

Blended Learning Summit 2016

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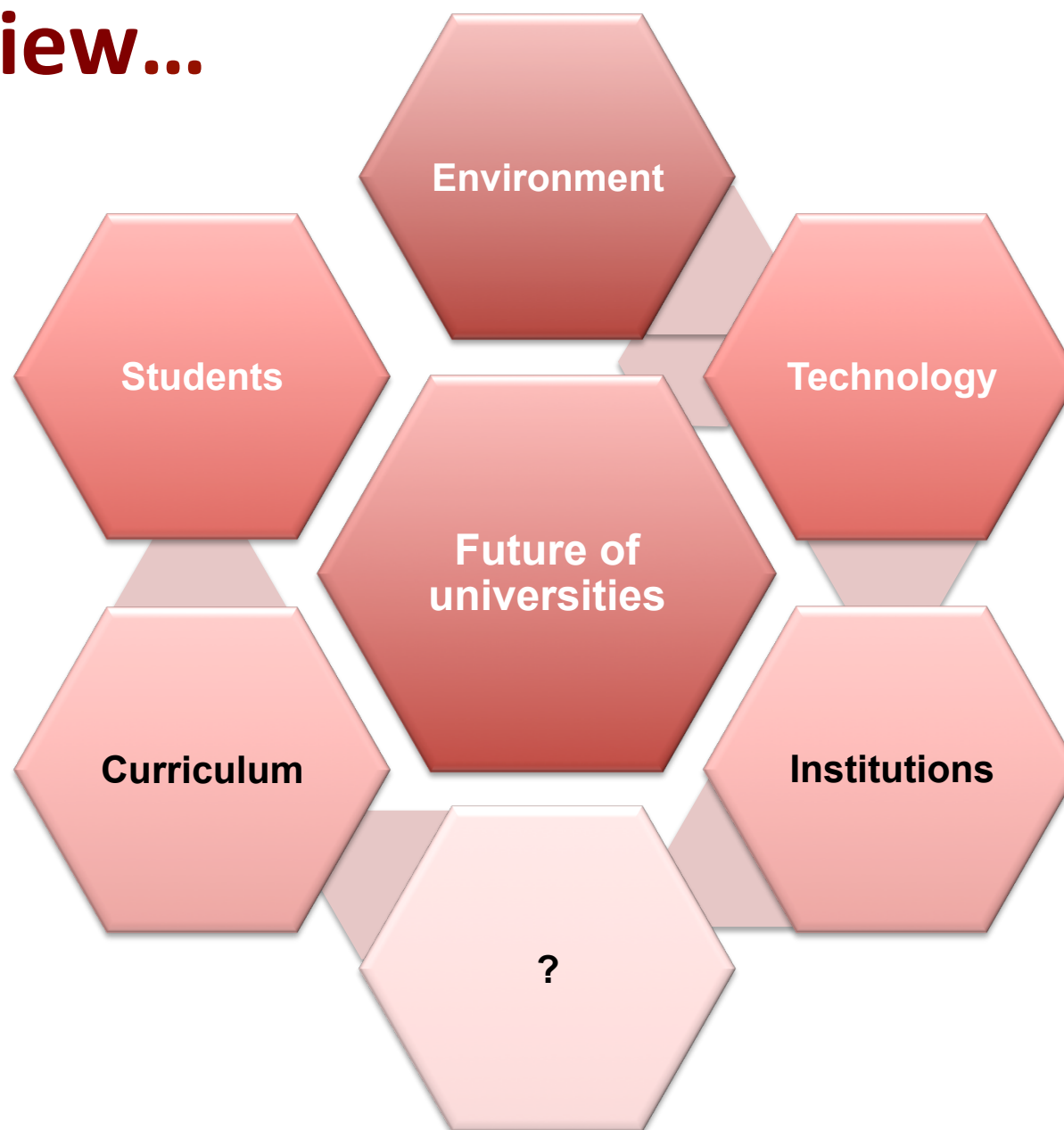
My journey....

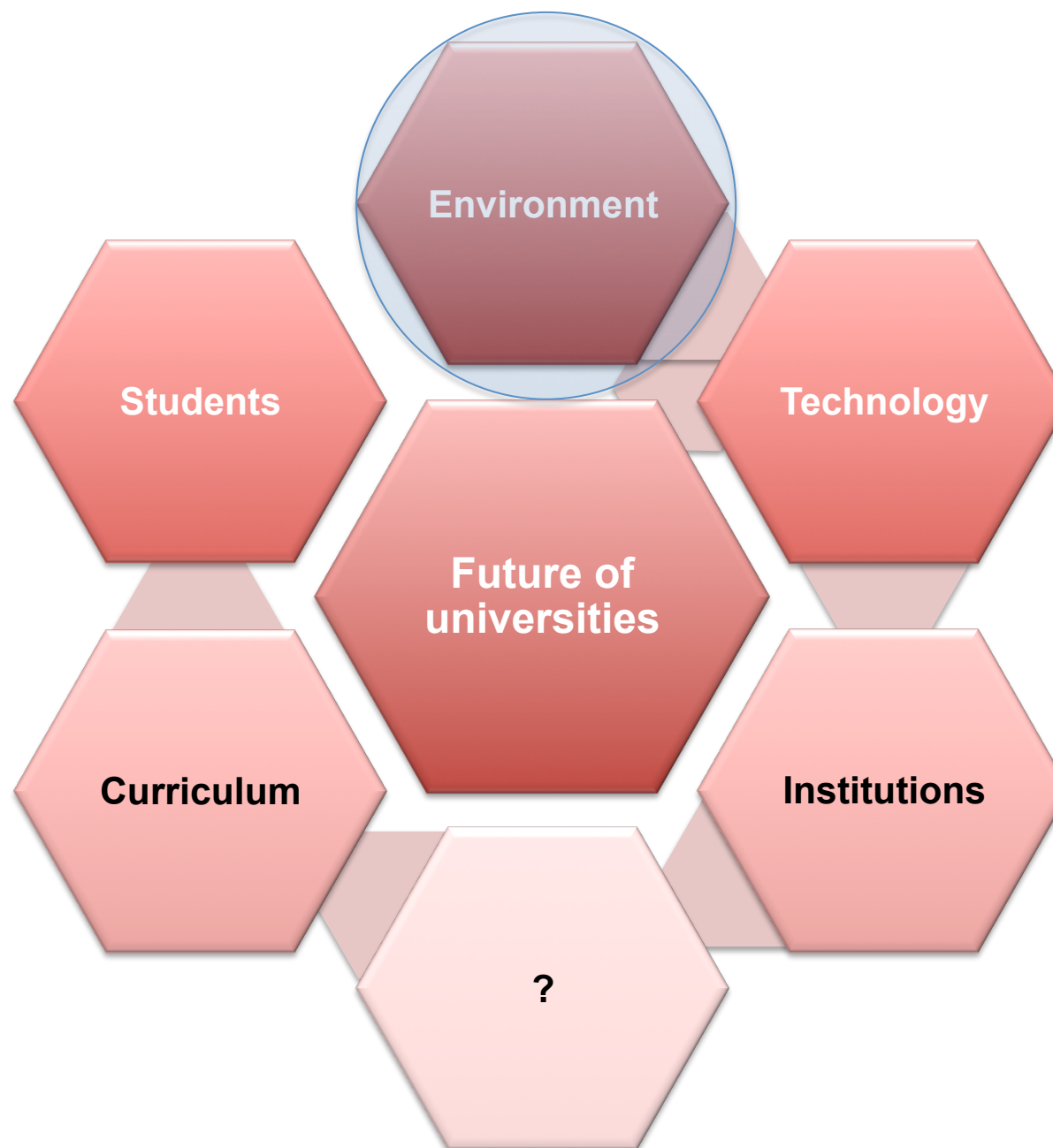


A story of a water pump...



Overview...





Demographics...



Source: <https://aifs.gov.au/publications/ageing-yet-diverse>

Life expectancy

Life expectancy has increased by more than 20 years over the century.

Immigration

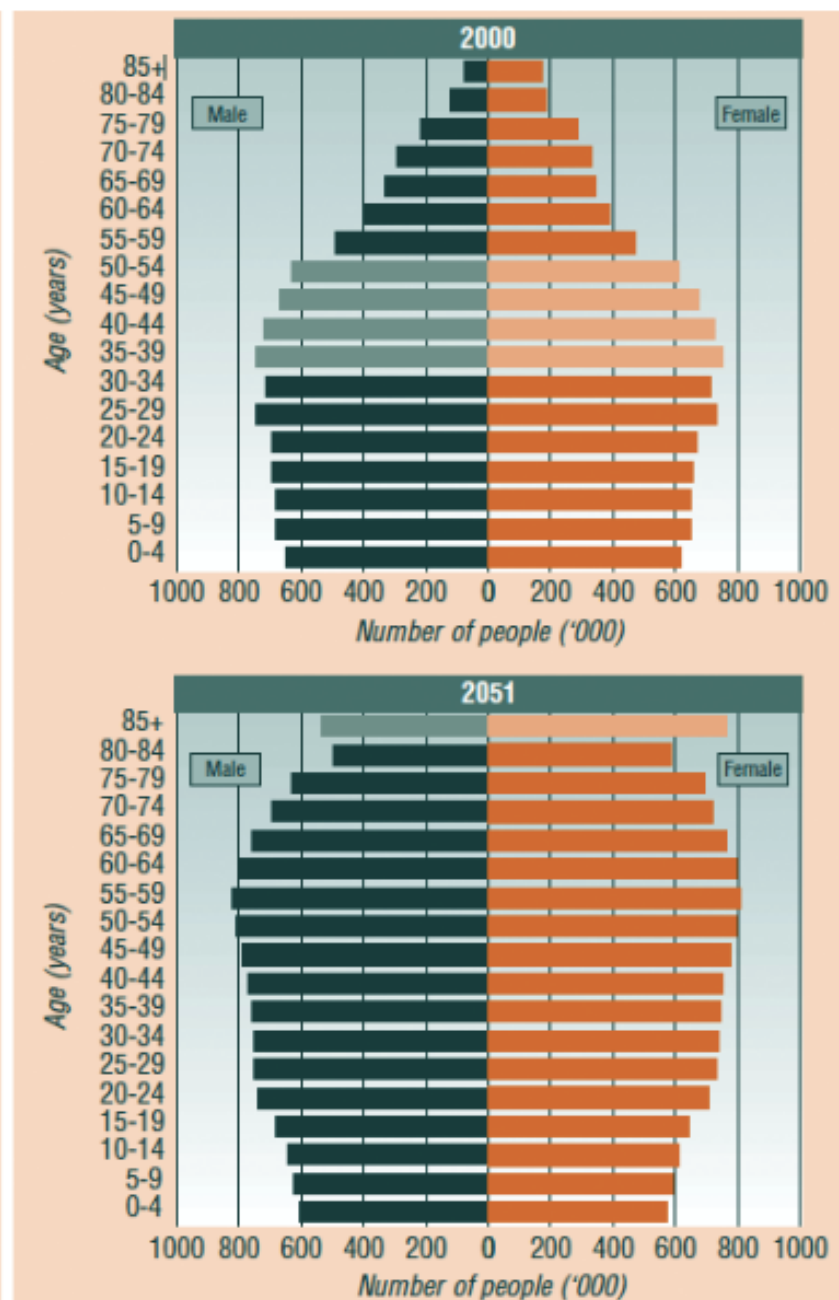
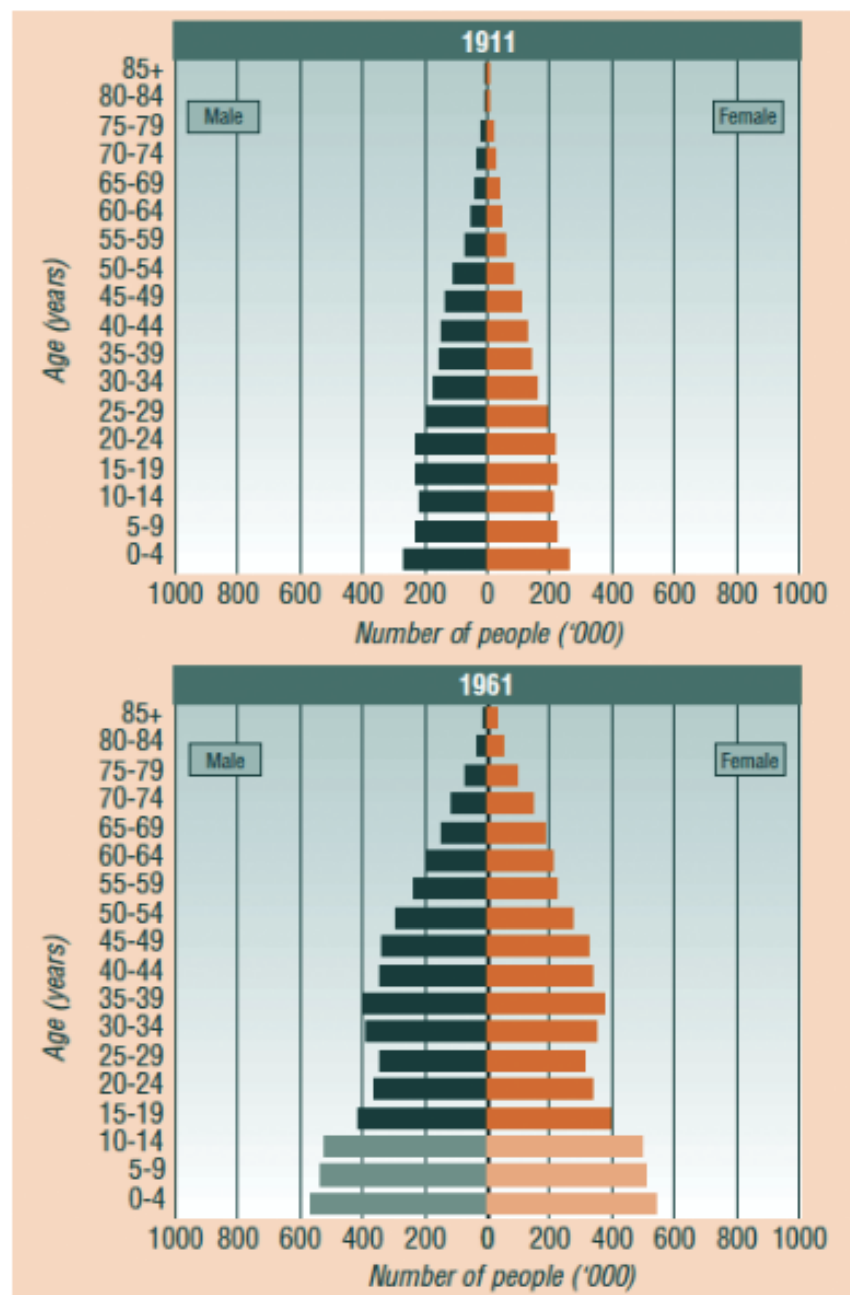
Since the end of World War II, the proportion of the total population born overseas increased from 10 per cent to 24 per cent

Age structure

The fall in fertility rates and the significant improvement in life expectancy have inevitably resulted in an “ageing” of the population both in absolute and relative terms

Working age population

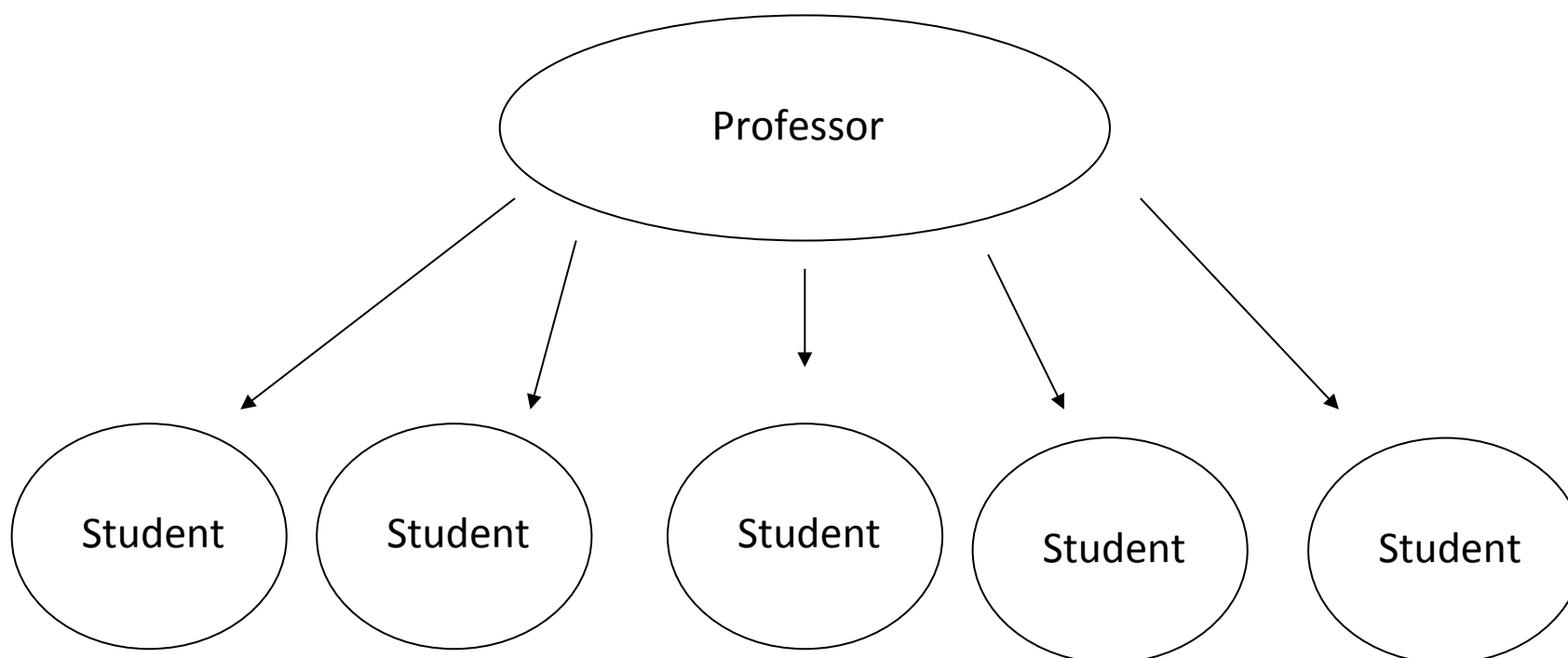
It is projected to begin shrinking between 2011 and 2021 and return to around 60 per cent by 2050



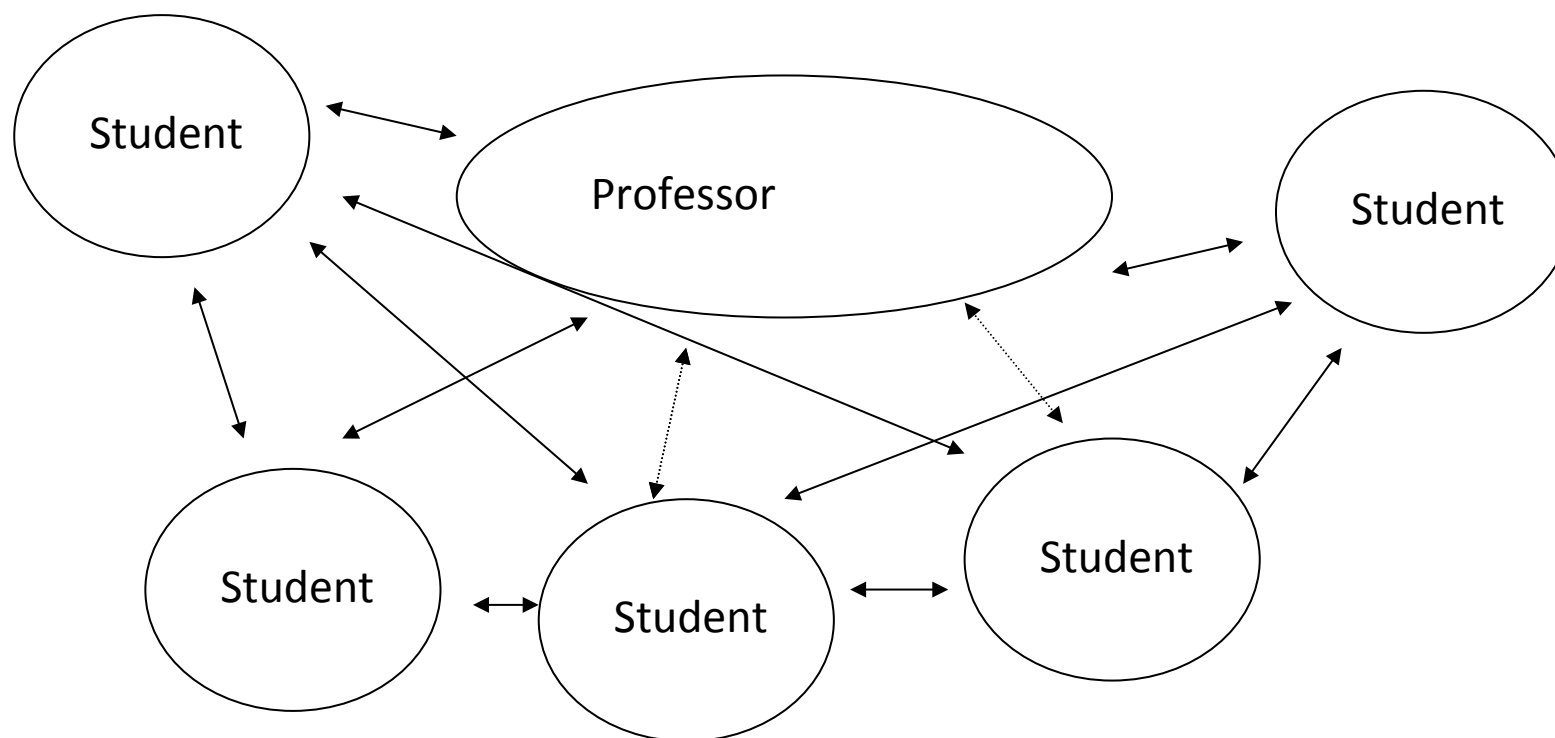
“We are beginning to acknowledge the implications of [the shift in the age distribution] for older people, but we seem reluctant to imagine what it will be like for the children born into a society where, by the middle of this century, 25 per cent of the population will be over the age of 65.”

Hugh Mackay

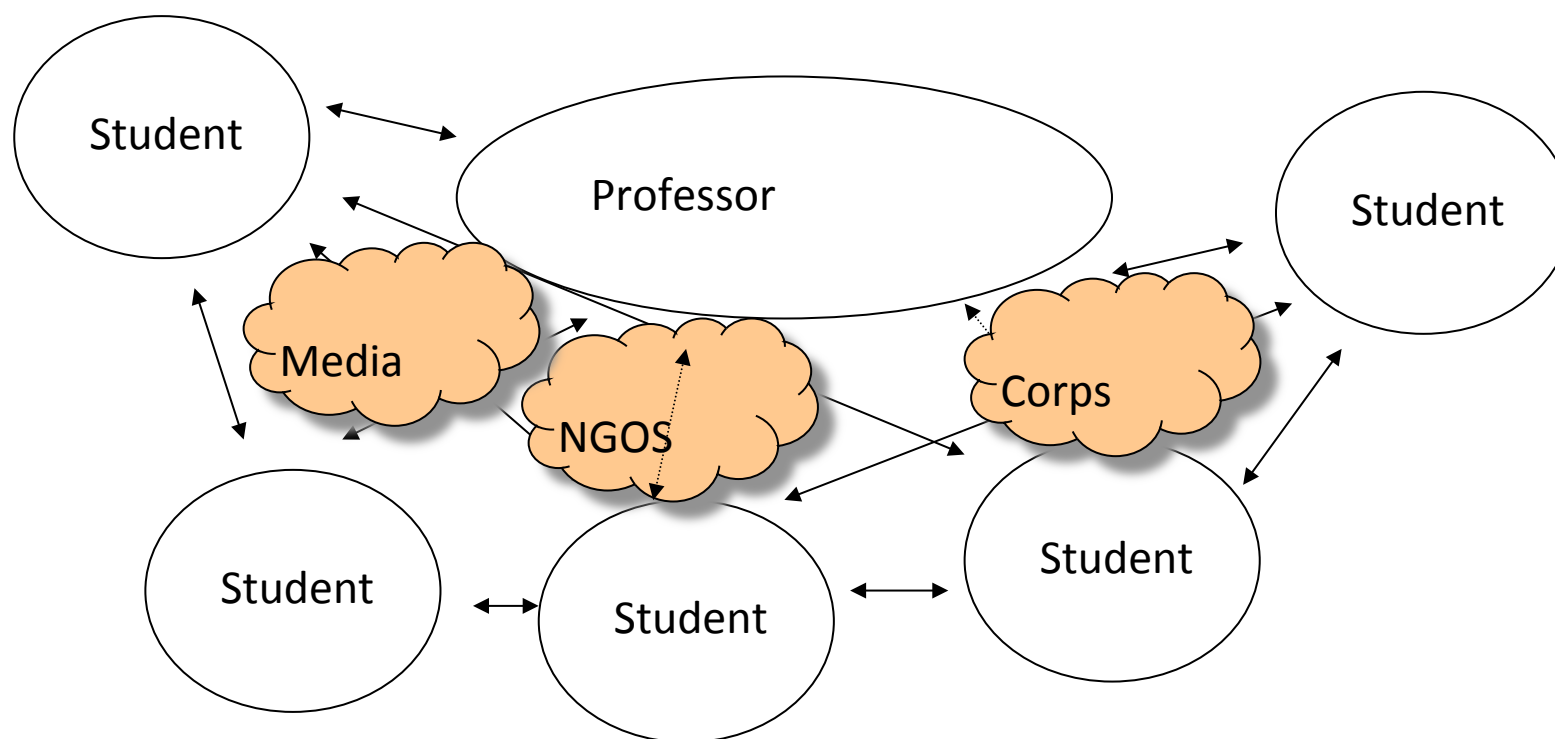
Then: Knowledge transition



Now: Relational Knowledge



Mediated Relational Knowledge



Changing student cohort

Students balance multiple commitments

Massification

Choice (both within and across institutions)

Internet literacy: width v. depth

Four more key trends...

7 Careers in a life time...

Are we dealing with Generation Next?



Demands beyond the curriculum?



Scholarship

v.

‘Training’



Universities will fail

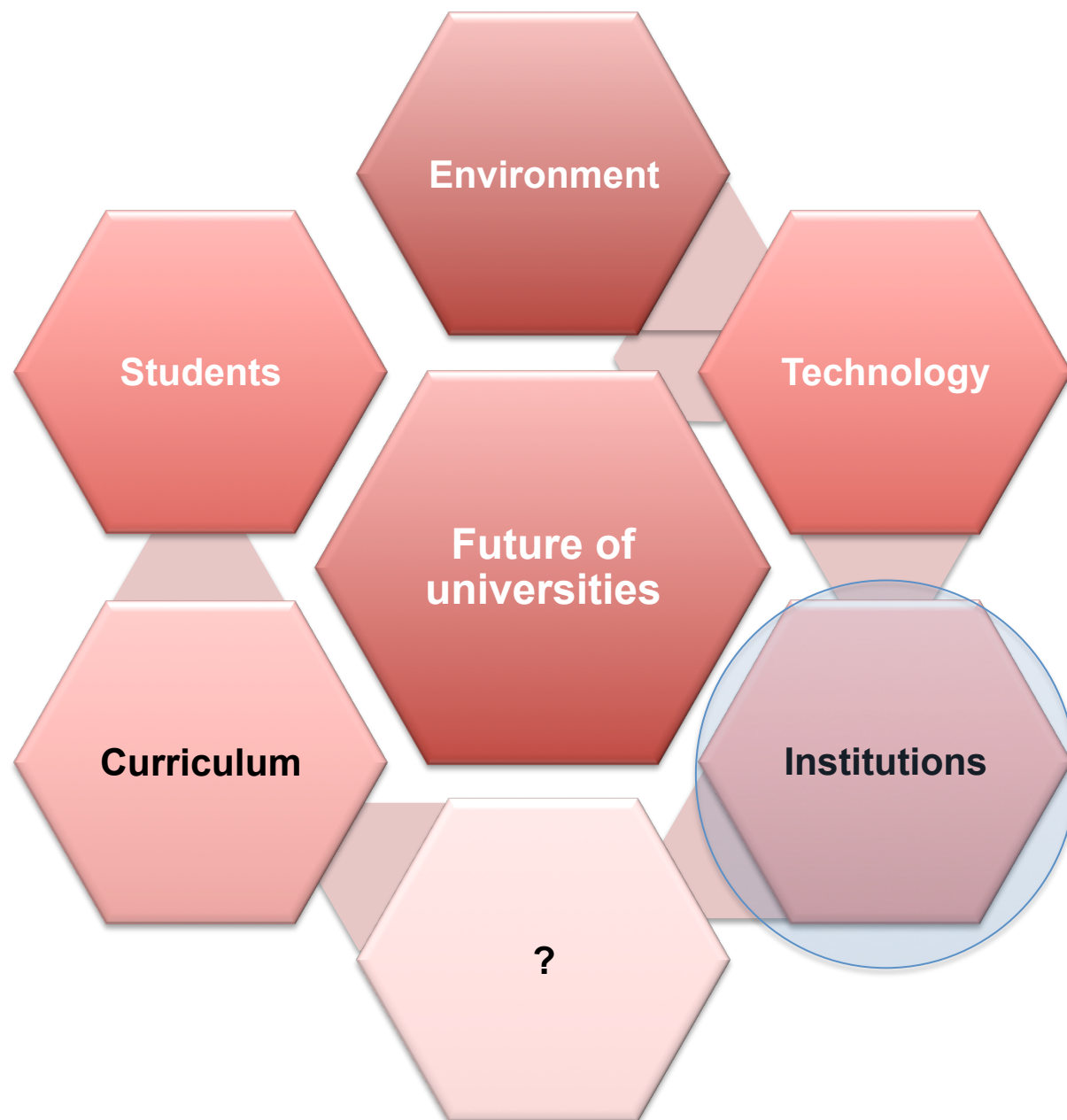


... and accountability





We must ask: What is our value proposition?



Our response...



Five Big Trends we have seen...



MOOCs

Opened up the university well beyond traditional boundaries

Flipped Classroom

Focussed on the valuable time we spend with our students

Learning Management Systems

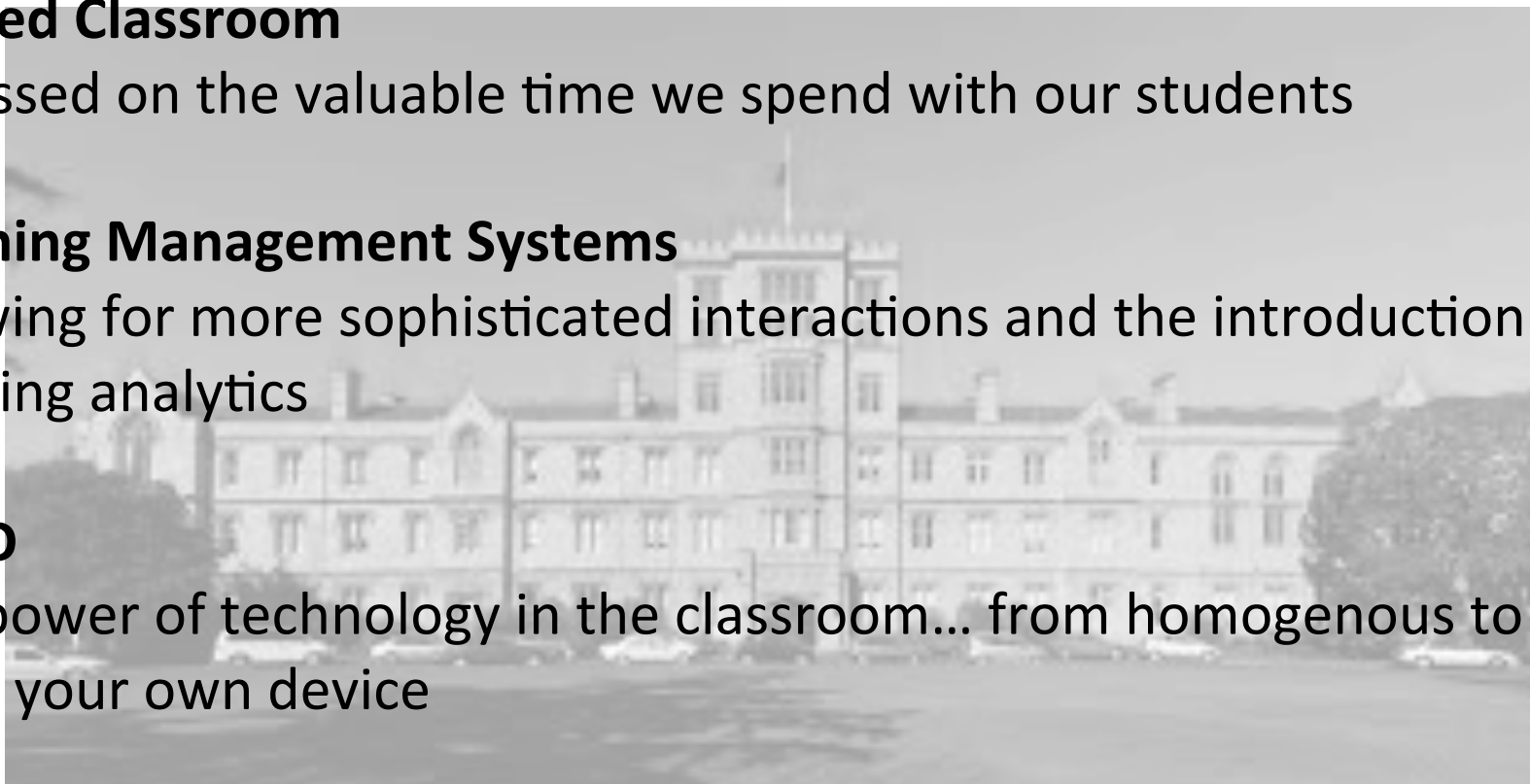
Allowing for more sophisticated interactions and the introduction of learning analytics

BYOD

The power of technology in the classroom... from homogenous to bring your own device

Confronting the ATAR

The diversity of our student base...



These are fantastic but...

**It is the same institutions
following the same model...**

Is this enough?

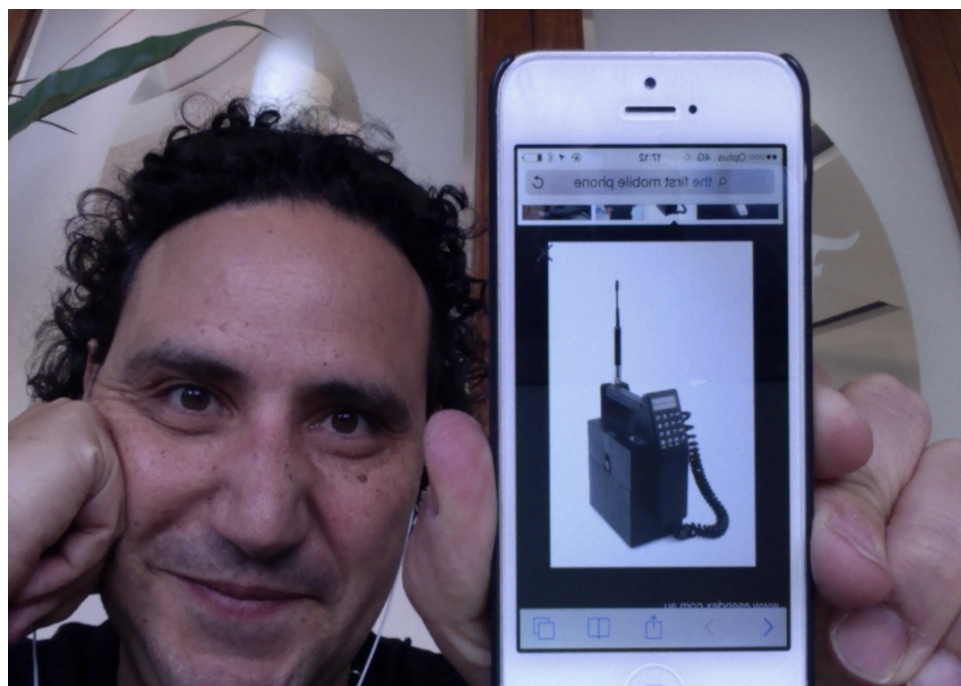
How different is the world?

**I ask my students a simple
questions....**

**Would you rather lose your
phone or
your wallet?**



Imagination...

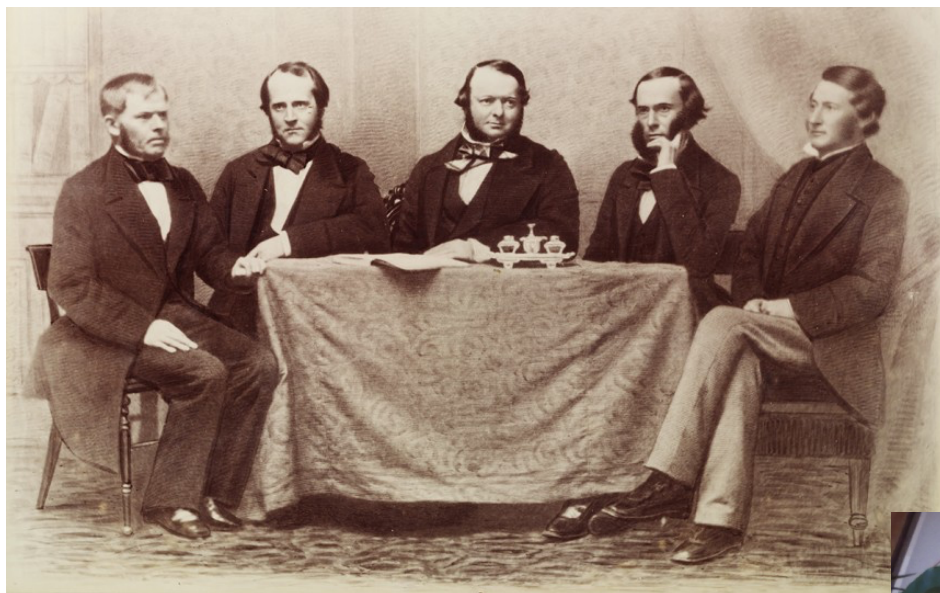


A contemporary classroom established in Germany

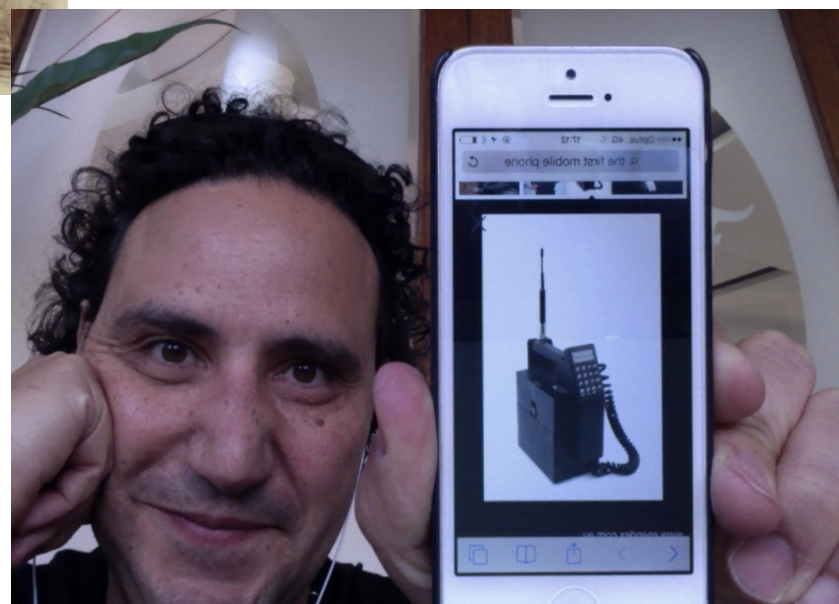
...1880s



What would these dudes say...

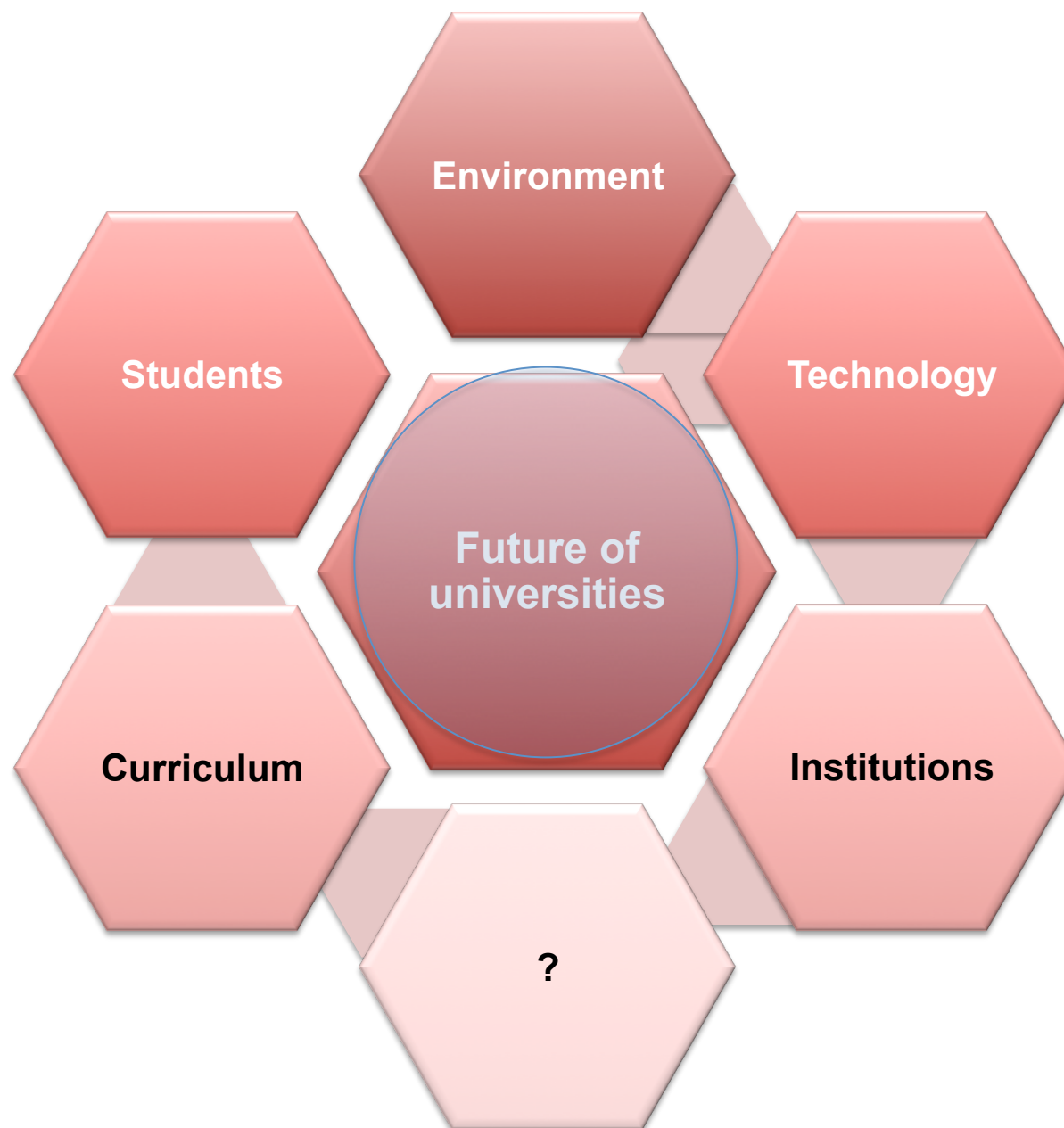


...about this?



“We should no longer teach facts”





**What does the UBER University
look like?**

**Five ways to re-shape the
university**

One: An empathetic organisation

Pair off...

- Introduce yourselves
- Describe the worse education experience you have had...
- Share how it made you feel...
- Swap

Ask our students...

Co-develop curriculum



**Two: Disconnect the experience
from the credential...**

Subject A

Subject B

Subject C

Subject D



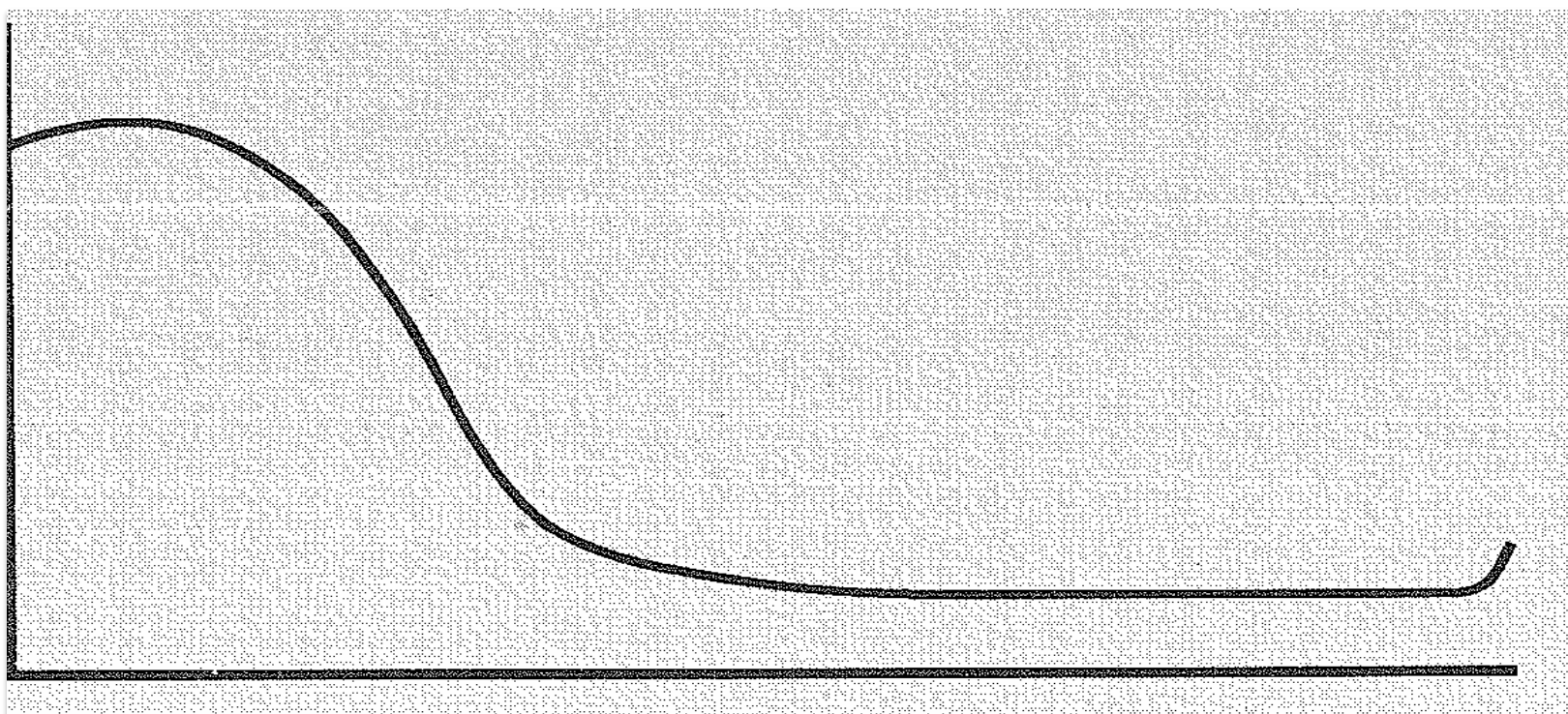
Trade it in for a credential...

Three: An hour is a unit of time...

An hour is a unit of time...

Not a pre-determined lecture

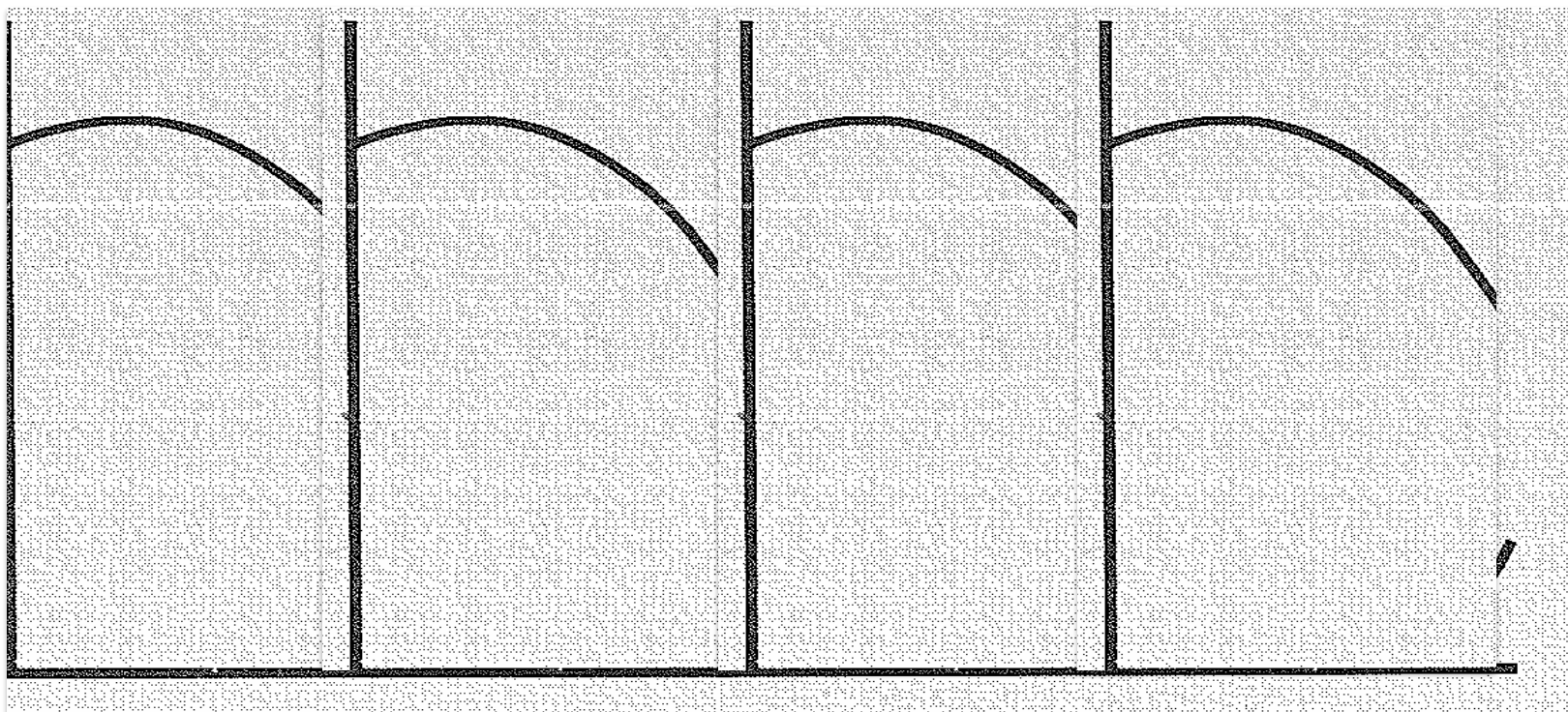
Attention span in a classroom



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

Gibbs (1992); Bligh (2000)

Attention span in a classroom



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

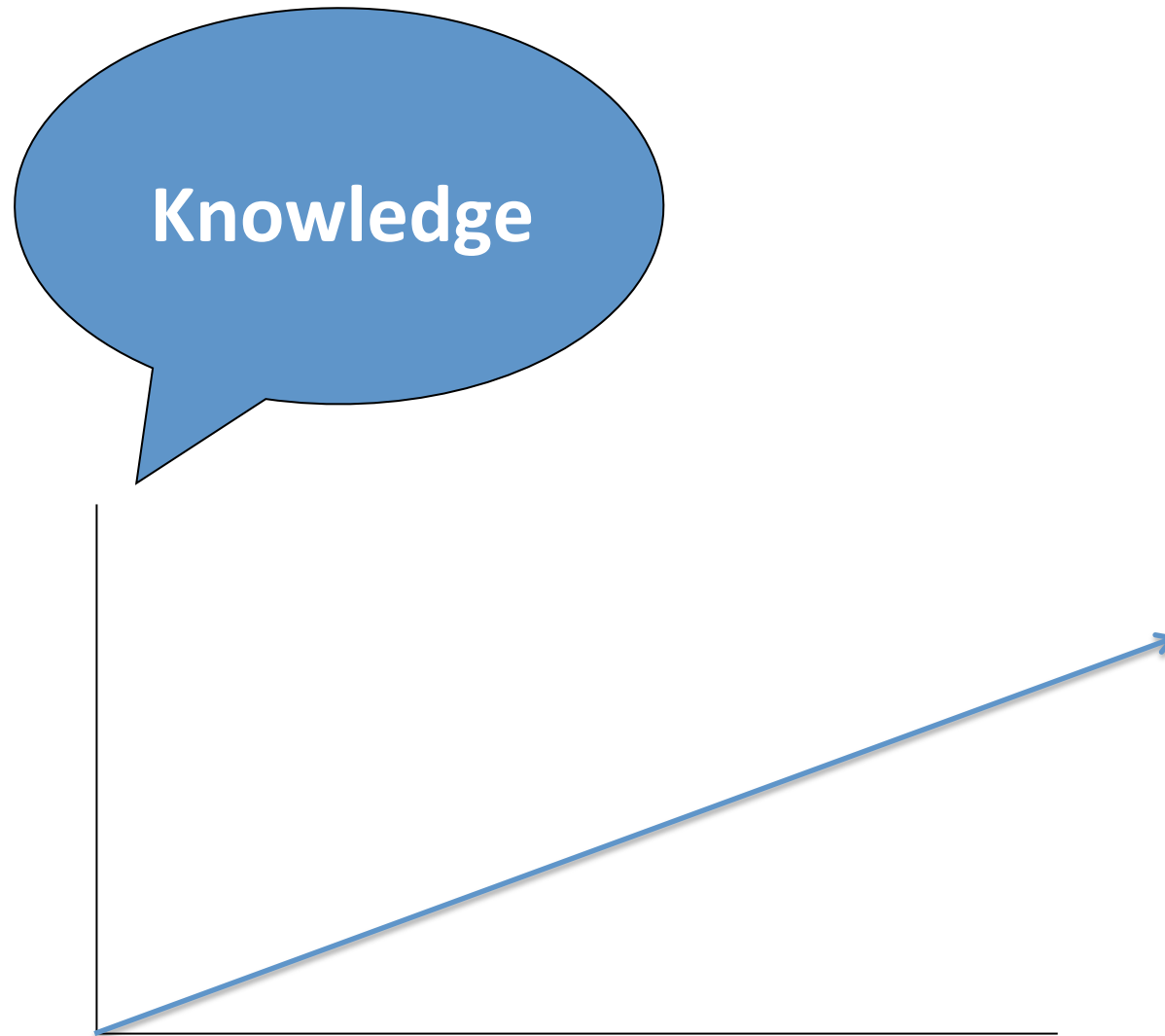
When students actively review what they've learned in a lecture, close to the time of the lecture, they can increase by **400%**.

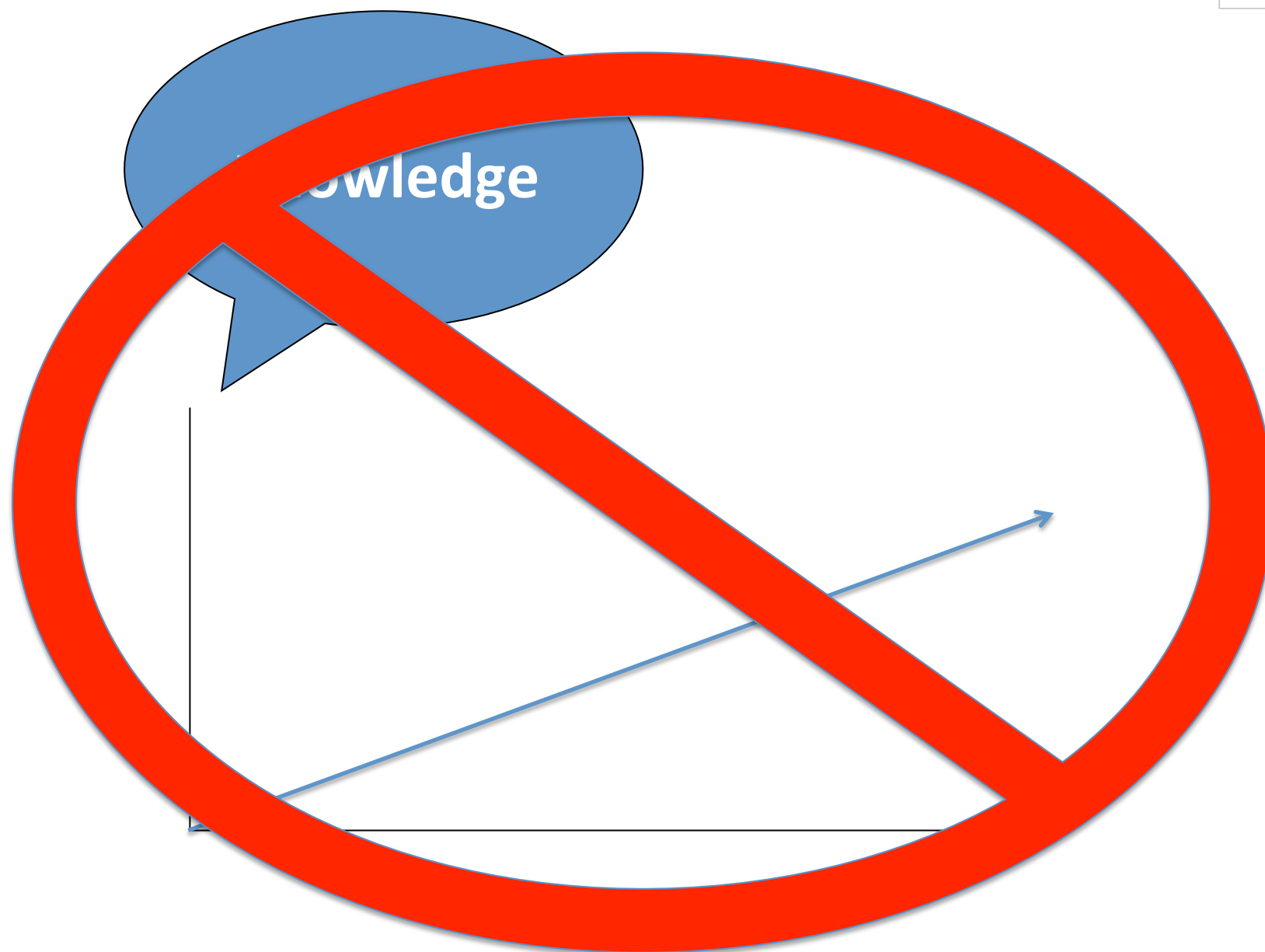
Without prompt review of materials, retention is closer to **10%**

Bligh (2000)

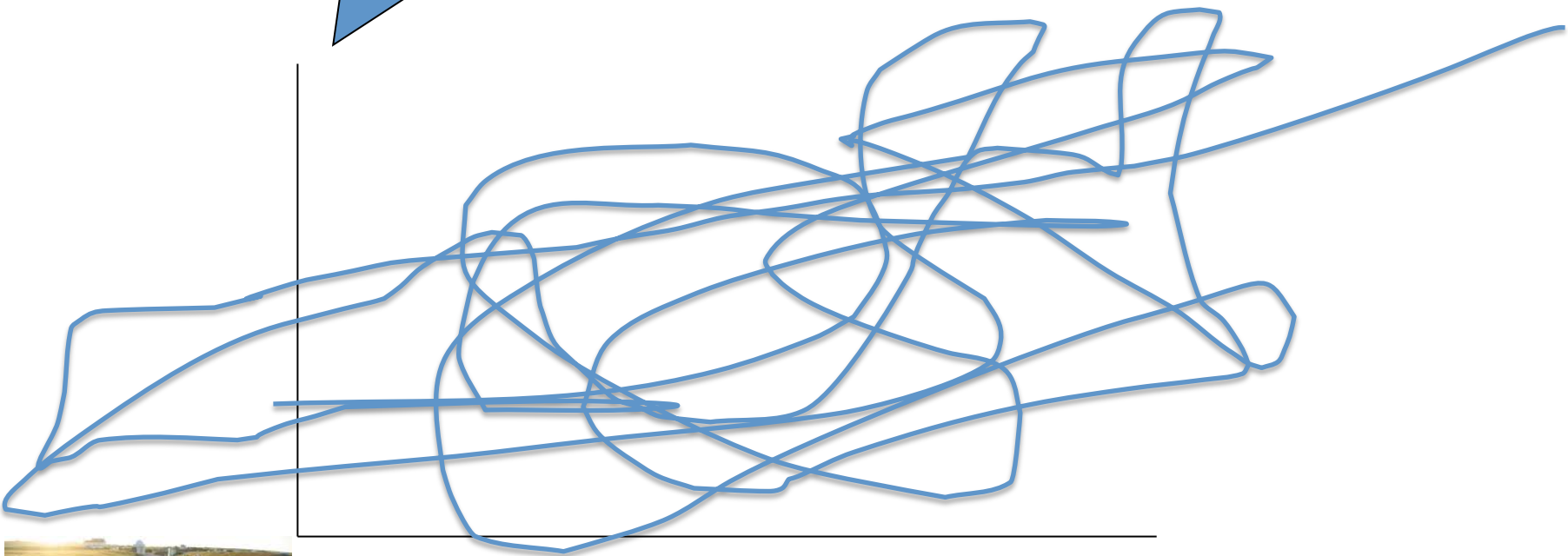
Four: Beyond content...

the citizen scholar





Knowledge



Knowledge

Skills and Culture



Creativity

Resilience

Citizen Scholar

(Citizenship/Communication Skills)

Critical Thinking

Adaptability

Mistakability

Reflective

Entrepreneur

Process

Ethical Leadership

People Centred

Aesthetics/ Design

New Literacy

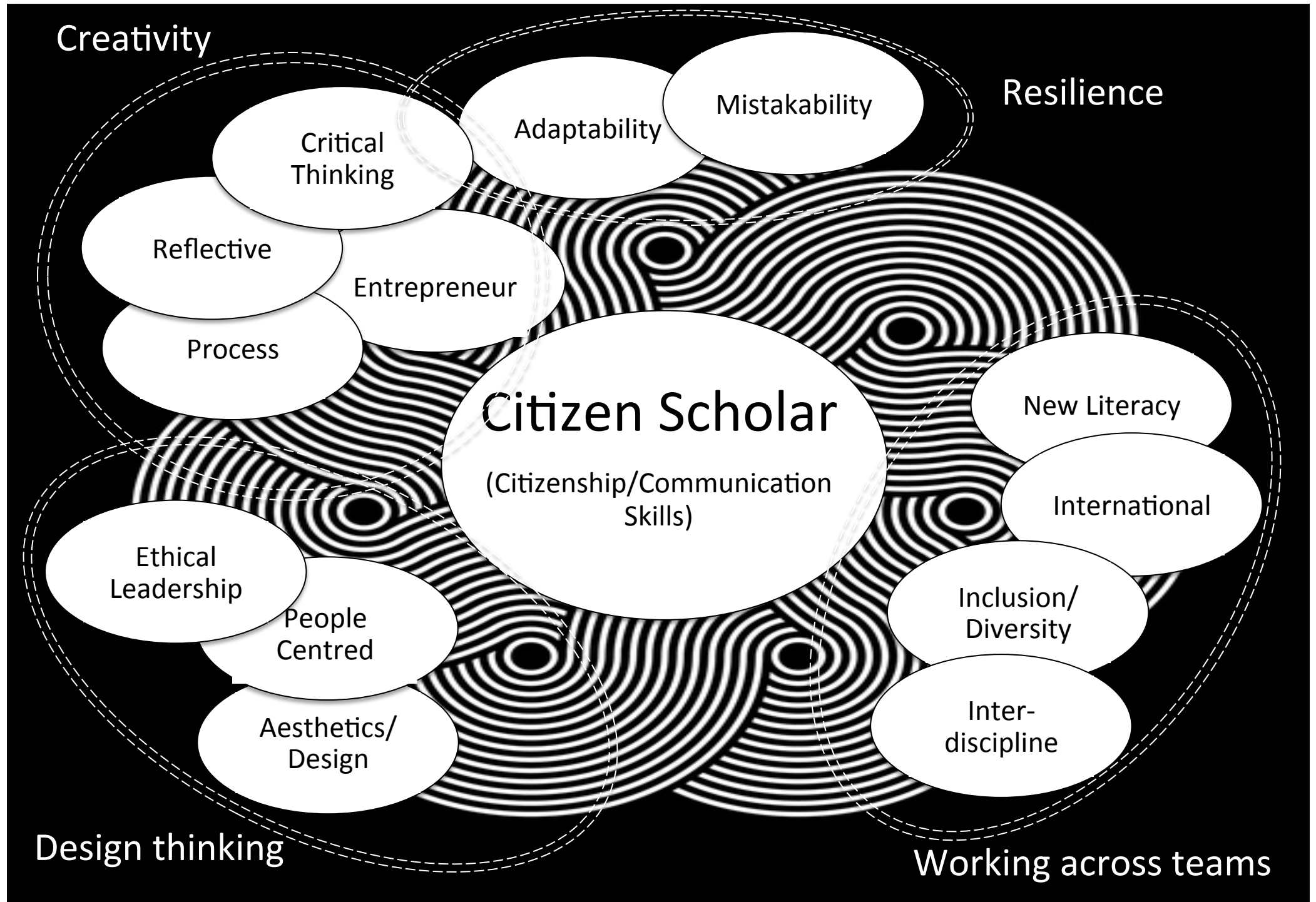
International

Inclusion/ Diversity

Inter-discipline

Design thinking

Working across teams



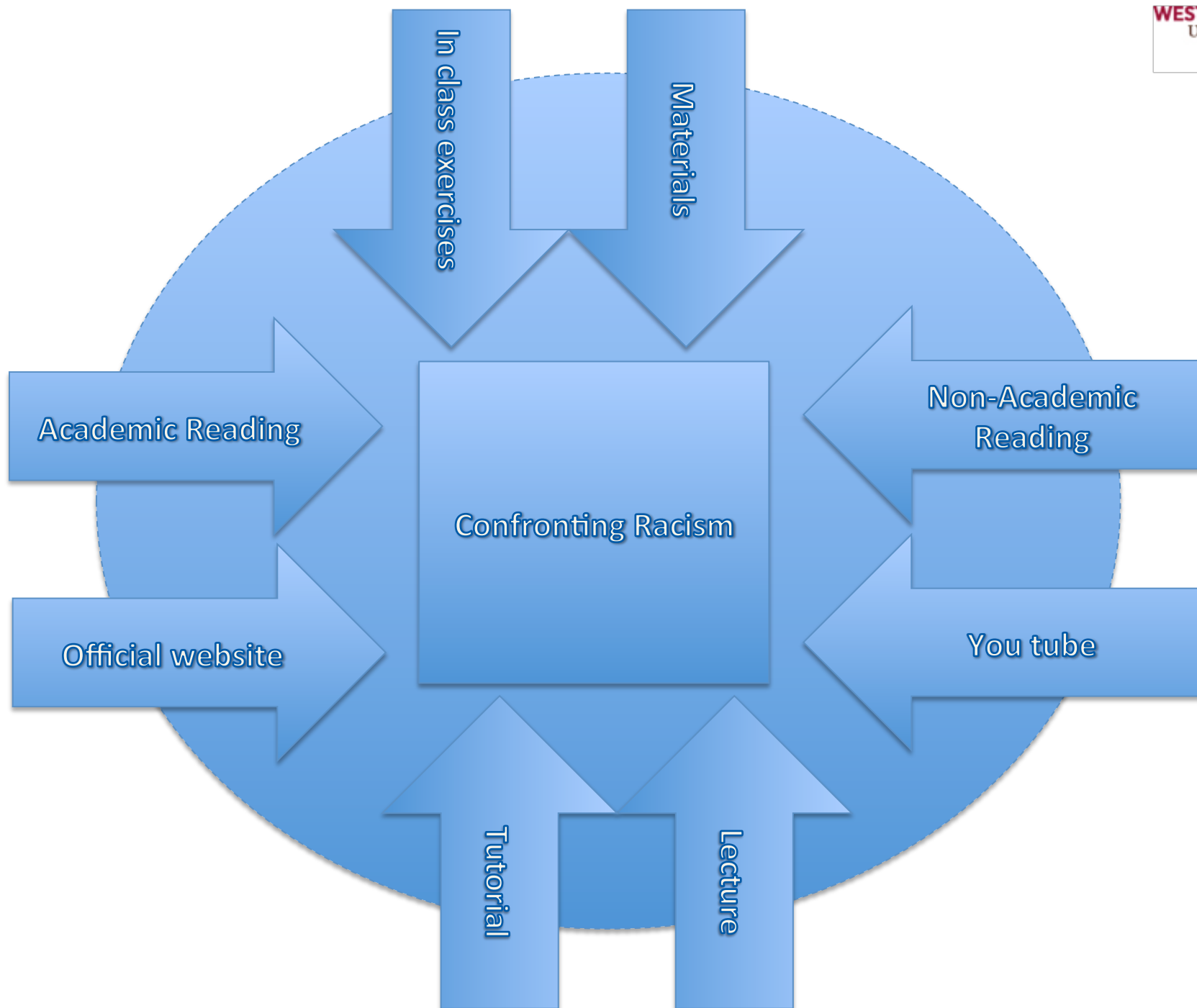
Information scarcity v. information abundance



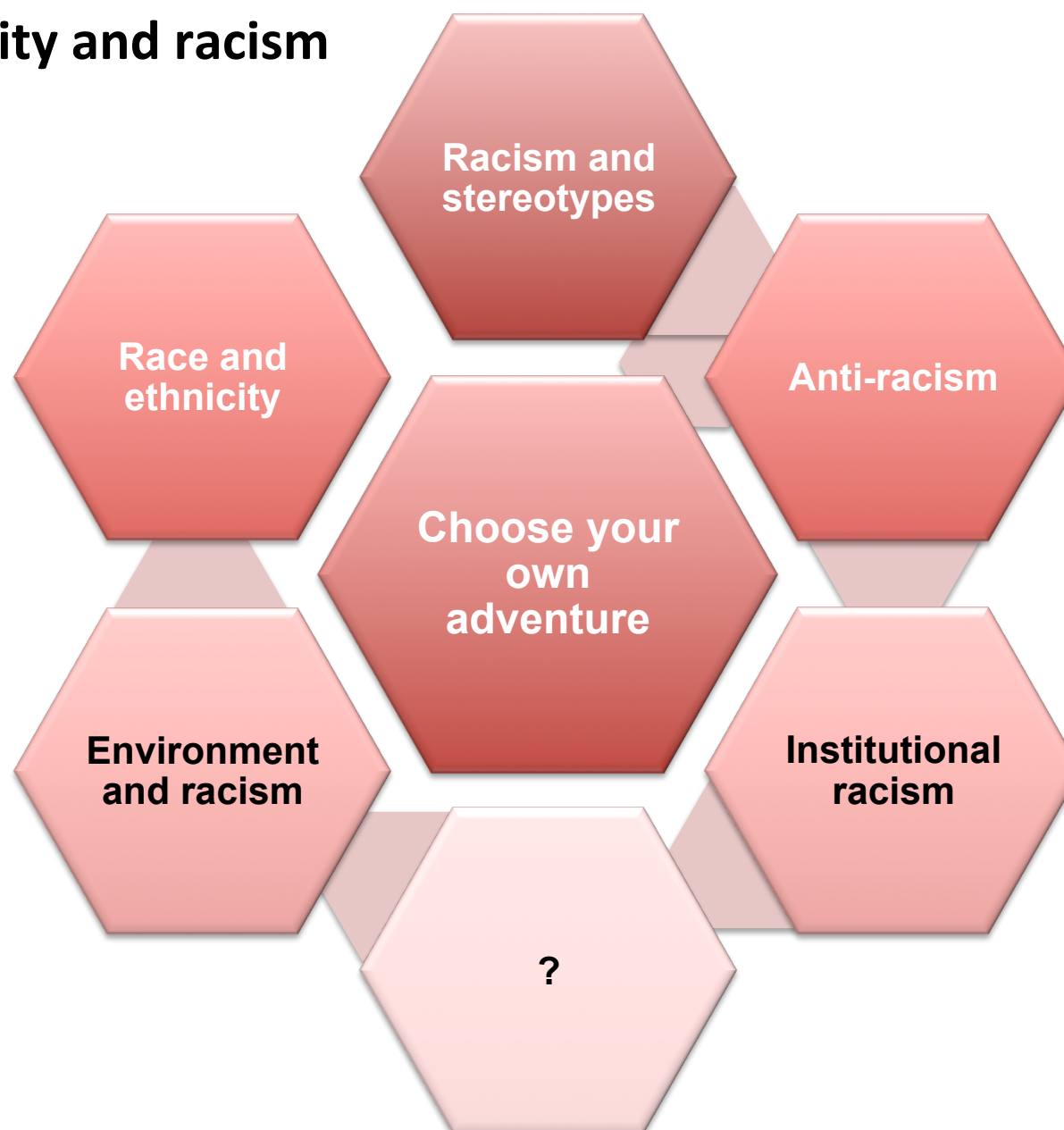
How to learn from Failure?

Five: Multiple delivery mechanism...

“Offer Flexible Assessment and Delivery”



Race, ethnicity and racism



Eg: Confronting racism...

**How would you explain to students
that stereotypes are just that?**

Step 1: Watch this video before you come to class...

<http://www.youtube.com/watch?v=FS2Ch83k3xo>

Step 2: Read this before you come to class...

**[https://www.theguardian.com/commentisfree/
2016/aug/19/racists-arent-welcome-here-how-
we-kicked-a-racist-passenger-off-the-bus](https://www.theguardian.com/commentisfree/2016/aug/19/racists-arent-welcome-here-how-we-kicked-a-racist-passenger-off-the-bus)**

Step 3: In class:

Ask about their attitudes to race and racism...

Now watch the following video from ABC's Media Watch:

<https://www.youtube.com/watch?v=gphfniNvMgg>

Following this discuss: What insights does the video provide us with the way media aggravates racism?

Final thoughts

(or Fear and Loathing in the Classroom)



‘Letting go’

‘My Intellectual Property’

‘Ban all devices’

‘Who let them in?’

THANK YOU...