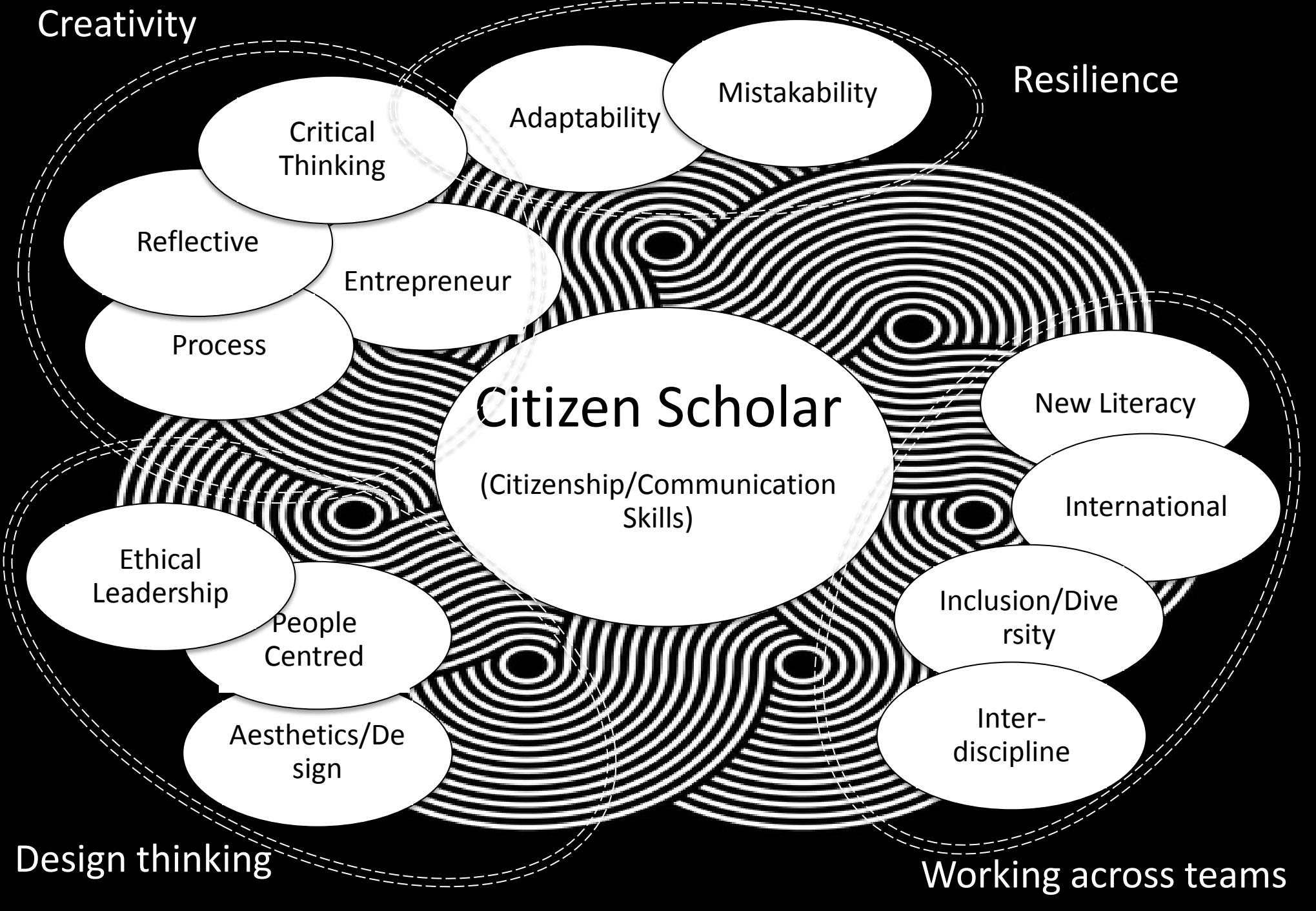
Inclusion/Diversity

Aesthetics/Design

Inter-discipline

Design thinking

Working across teams



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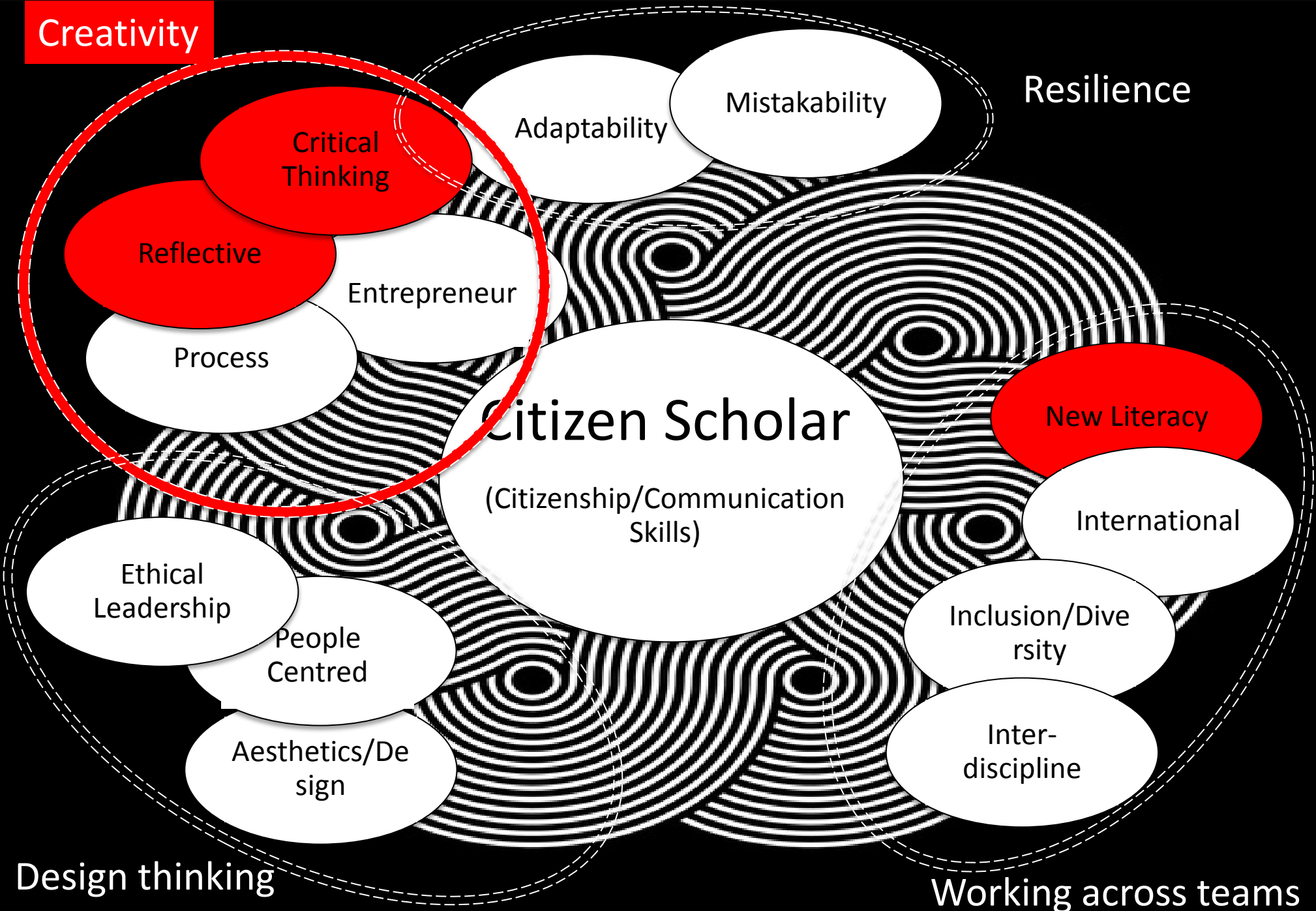
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Good information v. Bad information





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...

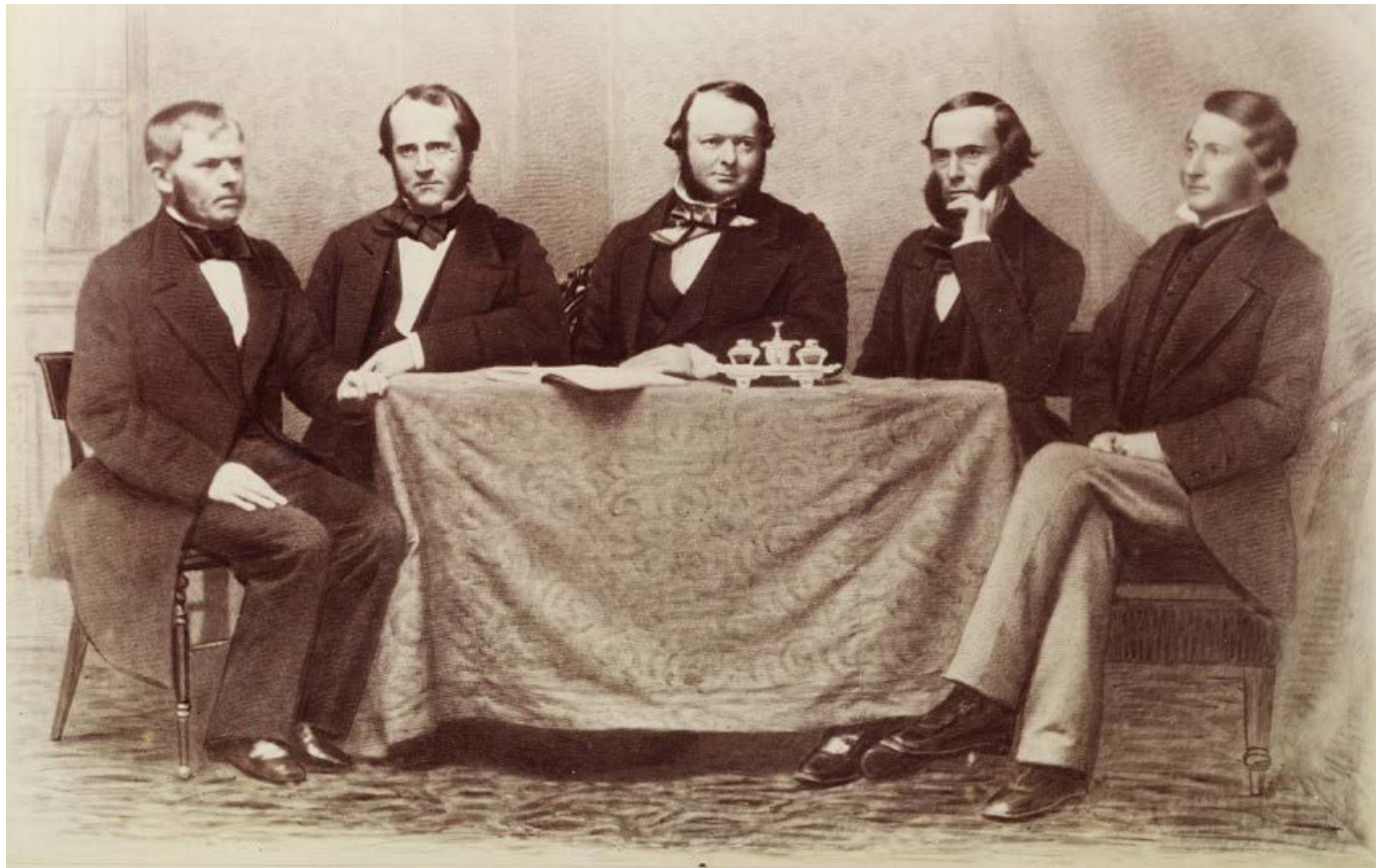




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IMAGE ID: 137124473
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- If these dudes...



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...



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.



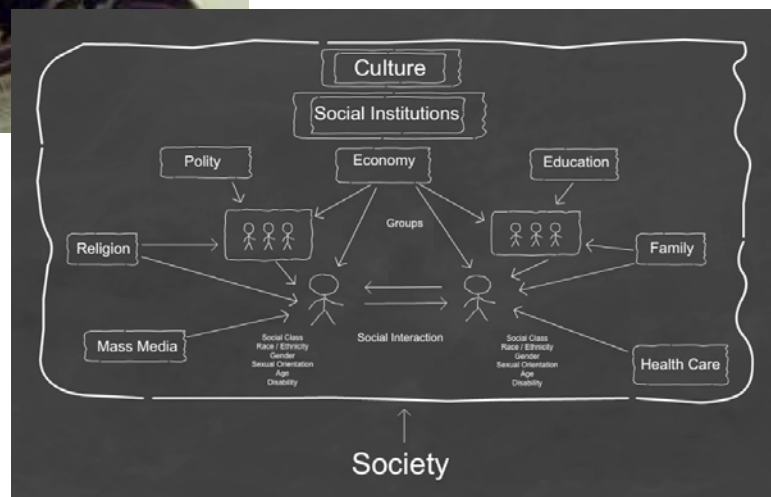
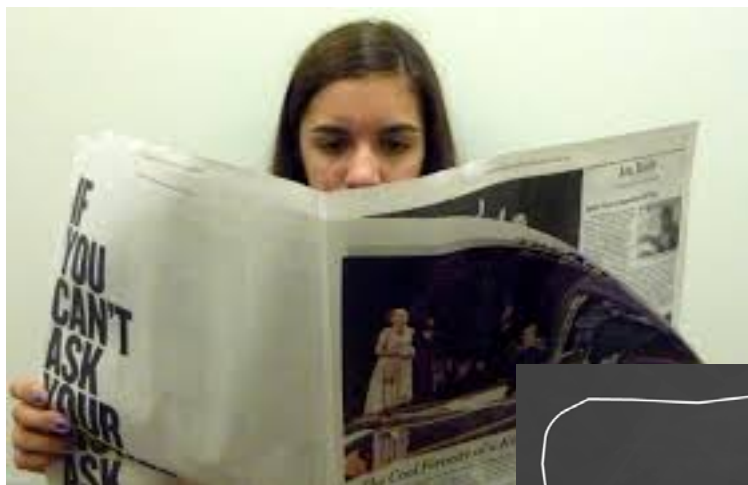
Step 2: Curriculum Development: Start at the end...



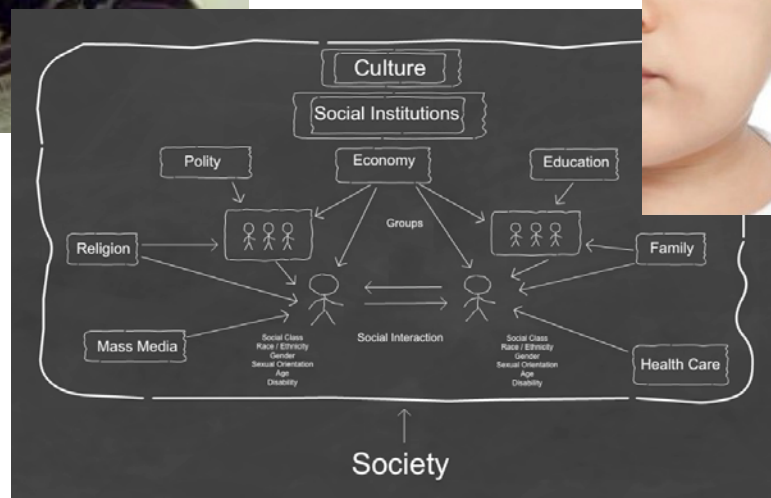
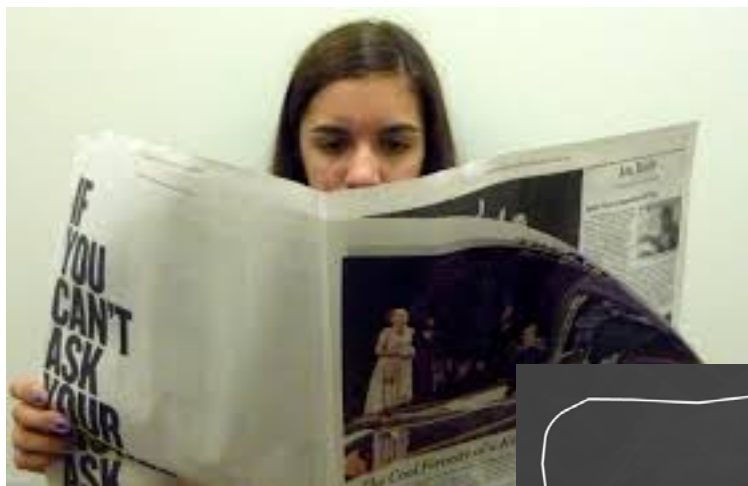
What do you want your students to know they leave...



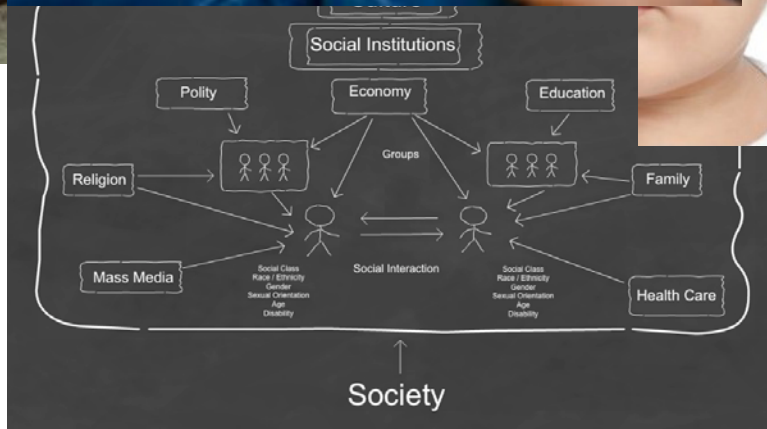
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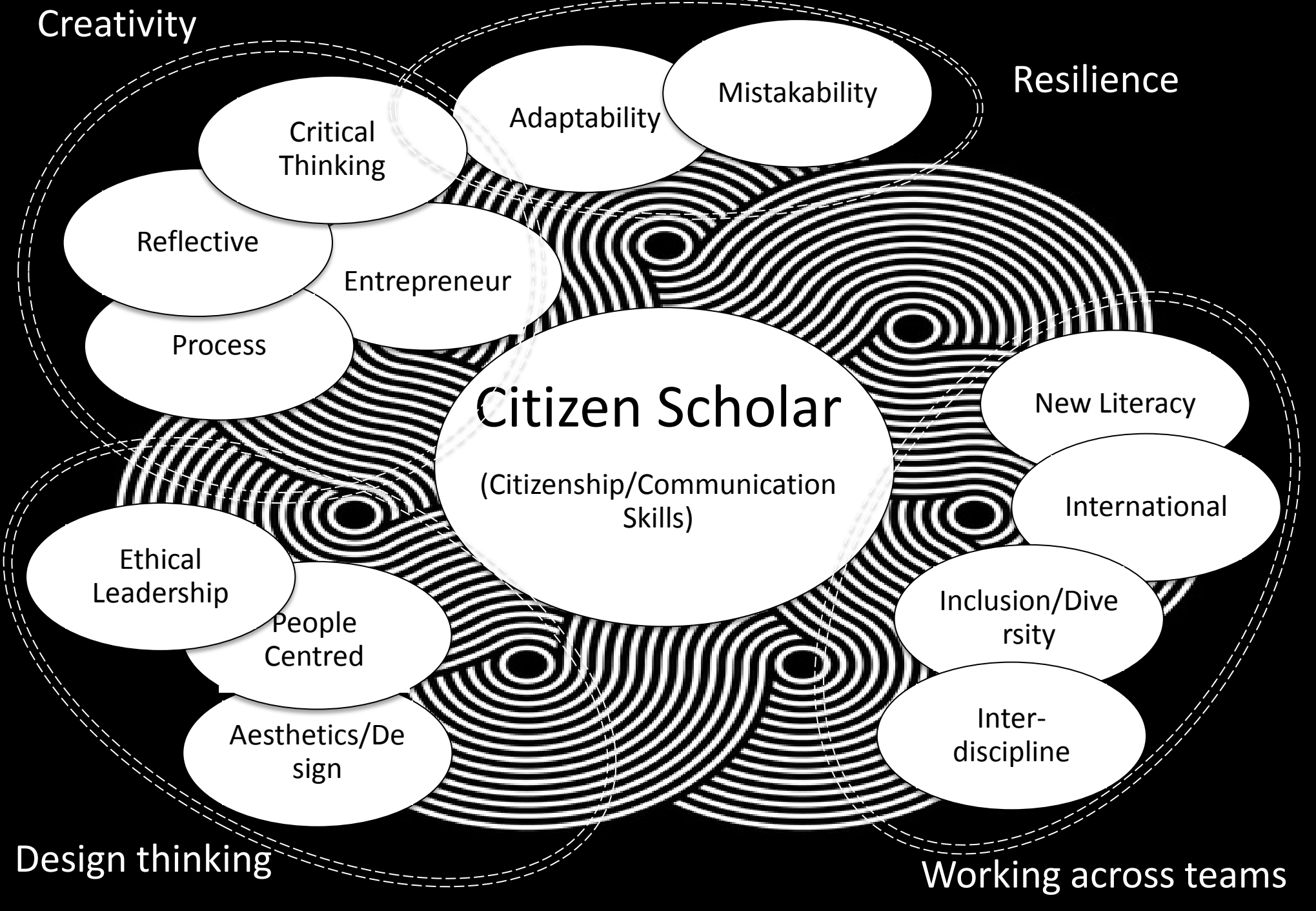
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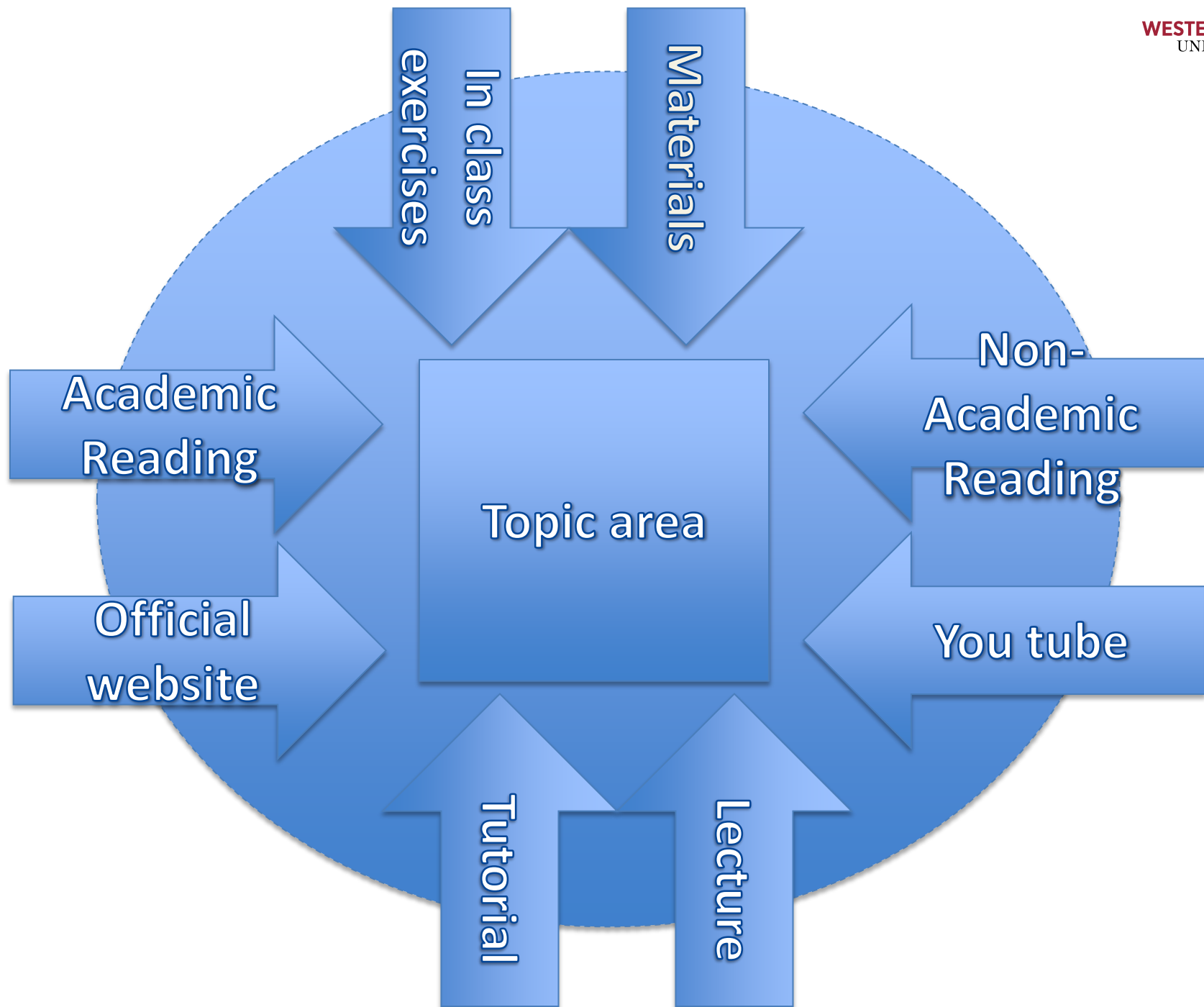
Inclusion/Diversity

Inter-discipline



Step 3: A holistic approach

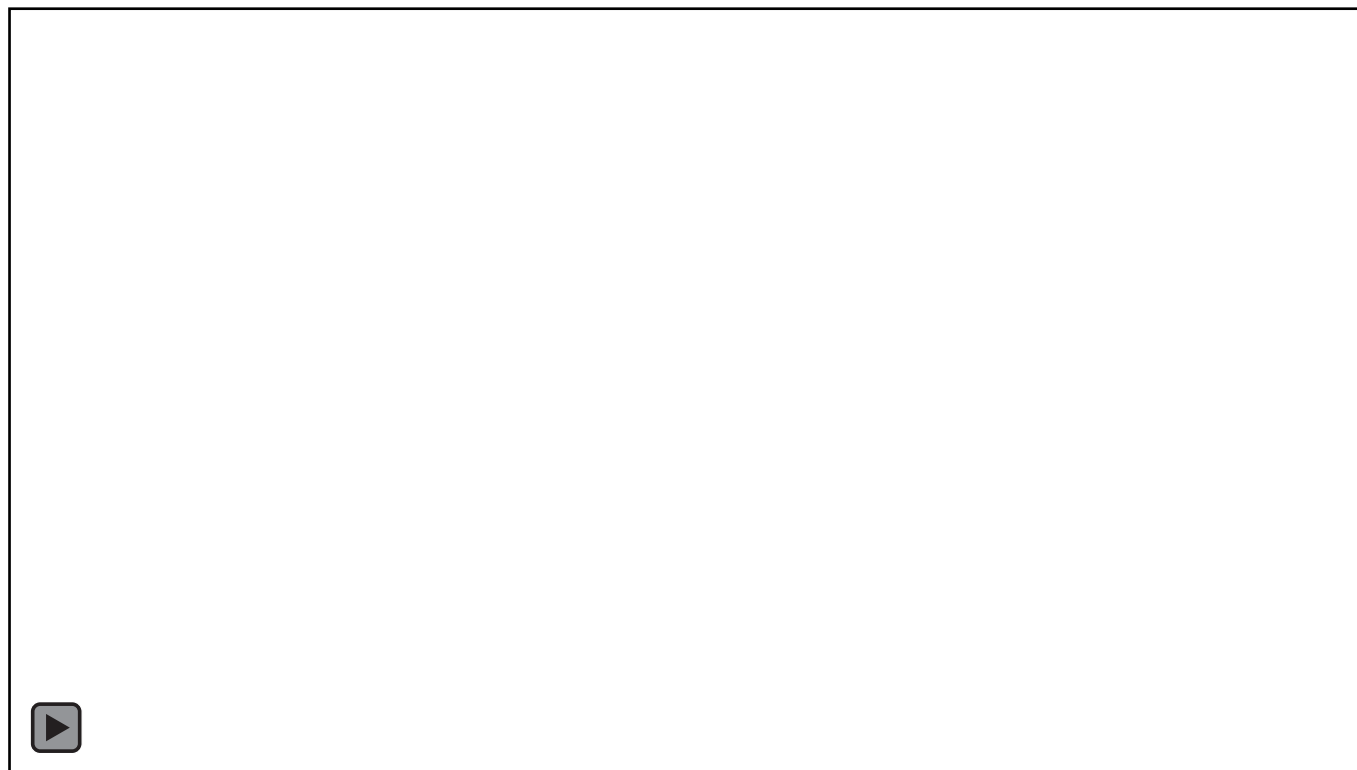
Not just one way of teaching



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

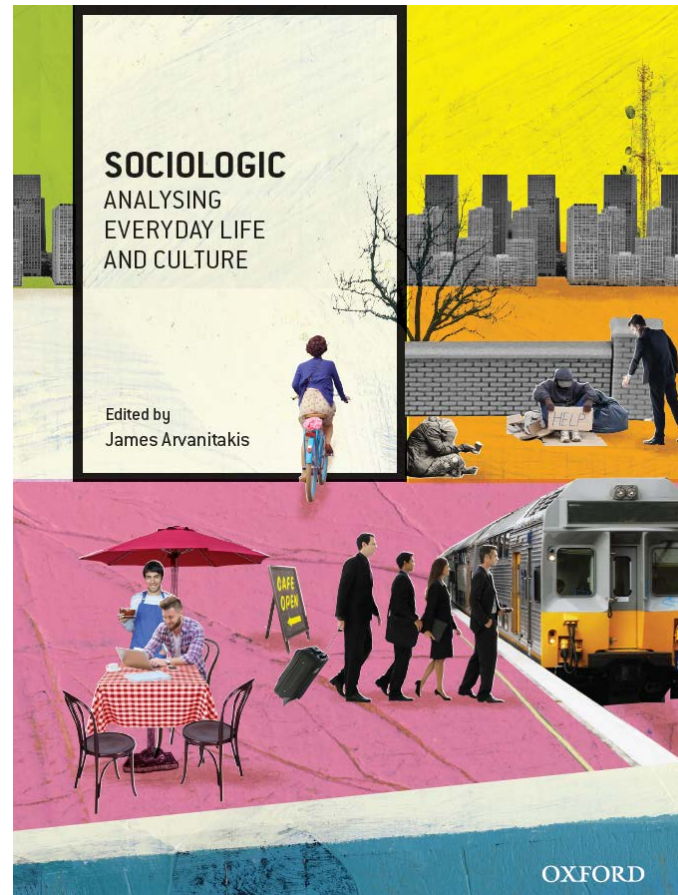
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2. During Class: Interactive



3. Then introduce theory...

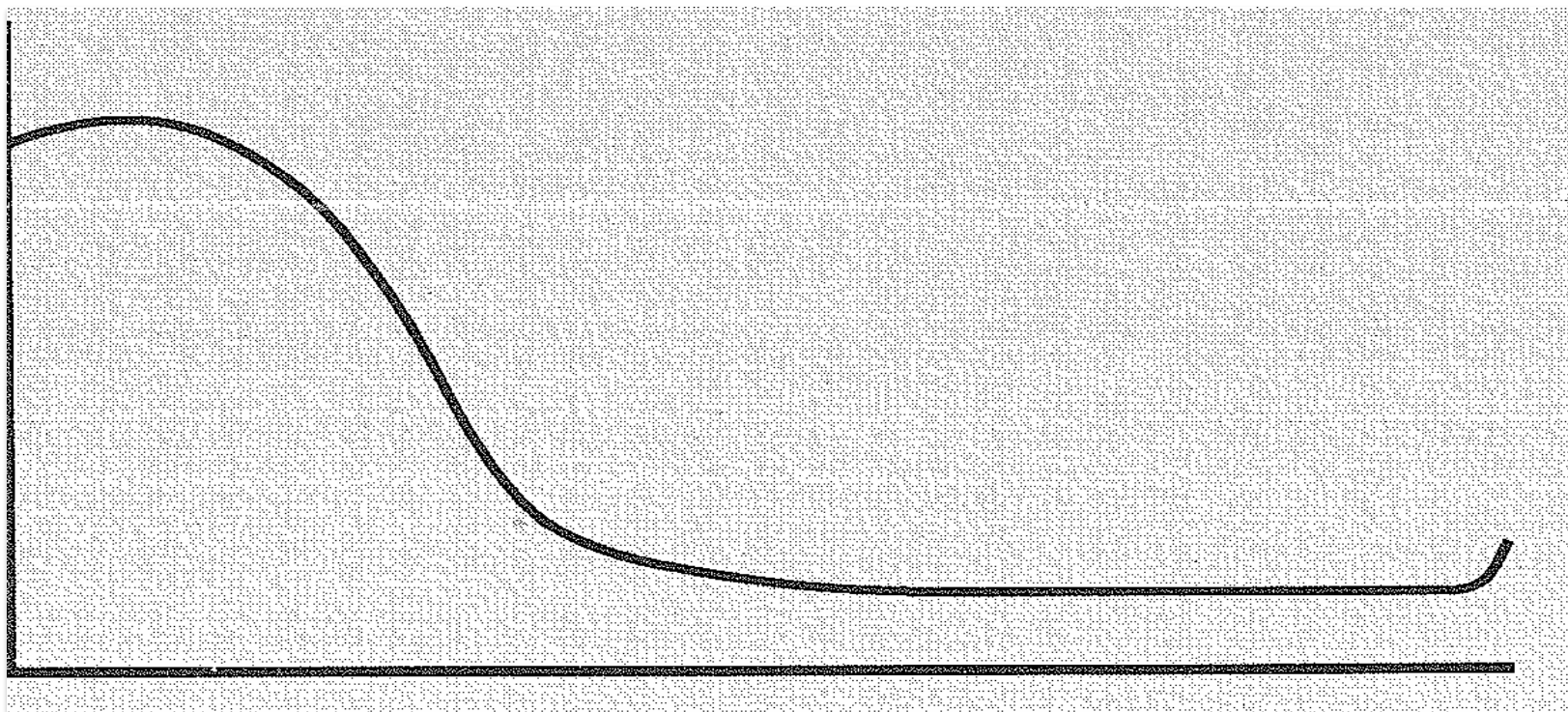


Step 4:

**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)

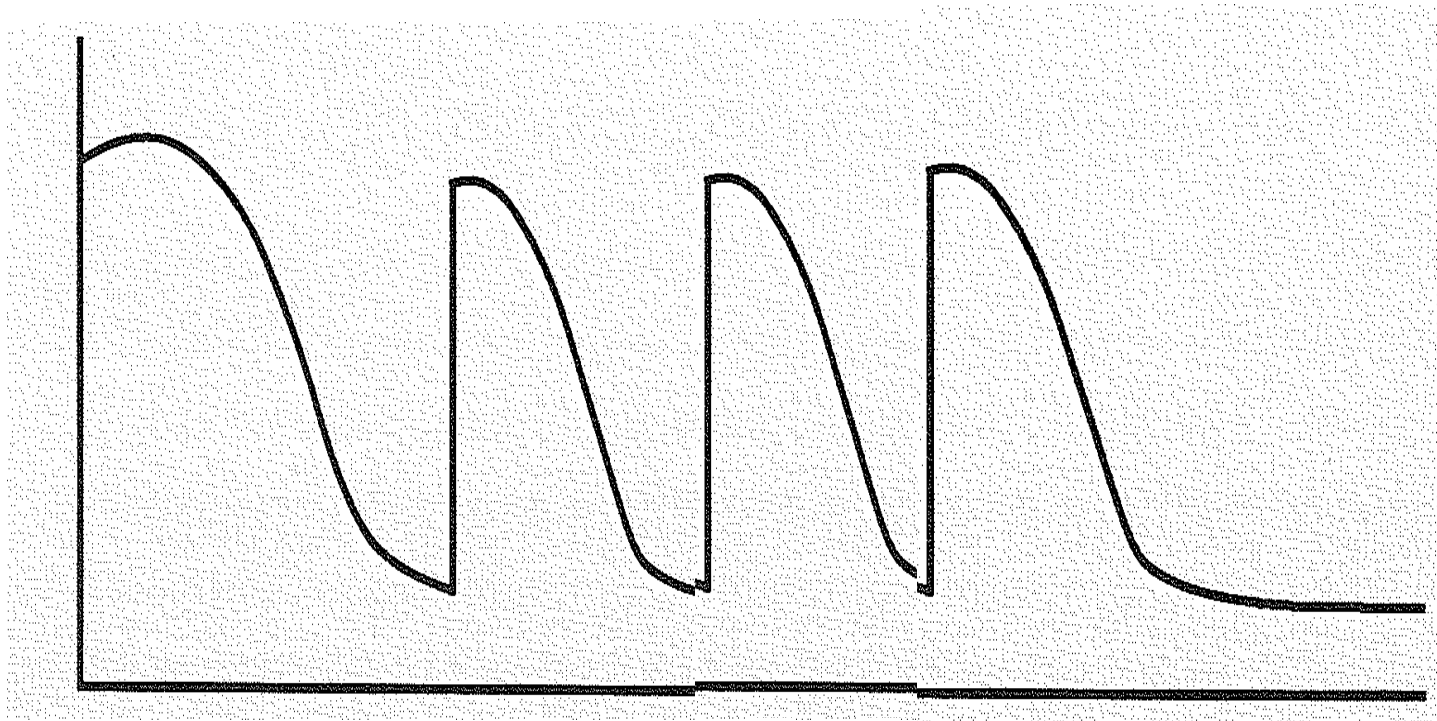


When students actively review: retention
increases by **400%**

Bligh (2000)



Changing Demands on Students

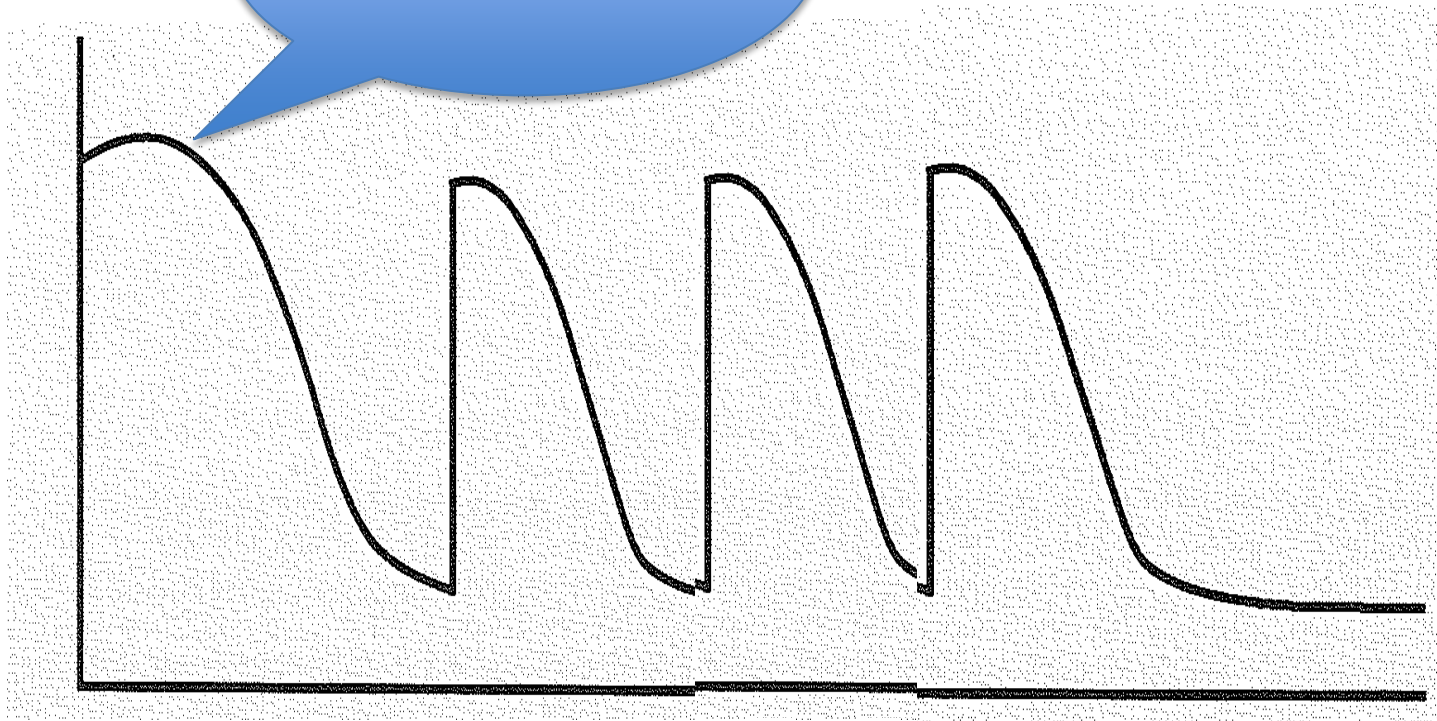


Changing the demands on students can have an impact on concentration levels and performance - Gibbs (1992); Bligh (2000)



Changing Demands on Students

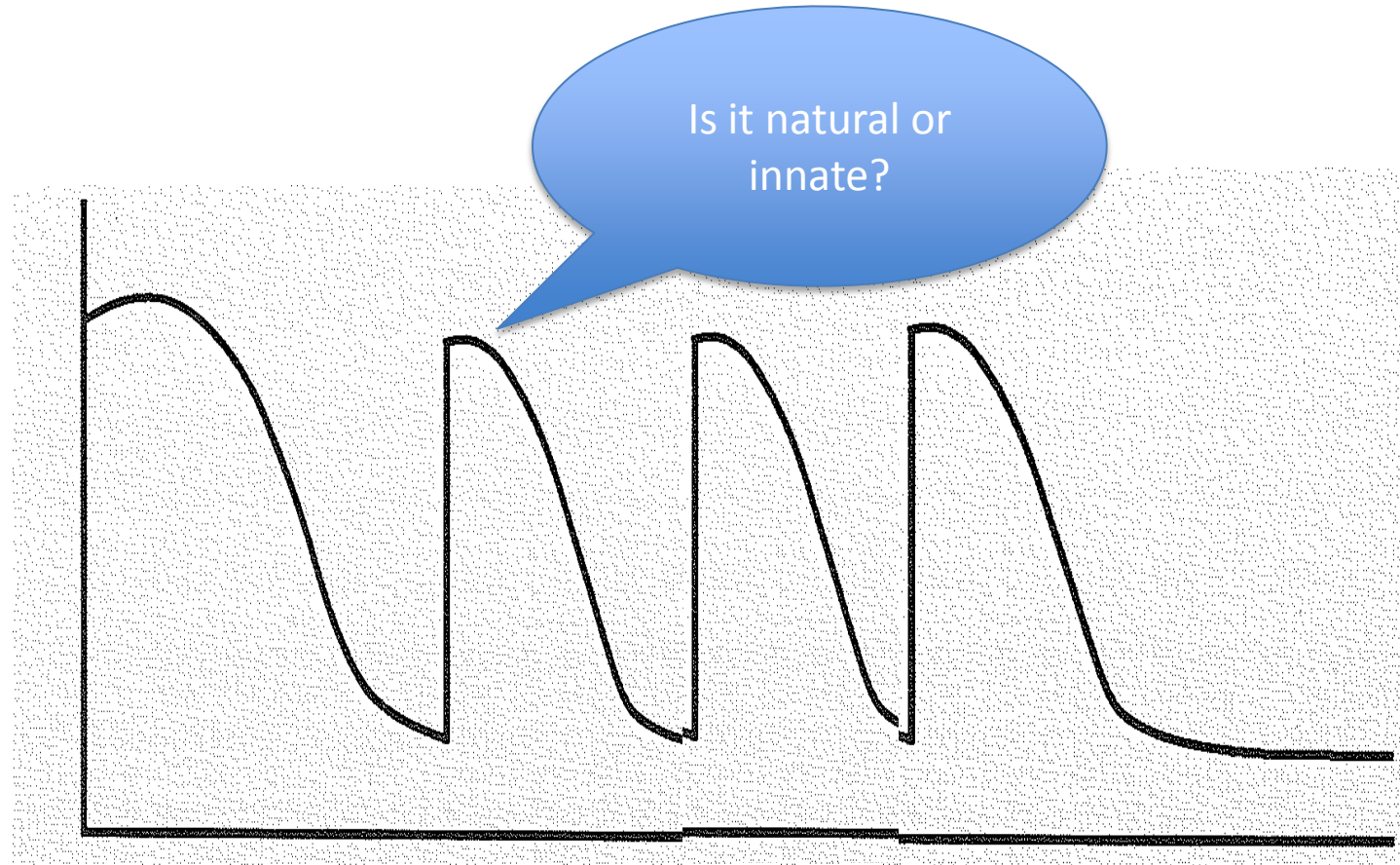
What society?



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



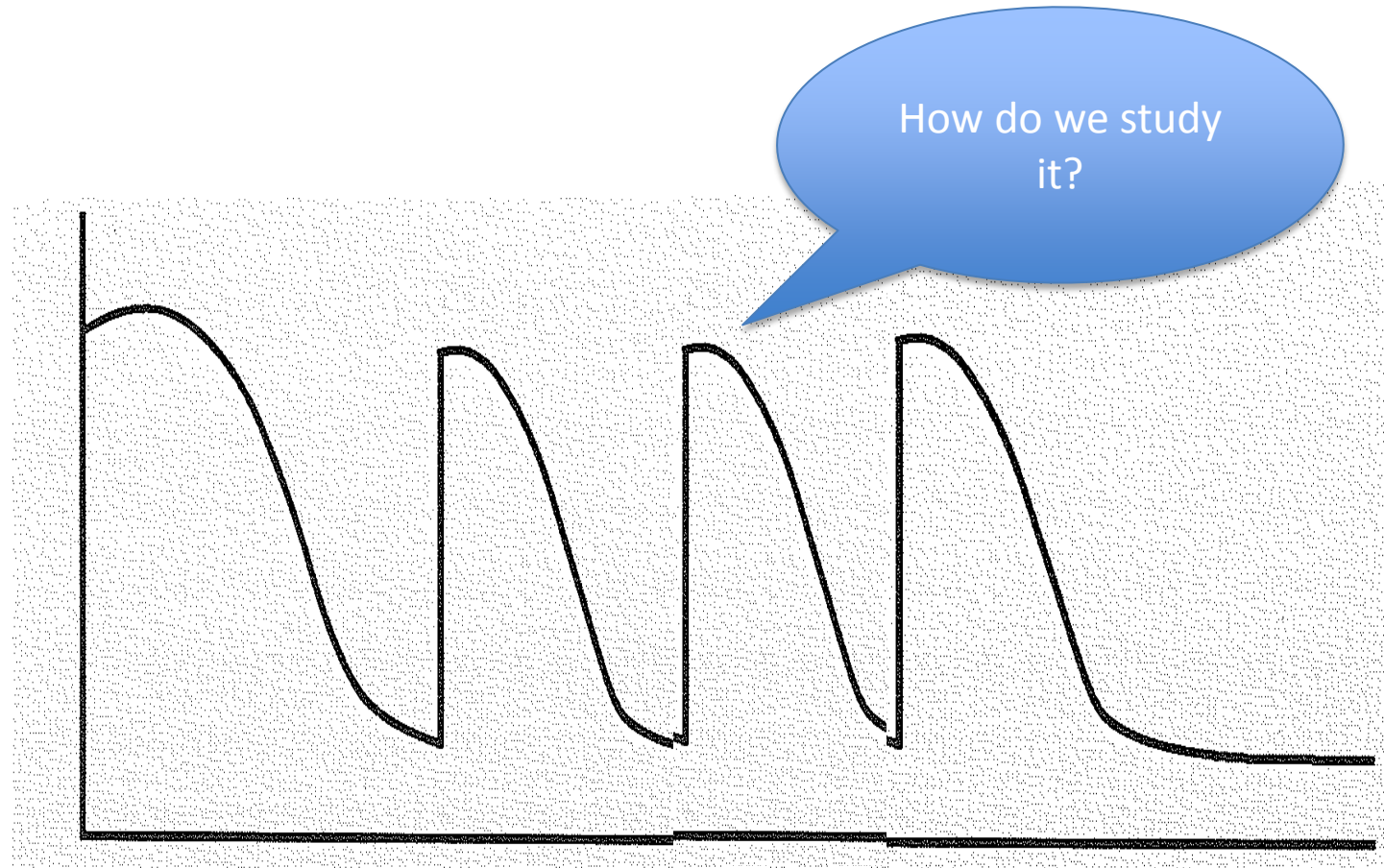
Changing Demands on Students



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



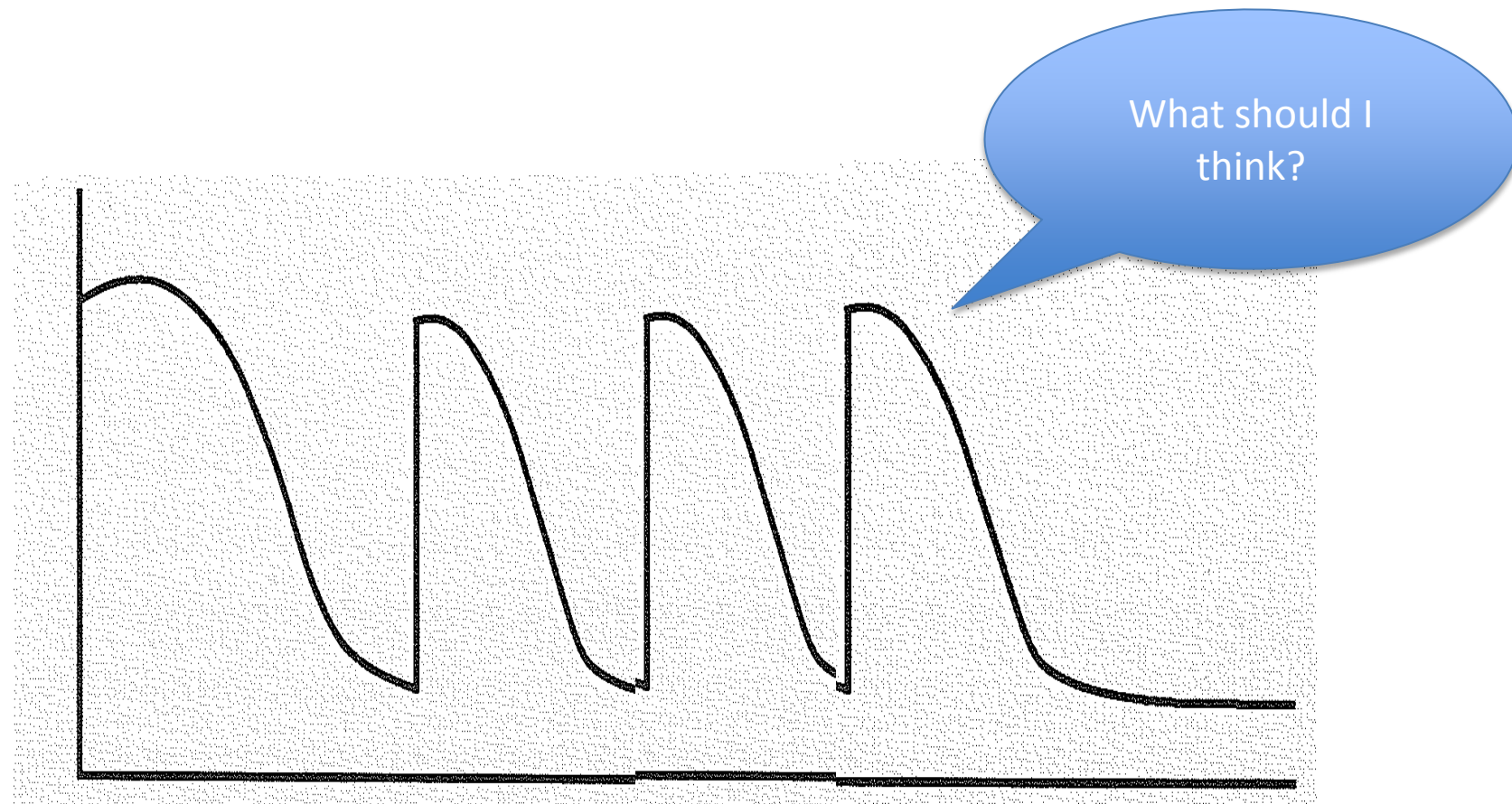
Changing Demands on Students



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



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

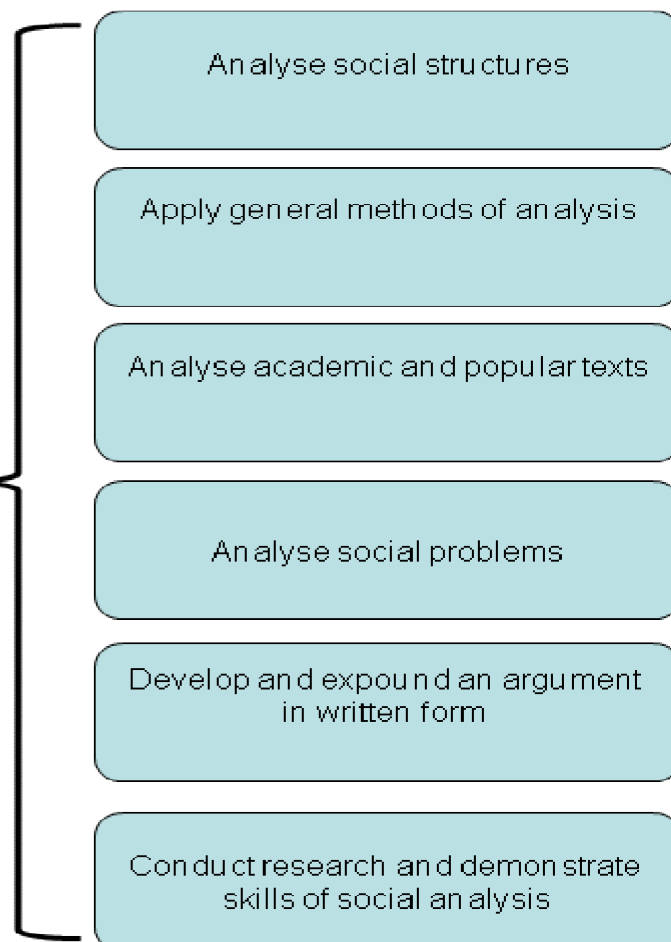
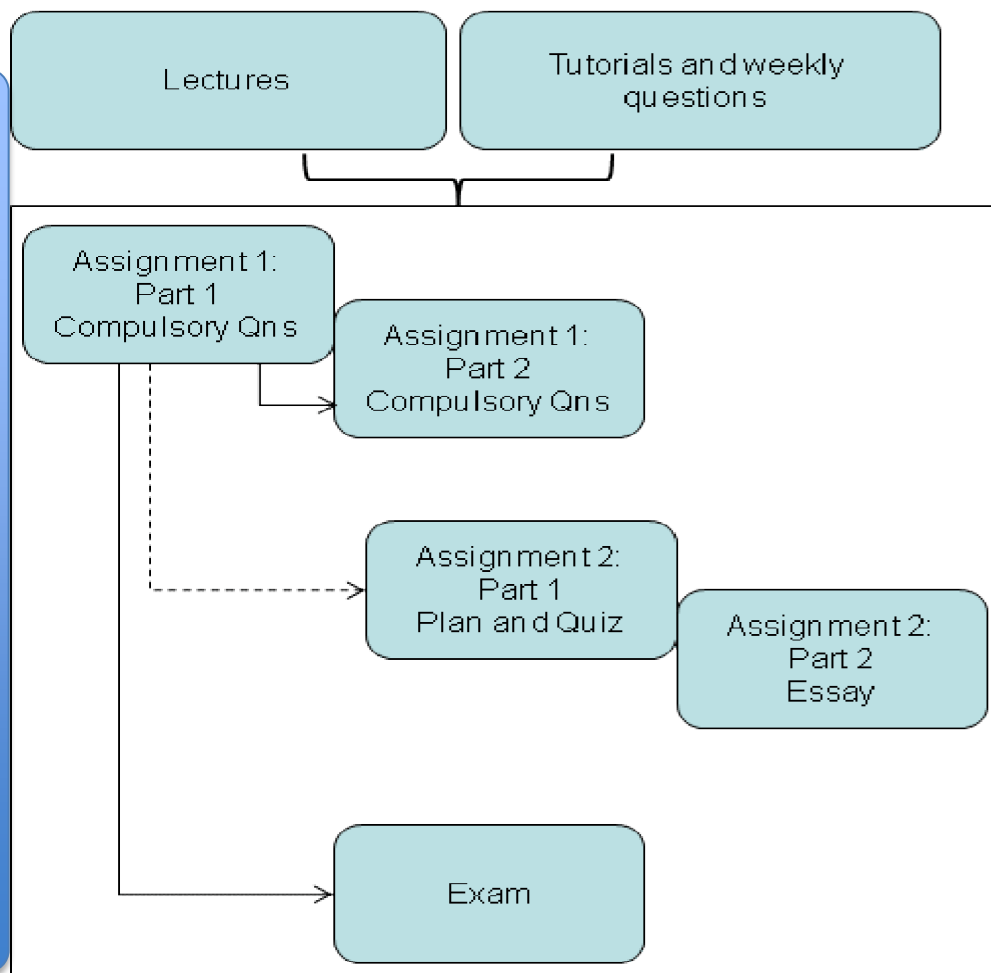
And make it fun...



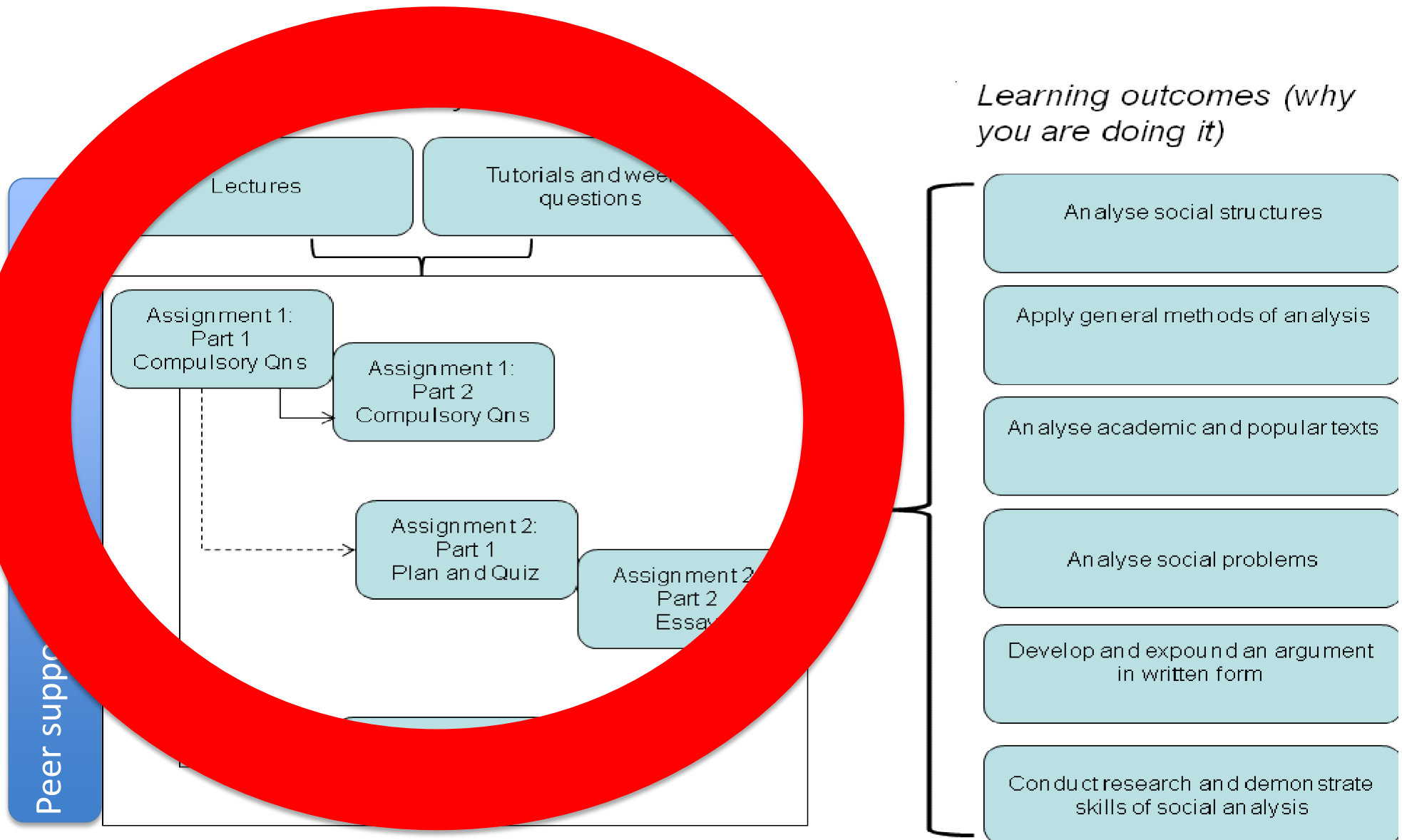
Assignments (what you need to do)

Learning outcomes (why you are doing it)

Peer support/PASS/Self Assessment



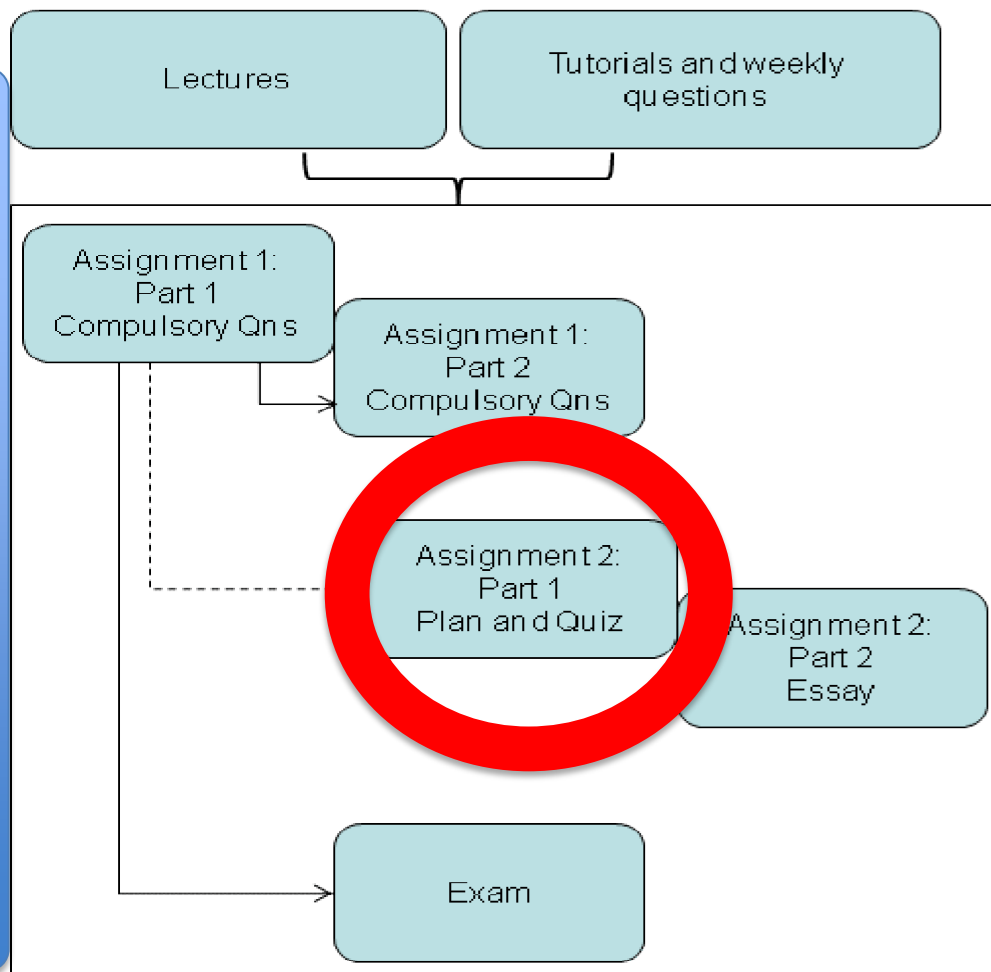
Embed goals across every dimension



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?

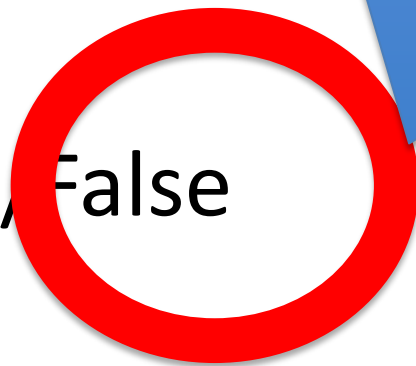
(I mean, it's only one like right?)

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!

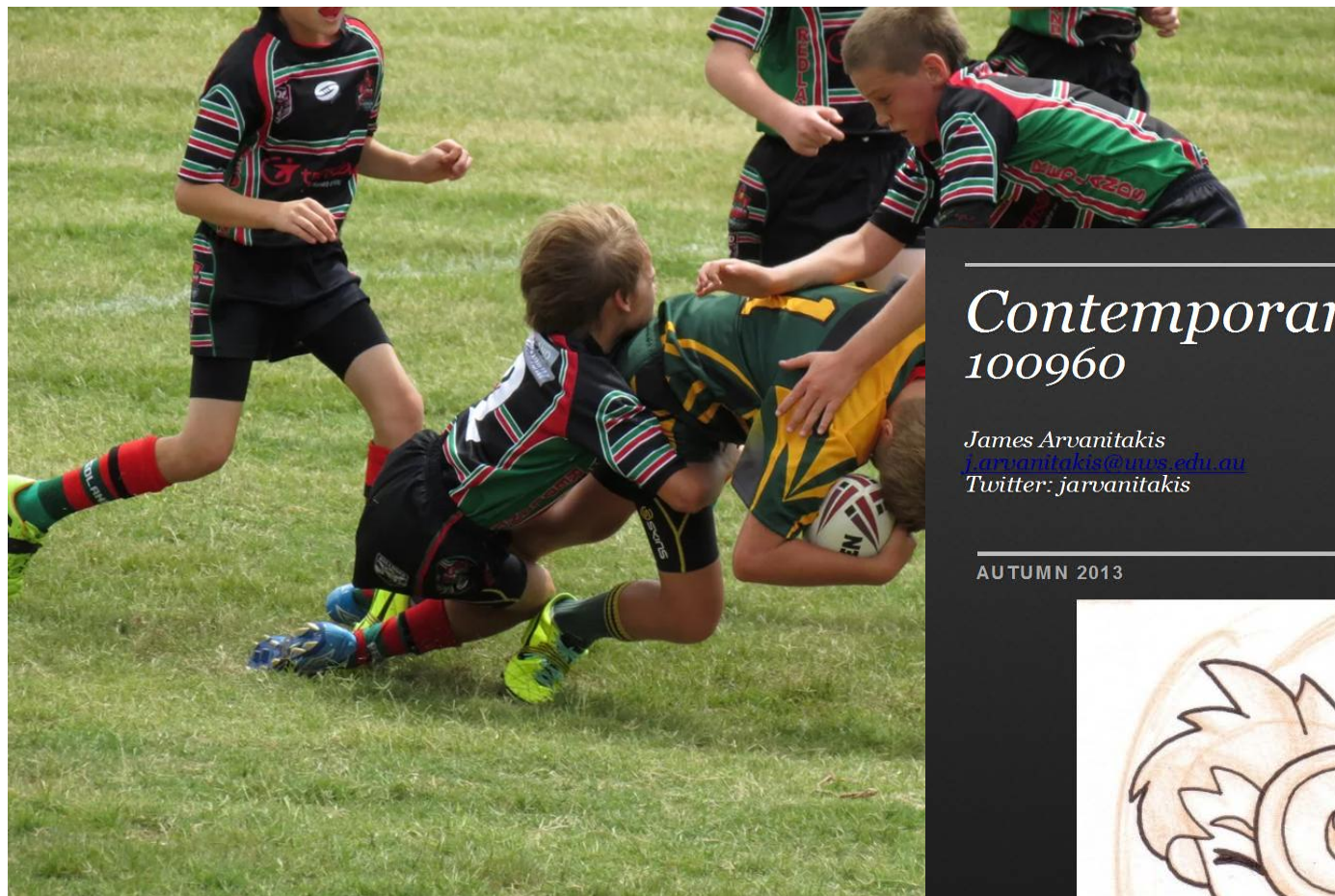
1500 word
line without

re
(I mean, I like right?)

True/False

Step 7: Ensure the students lead the learning





Contemporary Society 100960

James Arvanitakis
j.arvanitakis@wus.edu.au
Twitter: jarvanitakis

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