

September 2015

## Welcome

In this Bulletin we celebrate multiple achievements and the launching of three critical resources. It has been a rewarding time for EFPI, and our CSU counterparts, and a period of creative endeavour with our national and international colleagues.

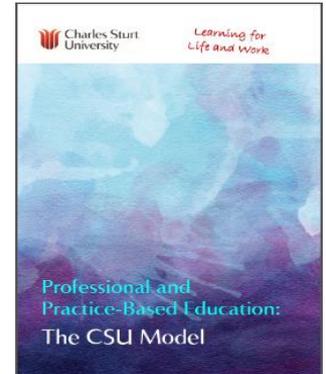
## Table of contents

- [Award for excellence](#)
- [CSU's curriculum, learning and teaching framework](#)
- [Franziska's sabbatical](#)
- [EFPI awarded ACEN grant](#)
- [OLT project update](#)
- [Blending PBE and online learning – Narelle's think piece](#)
- [Re-thinking blended learning – Joy's think piece](#)
- [Professional development activities](#)
- [Introducing Kris Greaves](#)
- [Wajeehah celebrating her PhD award](#)
- [Dr Pauline Taylor – visiting academic](#)
- [Conference presentations](#)

**THE EDUCATION FOR PRACTICE INSTITUTE**  
Charles Sturt University – Sydney  
Locked Bag 450  
Silverwater NSW 2128  
Australia  
Tel: 61 2 9752 9020  
Fax: 61 2 9746 3647  
<http://www.csu.edu.au/efpi>

## Launching CSU's professional and practice-based education model

CSU is experiencing a time of considerable creative and strategic endeavour. Part of this has been the development by EFPI, in consultation with our university colleagues, of CSU's Professional and Practice-Based Education (P&PBE) [Model](#). This model portrays practice-based education as a curriculum framework and a set of pedagogies that underpin professional education as practised at CSU. The model provides a foundation for CSU curricula to educate students for work and life.



### Visionary Leadership

This collection of interviews connects you with ur

**PROFESSOR  
ANDREW VANN**



## Launching our PBE Showcase

The [PBE Showcase](#) is a nest of webpages within the EFPI website that celebrates and promotes good practices in practice-based education (PBE). The Showcase provides inspiration and guidance to achieve excellent PBE. It is a place to visit regularly as it evolves and is updated. Officially launched at a videoconference on July 8, the PBE Showcase spotlights:

- [exemplars of good teaching](#) and learning practice
- [inspired thinking](#) around the challenges and opportunities that PBE offers
- [visionary leadership](#) through interviews with senior university staff, like CSU's Vice-Chancellor, Professor Andrew Vann (pictured left) about PBE at CSU
- debates, initiatives and challenges highlighted during our annual PBE Summit.

## 2016 Practice-Based Education Summit

Abstracts are now being accepted for the [2016 PBE Summit](#) which will focus on the theme Bridging Practice Spaces. This will be EFPI's 6th Practice-Based Education Summit and will be held at Sydney Olympic Park on Wednesday 13 and Thursday 14 April. The 2016 Summit will explore the spaces between education and work, learning working, virtual and physical worlds, novice and expert practices, as well as technical and ethical imperatives.  
(cont... p. 2)



# CSU's curriculum, learning and teaching framework

Following a university-wide collaboration to draw together many educational initiatives into a single framework, CSU recently released its Curriculum, Learning and Teaching (CLT) Framework.

The CLT Framework is titled *Learning for Life and Work*, reflecting the goal of the University to educate our graduates for professional practice and global citizenship. It serves as a guide for undergraduate and graduate entry courses at CSU. The framework presents core dimensions and expectations of these courses and key current policies, strategies and plans that provide the context and requirements for CSU courses' design, implementation and evaluation.

## 2016 PBE Summit (cont.)

Bridging these practice spaces is a powerful strategy for addressing one of the key priorities of higher education today: the challenging educational market demands of students, employers, professions and society.

Professor Allison Littlejohn (pictured) from the Open University in the UK is one of the Summit's keynote speakers, along with Professor Joy Higgs from EFPI. A pre-summit doctoral masterclass, at which PhD candidates are invited to present their doctoral research and receive feedback from Professor Littlejohn, is also being arranged. A post-Summit workplace learning workshop is planned and will cater for workplace educators and CSU staff involved in workplace learning. The deadline for submission of abstracts is Friday 13 November. Further information can be found on the Summit's website or by contacting Dr Katelin Sutton [kasutton@csu.edu.au](mailto:kasutton@csu.edu.au)



## Award for excellence

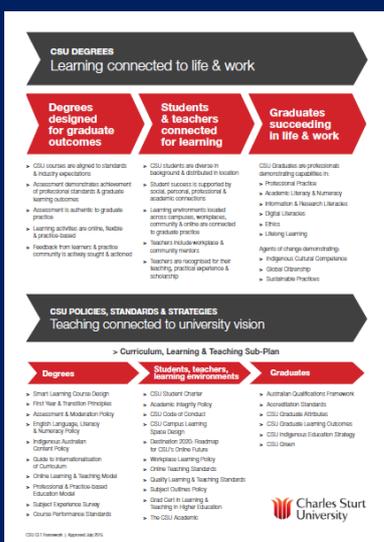
Congratulations to Dr Narelle Patton who last month received a Division of Student Learning Award for excellence in academic leadership. Narelle was presented with her award, together with the recipients of the Vice-Chancellor's and Faculty awards, at a packed ceremony in Joyes Hall in Wagga. Professor Andrew Vann affirmed the university's commitment to excellence, which aims at strengthening professionalism

and rewarding staff; he also acknowledged all the friends and family who came along to support this year's award recipients.

Narelle received her award from Professor Sandra Wills for outstanding leadership in Professional and Practice-Based Education (P&PBE) across CSU throughout 2014. Her leadership has spanned several areas including Smart Learning, the Graduate Certificate in Learning and Teaching in Higher Education, and contributions to scholarly debate on P&PBE. Narelle's leadership on P&PBE has made a significant contribution to the enhancement of learning and teaching across CSU.

## Professional development activities

EFPI staff have presented numerous face-to-face professional development workshops and videoconferences across CSU in recent months. These seminars have focused on PBE learning and teaching activities, the PBE Showcase, CSU's P&PBE model and the implementation of CSU's Workplace Learning Policy and Guidelines. The issue of inherent requirements for degrees leading to professional qualification has led to robust discussion during workshops. (cont... p. 3)



## Professional development activities (cont..)



During July and August visits have been undertaken to the Orange, Bathurst and Wagga Wagga campuses and have involved Professor Joy Higgs, Dr Patton and Kris Greaves. Videoconferences have expanded staff member's understanding of PBE and helped them incorporate good PBE learning and teaching activities into their courses. They have provided inspiration and guidance about

implementing PBE in course curriculum, and staff have been given the opportunity to share their experiences, concerns, challenges and successes relating to PBE with their CSU colleagues.

Workshops have examined CSU's 2015 P&PBE Model and where this fits in with current CSU priorities and strategies. This model portrays the nature of P&PBE as an approach to curriculum design and implementation and a set of pedagogies or teaching and learning strategies that enable us to pursue excellence in education for practice. Presentations highlighted its congruence with CSU strategic initiatives. During Professor Joy Higgs' workshops, a robust discussion about P&PBE learning and teaching strategies ensued with workshop participants sharing their own practices. The model is compatible with CSU's 2015-16 Curriculum Learning and Teaching Plan, the PBE Graduate Learning Outcomes and the CLT Framework and draws together all of the initiatives, policies, procedures and aspirations that guide our curricula.

## Franziska's sabbatical

While on sabbatical in Europe, Professor Franziska Trede has met with a number of scholars in Germany, exchanging ideas and comparing practice-based education models. She has initiated talks with the Baden-Württemberg Cooperative State University (Duale Hochschule Baden-Württemberg), the first higher education institution in Germany to combine on-the-job training with academic studies. This has enabled the University to closely integrate theory and

practice which is vital for cooperative education. Franziska met with Professor Ulf-Daniel Ehlers, Vice-President Quality and Academic Affairs, and Professor for Educational Management and Lifelong Learning at the University's headquarters in Stuttgart. Following preliminary discussions, Professor Trede and Dr Rick Flowers were invited to lead a seminar on workplace pedagogies and university-industry partnerships. Later this month Franziska will visit Linköping and Oslo Universities.



## EFPI awarded ACEN grant

Congratulations to Professor Franziska Trede, Dr Katelin Sutton (both from EFPI) and David Maxwell (from the School of Creative Industries) on receiving an Australian Collaborative Education Network (ACEN) 2015 Research Grant. With the project title of *Get Engaged! Growing WIL through a Workplace Supervisor Capacity Building Module*, the team's project proposal met all the selection criteria and was one of only 3 projects chosen for funding from a strong pool of 23 applications.



The online engagement module, which will be developed as part of their project, will give workplace student supervisors a critical voice in the work integrated learning (WIL) process. Knowing that workplace supervisors are often time poor, under resourced and ill prepared for their role, their project plan involves developing, testing and evaluating a module to strengthen workplace supervisors' capabilities. This would allow them to engage more effectively with universities, and better align industry, university and student expectations, roles and responsibilities to enhance WIL experiences. For further information about the project, please contact Katelin:

[kasutton@csu.edu.au](mailto:kasutton@csu.edu.au)

# Blending practice-based education and online learning – a think piece

Narelle Patton's recent **Think Piece** explores the challenges and opportunities of blending PBE and online learning. The social contexts in which students learn, live and work are rapidly changing. Learning spaces are expanding rapidly as a consequence of changes in society, globalisation and new technologies. Today, people learn and work anywhere and at any time. Blending PBE and online learning enables universities to better prepare students for work and embrace new paradigms that are more reflexive and responsive, and tailored to meet the unique demands of student cohorts and professions. PBE provides a valuable framework for critically reflecting on professions. PBE



provides a valuable framework for critically reflecting on how this integration can be best achieved for particular courses and student cohorts. Through carefully constructed learning and teaching activities students are assisted to move seamlessly between online and physical campuses and workplace learning experiences. Teachers can nurture creativity, engage and excite students through active participation, and help them create their own learning pathways and connections. Blending PBE and online learning challenges educators to reimagine learning design, learning spaces, learning resources and curriculum that will better prepare students for learning for life and work. Narelle's Think Piece encourages educators to reflect on:

- How powerful opportunities, offered by blending PBE and online learning, can be harnessed to better prepare students for their work careers
- How students can be assisted to move seamlessly between the diversity of PBE and online learning spaces
- How the diversity of PBE and online learning spaces can be interconnected.

## Enhancing workplace learning through mobile technology project – an update



Enhancing Workplace Learning  
Through Mobile Technology

This Office for Learning and Teaching funded project, led by Professor Franziska Trede, has now entered the data collection phase.

Surveys from students and the practitioners who supervise them in their workplace are being completed. Academics are also being interviewed to find out their beliefs, expectations and practices of using mobile technology to enhance students' learning on placements. The project aims to develop resources for students based on an examination of how they can make best and most appropriate use of mobile technology in workplace learning (WPL). The resources will help students connect learning and work, and bridge different learning spaces by strengthening networked, integrative communication processes between students, academics and workplace educators (WPE). The project is currently trialling a GPS for WPL, an online



resource designed to help students make better use of personal digital devices to connect learning and work while on placement. It will also consolidate their understanding of workplace practices and prepare them for future practice. The design for the WPL GPS was based on

research and theories about mobile learning and workplace learning. The resource aims to foster students' capacity to act appropriately and constructively in WPL and help normalise the use of mobile technology for learning on placement. The GPS for WPL has been devised for health and education students, but it is hoped that the resource will be used by students of all disciplines. To find out more about the GPS for WPL, assist with the recruitment of students or take part in the study contact Franziska ftrede@csu.edu.au or Celina McEwen [cmcewen@csu.edu.au](mailto:cmcewen@csu.edu.au).

## Introducing Kristoffer Greaves

Kristoffer Greaves joined EFPI in June this year to take up the position of Lecturer in Professional Education. Kris collaborates with the EFPI team and CSU faculty, contributing to the enhancement of professional and practice-based education in curricula. Developing the PBE Showcase (including PBE exemplars, visionary leadership pieces, and inspired thinking think pieces), presenting PBE face-to-face workshops and videoconferences, and advising on ways in which PBE works with graduate learning outcomes, are some of his specific responsibilities.



Kris has an impressive and varied skillset which he brings to his role at EFPI. He has lectured in professional legal education and was an occasional academic leader for the College of Law, Victoria, following a career in legal practice. He has published and presented his work nationally and internationally, is a member of the editorial committee for the Legal Education Review and curates a number of social media sites, including the Social Media in Legal Education blog. Kris also spent many years in the performing arts.

## Celebrating her PhD award



One of EFPI's postdoctoral fellows, Wajeehah Aayeshah, was awarded her PhD in Media Studies at a ceremony at Swinburne University in late August. Her thesis, *Playing with Journalism: Gaming Technology in Investigative Journalism Education*, explored the contemporary trends in investigative journalism practice and academia. Her research examined the use of Alternate Reality Games (ARGs) for investigative journalism education at Swinburne University. Her study involved designing, testing and evaluating an ARG that included real-life investigation by journalism students. She found ARG to be a useful and efficient educational resource due to its flexibility and authentic learning experience.

## Visiting academic

EFPI was pleased to host a visit by Dr Pauline Taylor, visiting academic and senior lecturer from James Cook University in late August. Pauline crammed many activities into her week-long stay. Staff from several campuses listened to her thought-provoking presentation with the intriguing title of *Whose Profession is it Anyway?* Her talk proposed ideas about contemporary professional practice, drawing on examples from her own discipline area of education and the profession of teaching in general.



Pauline also conducted a masterclass with four of EFPI's higher degree research students: Ruth Vo, Rosa Bologna, Meg Yen and Isabel Paton. She commended each student on their high-quality articulate presentations and provided insightful comments which broadened their thinking and left the students feeling energised and ready to take the next step with their research.

Dr Taylor is working on a think piece for the inspired thinking section of EFPI's Showcase on the topic of *Viewing Professional Practice and Practice-Based Education through a Bakhtinian Lens*, and is involved in ongoing collaborative writing projects with EFPI. Pauline is the Leader of the JCU Academy of Teaching and Learning Special Interest Group. In addition to her role at JCU, Pauline is an Adjunct Senior Research Fellow with EFPI.



## Re-thinking blended learning – a think piece

The Division of Student Learning's Think Pieces 2015 Project focuses on blended and online learning in the CSU context. A broad view of blended learning was taken with this Project to stimulate conversation about blending the best bits of learning and teaching together for the success of our students.



The Think Piece series provides an opportunity for an ongoing, open dialogue about how some of the CSU community are thinking about this topic. In this [Think Piece](#) **Professor Joy Higgs**:

- focuses on blended and online learning at CSU
- places technology enhanced, not technology driven learning at the centre of blended learning
- reconceptualises blended learning through the notion of transcending pedagogies.

## Conferences

### Presenting research at WACE

Kyoto Sangyo University was the venue for the 19th World WACE Conference on *Cooperative and Work-Integrated Education*. Three CSU staff attended the conference: Vice-Chancellor Andrew Vann, Dr Narelle Patton from EFPI (pictured right) and Associate Professor Maree Simpson from the School of Biomedical Sciences. Narelle presented a paper on the topic of Visual Spaces for Connecting Academic and Work-Integrated Education. Her presentation was well received and has created opportunities for future collaborations. The conference enabled participants to scope the current international higher education work-integrated landscape and examine



future directions. Key themes and future directions for work-integrated learning discussed included the centrality of development of “soft skills” such as leadership, teamwork, respect, cultural competence and communication, the provision of work-integrated learning experiences for all university students and the importance of students developing problem solving skills in order to innovate and positively contribute to organisations and society.

### HERDSA Conference



EFPI’s Katelin Sutton (pictured right) and Kristoffer Greaves attended the 38th International HERDSA Conference in Melbourne in July. *Learning for Life and Work in a Complex World* was the conference theme, with provocative and interesting keynote sessions presented by Dr Gardner Campbell (Virginia Commonwealth University), Dr Helen Chen (Stanford University), Anne-Marie Lansdown (Universities Australia), and Dr George Siemens (University of Texas, Arlington).

Kris (pictured left) presented his paper, *Scholarship of Teaching and Learning and Post-Graduate Legal Education Practice in an (Un)certain World*, based on his recently completed PhD research and directed at the conference sub-theme, Navigating Uncertainty



and Complexity. An interesting feature of the conference was the “live” Twitter wall that displayed tweets to the conference #herdsa2015 hashtag – these include excerpts from presentations, pictures, visualisations, and discussions about the keynote sessions.

### International Conference on Higher Education

Dr Wajeehah Aayeshah presented a paper at the International Conference of Higher Education (ICHE) in London in the UK in May. Her presentation was based on the findings of her research project on Transcending Pedagogies with Professor Joy Higgs. Other papers covered educational technologies, pedagogies in higher education and examples from education related project from around the world. Wajeehah was also invited to deliver a talk at the new research centre in Leeds Trinity University by Professor Jan Fook, where she talked about transcending pedagogies in professional education.

