

Four years and 2500 Sakai portfolios

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Disclaimer

The views expressed herein are the personal views of the presenter and represent neither the policy of the University of Technology Sydney nor the views of other Faculty and students of the university

Teaching, Learning & Research

English model:

- Aristocratic undergraduate Oxbridge residential college system
- Humanistic & pragmatic
- Advanced training is a BA with some research time
- Research a low priority, departments small, chronic under funding prevents specialisation

German model:

- Nineteenth century
- Unity of disciplinary teaching & study with investigative research
- Empirical study united through philosophy & psychology
- Recognition of the importance of individual enlightenment

American model:

- Colleges & universities mostly oriented toward undergraduate teaching
- German system widely adopted at “graduate school”
- Harvard “university of the future” is a liberal education
- Individual enlightenment at the centre with optional discipline

Australian model:

- Strongly German model of research informed teaching
- Scorn philosophy & psychology
- Employers bemoaning loss of generic graduate skills eg collaborative teamwork
- Melbourne University has chosen to differential itself through Harvard model

“Studies about” psychology & philosophy have been controversial

- The university forced me to do a humanities subject in my engineering degree. I chose psychology. It was interesting at the time. Over the years it became the thing I most used.
 - Chairman of a major engineering company
- Early in my career I argued that philosophy was a waste of time for engineers and called for the University to quit it altogether. At the end of my career, I realise its the most important thing of all.
 - UNSW Professor of Civil Engineering

Employers – the four Es - immersion in psychology & philosophy

- Education, experience, exposure & evidence
 - Education
 - Assume students can do basic things in discipline
 - “On the job” training for their custom techniques
 - Experience
 - Track record of positions & projects
 - Exposure
 - Richness, reach and depth
 - Stand-out personal qualities
 - Evidence

Back to the Future - German model of education reinstating social dimensions

- Individual enlightenment
 - The new initiation - come through a process of self-discovery, maturity & professionalism
- Teaching & learning as cognitive therapy
 - Activating experiences – real & stressful
 - Reflective learning – difficult & only true learning
- Philosophy
 - Plato (evidence based logic)
 - Epicurus (individual performance in a group)
 - Existentialism (personal accountability & strength)

eportfolio teaching system

- The golden rule is that the more you put into something, the greater the abundance you get out, often vastly greater than your input
- Students are primarily driven by assessment
 - Therefore, assessment is the key to what a student will put into and get out of a subject
- Teachers have the opportunity to touch students' souls by catalysing this process
 - My “eportfolios teaching system” – 6 months design and implementation, & 3 years assessment tuning

Vertical, horizontal & accumulating assessment

	Real World Workplace Assignment	Real World Competition Simulation Game	Examination Final	Total
Group Work	8% *	25% +		33%
Individual	↓ 17% *		→ 10% #	32%
- Reflection			5% #	
- Work reflection			35% ^	35%
- Examination				
Total	25%	25%	50%	100%

* group assignment excellence, peer assessment & individual independence

+ how well a group of students competes against other groups, a number of quizzes & peer assessment

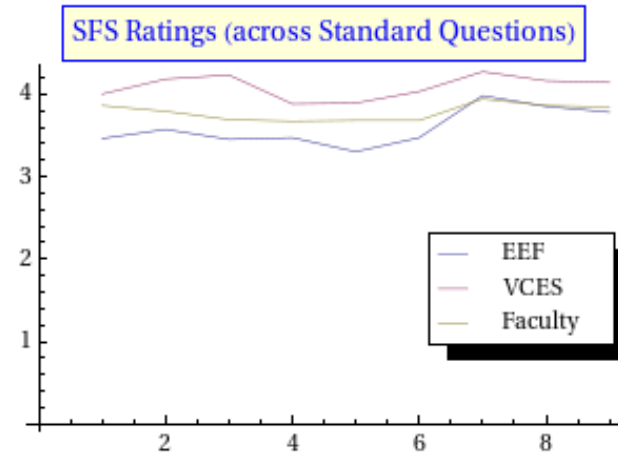
final eportfolio is Part A (written) of Final Exam and the result of a semester's work, extra work, internship and co-curricular experience and reflection

^ Part B (multiple choice questions) of Final Exam conducted by examinations centre

Type 2 eportfolios for teaching & learning – published experience

- Bragging area - 30 sec patter of “what I achieved”
- Transferrable skills
 - 3 or 4 major instances of what went wrong, how I contributed to it, why I thought this way and what have I learnt from it
 - Cognitive therapy A-B-C-D model
- Lifelong learning
 - 3 or 4 changes to philosophical outlook & objectives
 - A-B-C-D model
- Digital evidence

Semi-annual Student Satisfaction Surveys over 4 years statistically inconclusive



- Student satisfaction excellent in initial research
- Semi-annual SFS surveys depend on many factors
 - Postgraduate Value Chains satisfaction buoyant
 - Undergraduate Eco & Finance satisfaction subdued
 - Very large class up to 300 students (typically satisfaction ratings -0.2 to -0.3 for large classes)
 - Core Program relocated subject to younger students
 - Surveys taken at time of high stress (& distress)

So how do you measure success?

- Expressed preferences – imperfect because students don't like the responsibility of bringing themselves out of the “blackness of unknowing”
- Personality surveys – you can't get inside a person's head to see if they are a “better person”
- Measure external behaviour index – some evidence of increased student maturity entering practice program – requires more research
- Individual stories of success – many, many of these

Some stories of success

- Application for University of Virginia
- Chilly Nordics find warm groups
- Mid-career crisis

Tertiary sector cognitive dissonance

- Lack of a competitive or institutional driver
- Wary & weary of “silver bullets”
 - Another system for students, staff & enterprise
 - Large investment in retraining lecturers toward active teaching & genuine reflective learning
- Some interest in Type 3 eportfolio for accreditation
 - Engineering, IT, Nursing, Business, Law & DAB
 - Investigating products from perspective of
 - Digital repositories
 - Aggregate graduate attributes to program & university
 - Misconception Type 2 can be rolled-up to Type 3

University of the future & the use of Type 2 eportfolios?

- Effective & efficient teaching alone is insufficient:
 - Maximise student learning
 - Manage large class sizes with small resources
 - Equipping students with what employers want
 - education, experience, exposure & evidence
- Drivers emerging, albeit slowly:
 - International ratings of Australian universities
 - Current large drop due to high student/staff ratios
 - “My University” comparative website