



ISANA 2018

**A holistic student experience:
promoting engagement and resilience**

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PROFESSOR JAMES ARVANITAKIS

PRO VICE CHANCELLOR
(RESEARCH & GRADUATE STUDIES)

J.ARVANITAKIS@WESTERNSYDNEY.EDU.AU

TWITTER: @JARVANITAKIS



Me...



My journey....







One: Setting the scene:

A changing environment



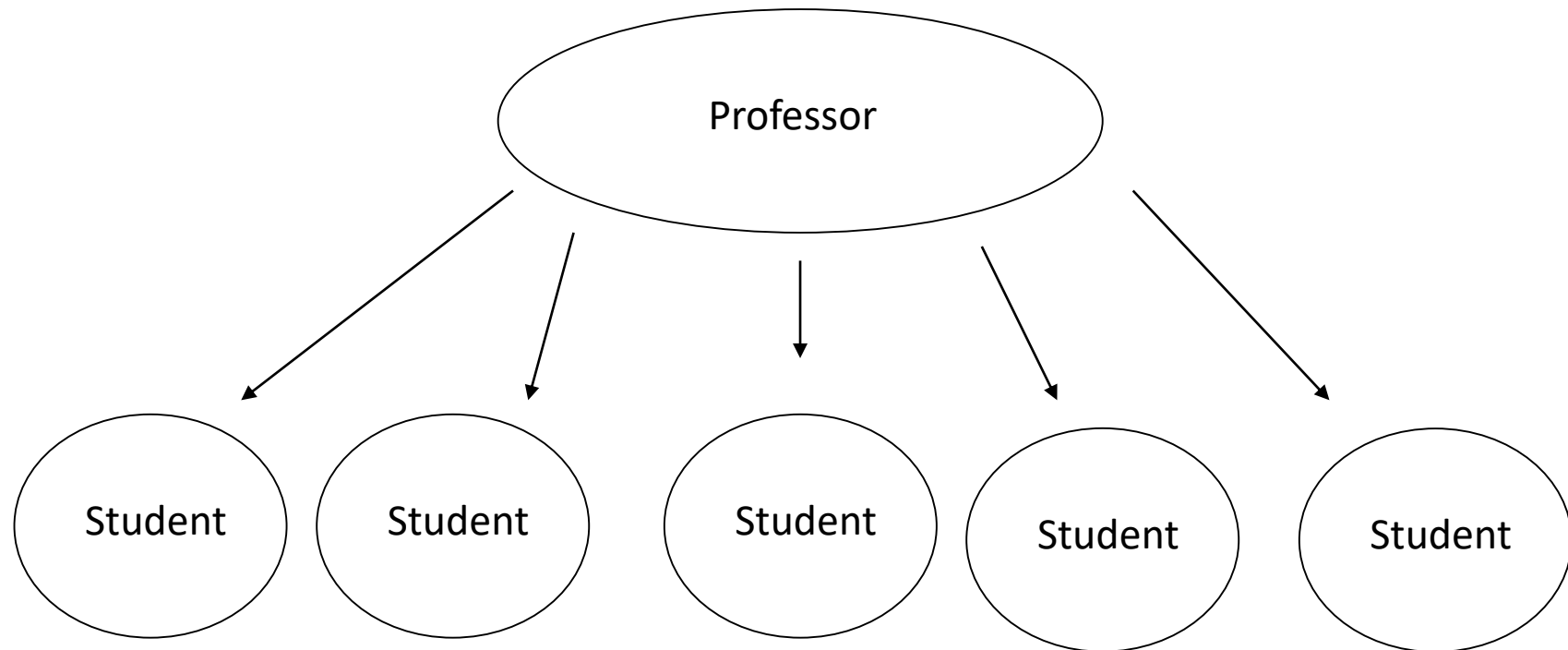




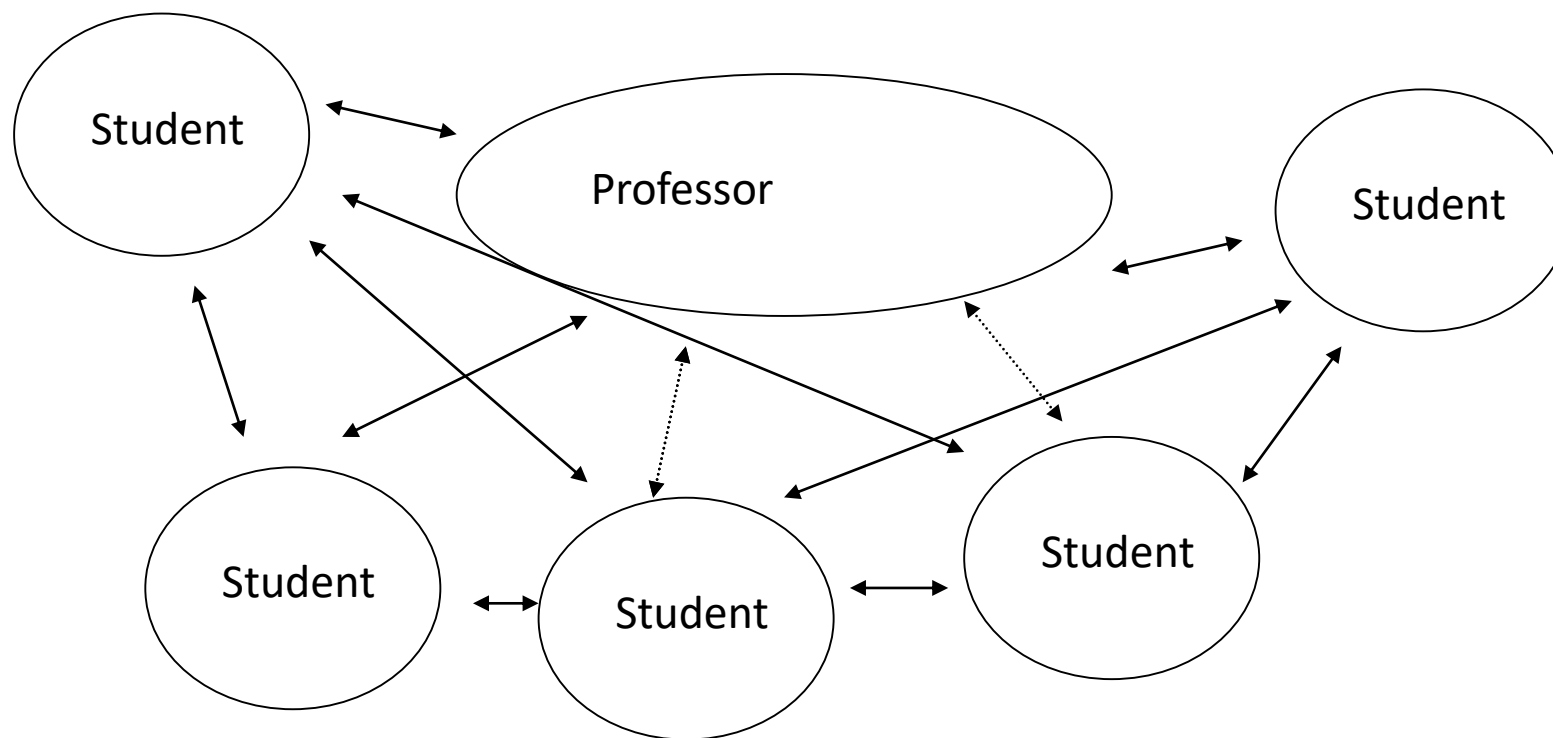


Universities are where newspapers were 10 years ago...

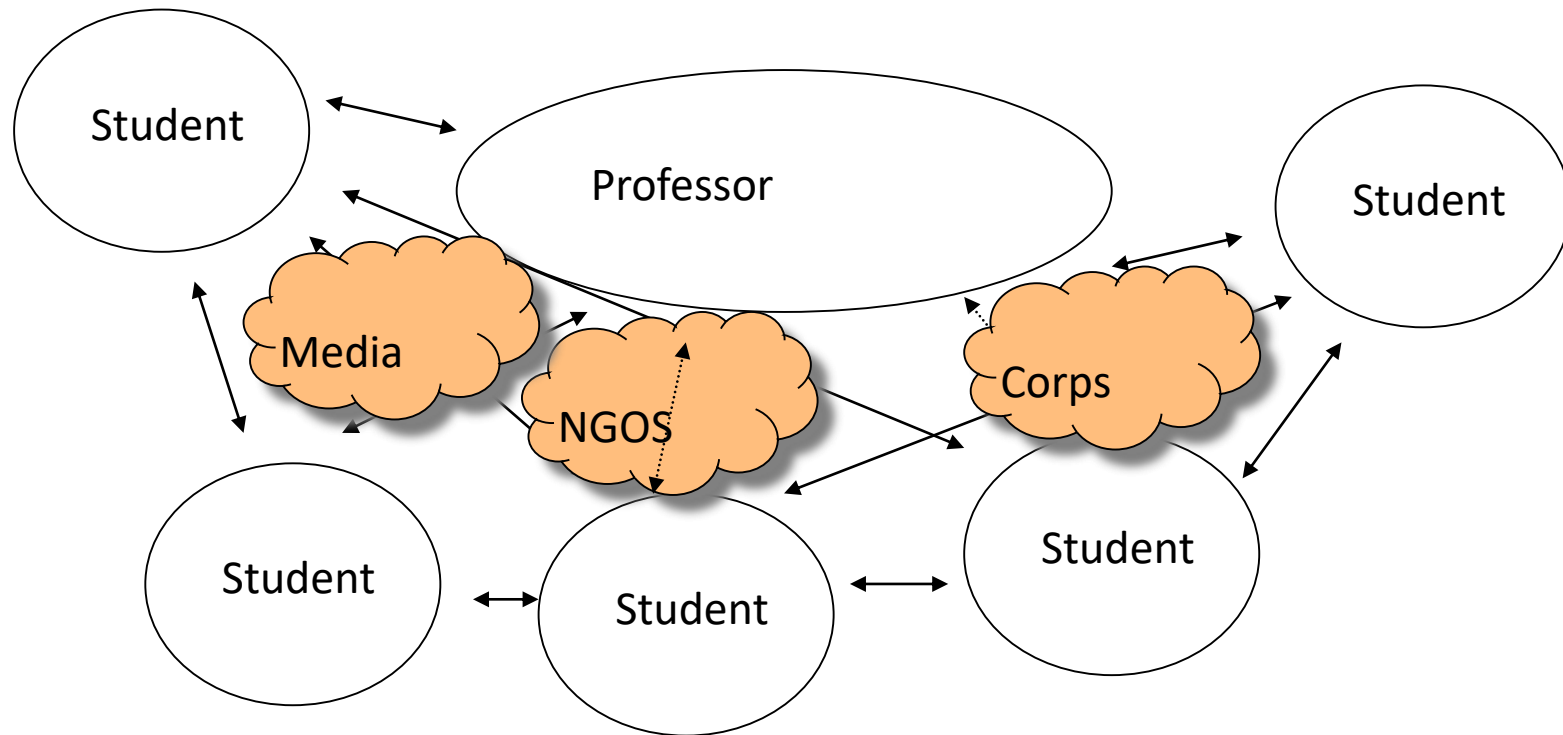
Knowledge transition



Relational Knowledge



Relational Knowledge that is mediated...





Changing student cohort

Students balance multiple commitments

Massification

Internet literacy: width v. depth in post-truth world

Consumption of information



What is our value proposition?



Two: Emotions



Five emotions I had as a student (and I still have as a professor)





1. I am a fraud

2. My writing sucks

3. I am clueless...
(though I never admit it)...
'smart person syndrome'

4. I cannot do this...

5. I could go back to banking

**5. I could go back to banking/
Making coffees**

**5. I could go back to banking/
Making coffees/
Living with my parents**



Empathy

Introduce yourself to the person next to you...

- What is your worst educational experience?
- How did it make you feel?

Need to build an empathetic workforce...





Doug Diez



Three: Educate and Collaborate: Inclusive Practices



i: Grounded learning

i: Grounded learning:

Social construction of society

i: What is society: Draw me an apple?



Societies change across time and space

ii. Offer Learning Choices: both in the cloud and on campus...

ii. Offer Learning Choices: both in the cloud and on campus...

What we know...

Western Sydney U/Deakin U

‘Learning Choices’ Research

Acknowledge co-researcher: Dr Trina Jorre De St Jorre



How do you prefer to learn?



How do you prefer to learn?

A large red circle with a white border, containing the text "What engages you?".

What
engages you?



How do you prefer to learn?

Two overlapping red circles with a gradient from light red to dark red. The left circle contains the text 'What engages you?' and the right circle contains the text 'Why?'.

What
engages you?

Why?



How do you prefer to learn?

What
engages you?

Why?

Give
examples?



How do you prefer to learn?

What
engages you?

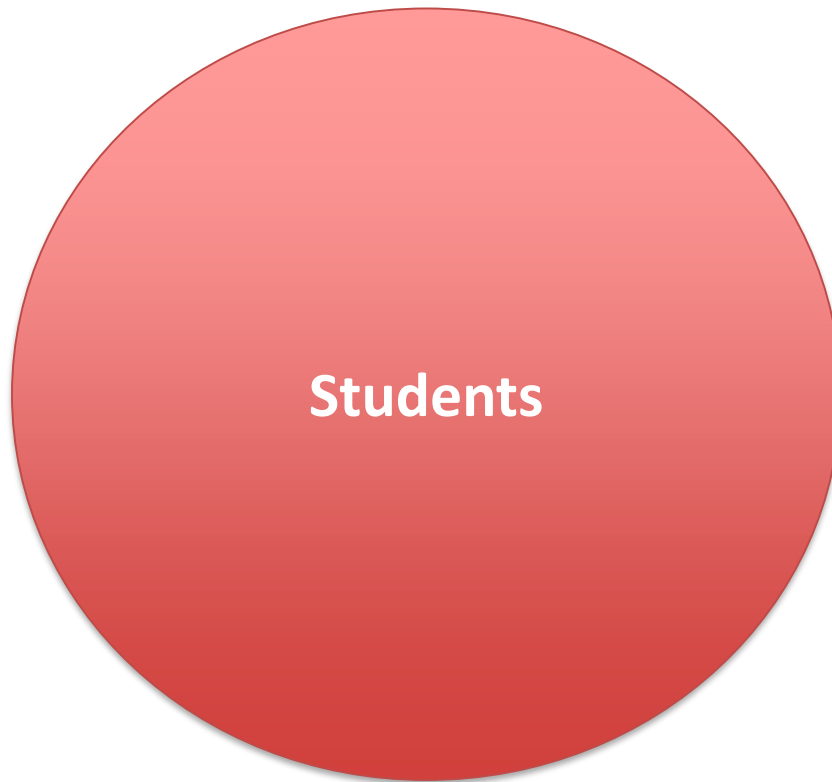
Why?

Give
examples?

What do you
dislike?



How do you prefer to learn?





How do you prefer to learn?

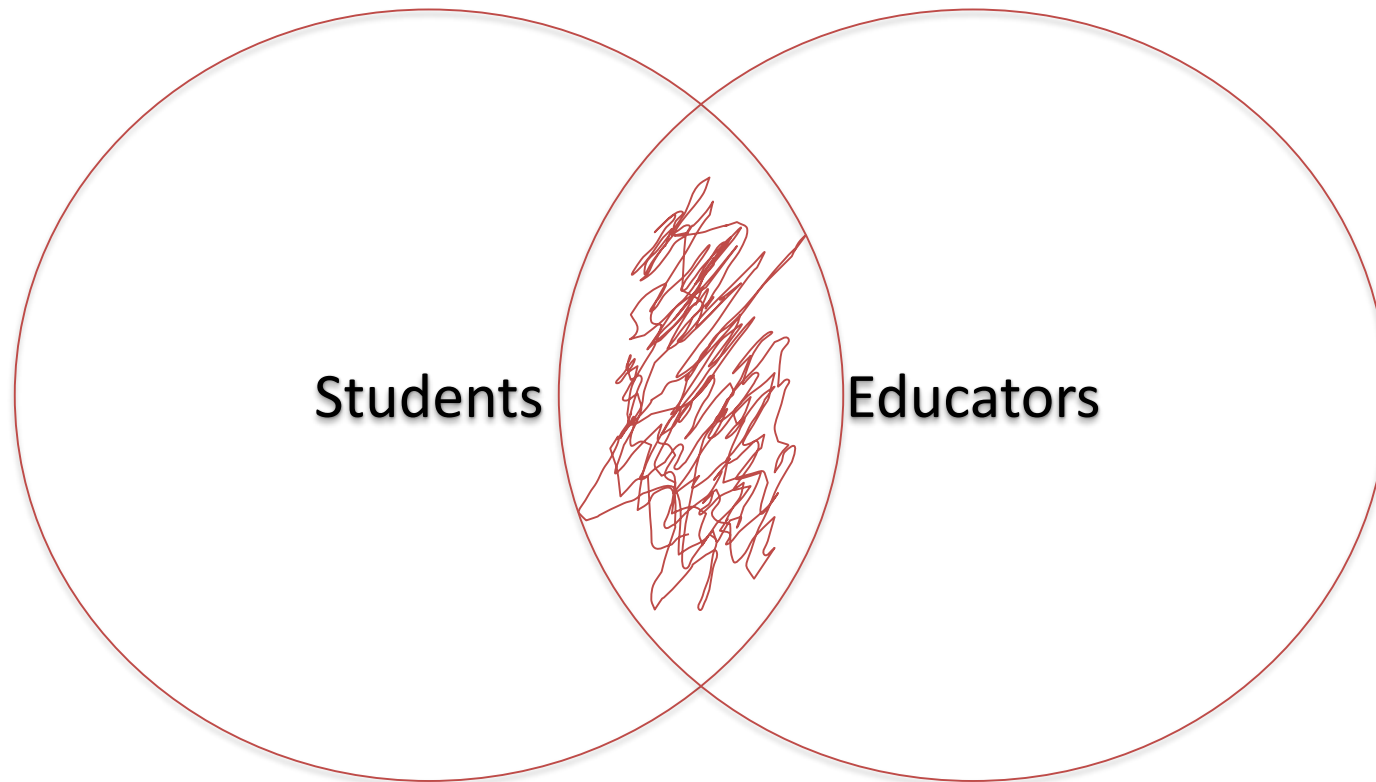
Two large, overlapping red circles are positioned horizontally. The left circle is labeled 'Students' and the right circle is labeled 'Educators'. The circles overlap in the center, creating a shared area.

Students

Educators



How do you prefer to learn?





On Campus

On Campus

**Two factors were most prominent:
interaction and facilities**



On Campus

- *"Tutorials (for the most part), hands-on learning experiences relevant to the discipline, self-directed study within significantly resourced facilities (ie. good quality, staffed libraries/computer labs), high-speed, far-reaching wifi."*
- *"Seminars/tutorials involving a significant amount of discussion as this is how I best process information. Libraries and quiet solo study spaces as these are most useful for study outside of hours."*

On Campus

- **Types of interaction** – Students think it is worthwhile going to campus to talk to you (their teachers) and their peers.
- Reasons for engaging in on-campus learning mentioned by students included: discussion, debate, group activities, networking, collegiality, peer learning, teachers!



On Campus

- “Tutorials are good when you enjoy the benefit of a good tutor”
- “Everything that involves interaction with other students.”
- “Helps to interact with other students and networking”



On Campus

- *“Group discussions because it allows you to connect with other students and you can learn through different perspectives.”*
- *“Its beneficial to talk to other students about the content, and to hear incidental comments from lecturers.”*

On Campus

- **Types of facilities** – quality of and access to facilities is important to students use of campus spaces.
- Functionality and ‘feel’ of the environment are important.
- Good facilities can provide motivation and help reduce distraction.



On Campus

- *“Postgraduate teaching lab. 24/7 access. Good facilities.”*
- *“Library. It has everything I need.”*
- *“Libraries and quiet solo study spaces as these are most useful for study outside of hours.”*



Online

Online...

Like online when it is...

1. When Interactive

Live chats, live tutorials, quizzes...

“Discussion forums - networking and discussions”

2. Is convenient and flexible

- **Short and to the point:** *“Short lectures - good summary and engaging”*
- **Provides easy access to information – databases, online-library, linked readings:** *“Linked readings, relevant websites, short and sweet videos”*
- **Useful for catching up or revising:** *“Recorded lectures so I can catch up if I miss a lecture or review past material”*

2. ...

- **Facilitates autonomy – i.e. where it allows choice. Learners can personalise their learning path by selecting resources that are relevant to them – this can help with filling gaps and extending the depth of learning - “recorded lecturers, because i can cherry pick the useful content.”**

3. Connected to experiential learning

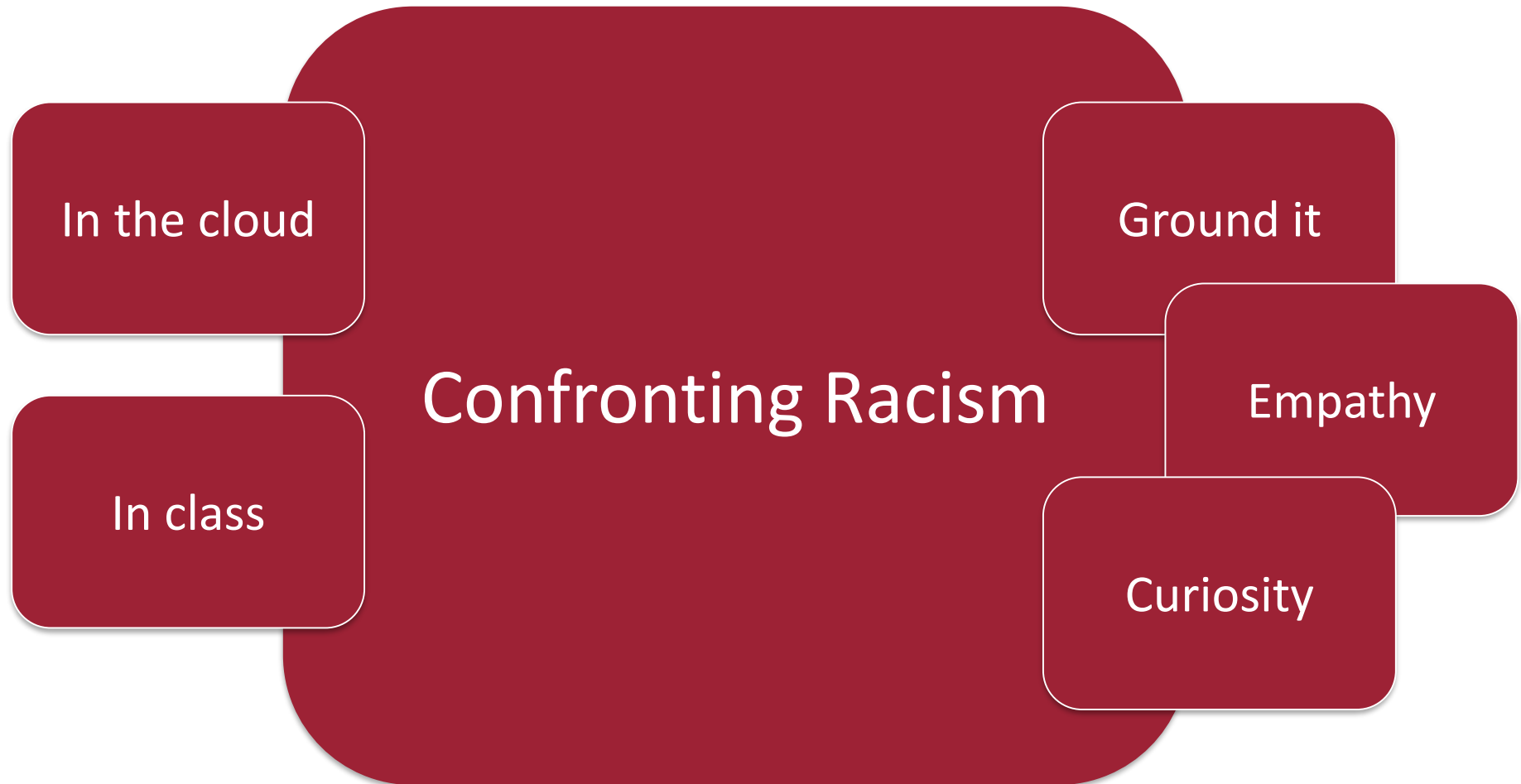
“Some online modules by external parties-usually because they have real life application”



iii. Experiential learning...

Eg: Confronting racism...

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



Watch the following video from ABC's Media Watch

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

What insights does the video provide us with the way media aggravates racism?

Confronting Stereotypes...

- Write down on a piece of paper your full name
- Then write down your cultural background: Eg: Me: ‘Greek Australian’
- Write down 5 stereotypical characteristics of that cultural background
 - That is, what other people think of your cultural identity - both true and not true: all Australians are surfies, all Greeks own fruit shops etc...
- Now... circle the ones that are true for you!
- How many are true?



iv: Co-Development





Globalisation...

“Globalisation may be thought of ... as the widening, deepening and speeding up of the worldwide interconnectedness in all aspects of contemporary social life, from the cultural to the criminal, the financial to the spiritual.”

(Held et al 1999, p. 2).

- This definition recognises globalisation is multi-dimensional, having width, breadth and depth.
- Another important aspect of this definition is that it portrays globalisation as a process.
- As globalisation permeates different areas of society



1. From Facebook to WordCloud

Change

Countries

Inequity

Terrorism

Time

Fear

World

Justice





v: Experiences are valid





In the cloud

In class

Confronting Ra

Contemporary Society 100960

James Arvanitakis
jarvanitakis@usydney.edu.au
Twitter: jarvanitakis

AUTUMN 2013





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

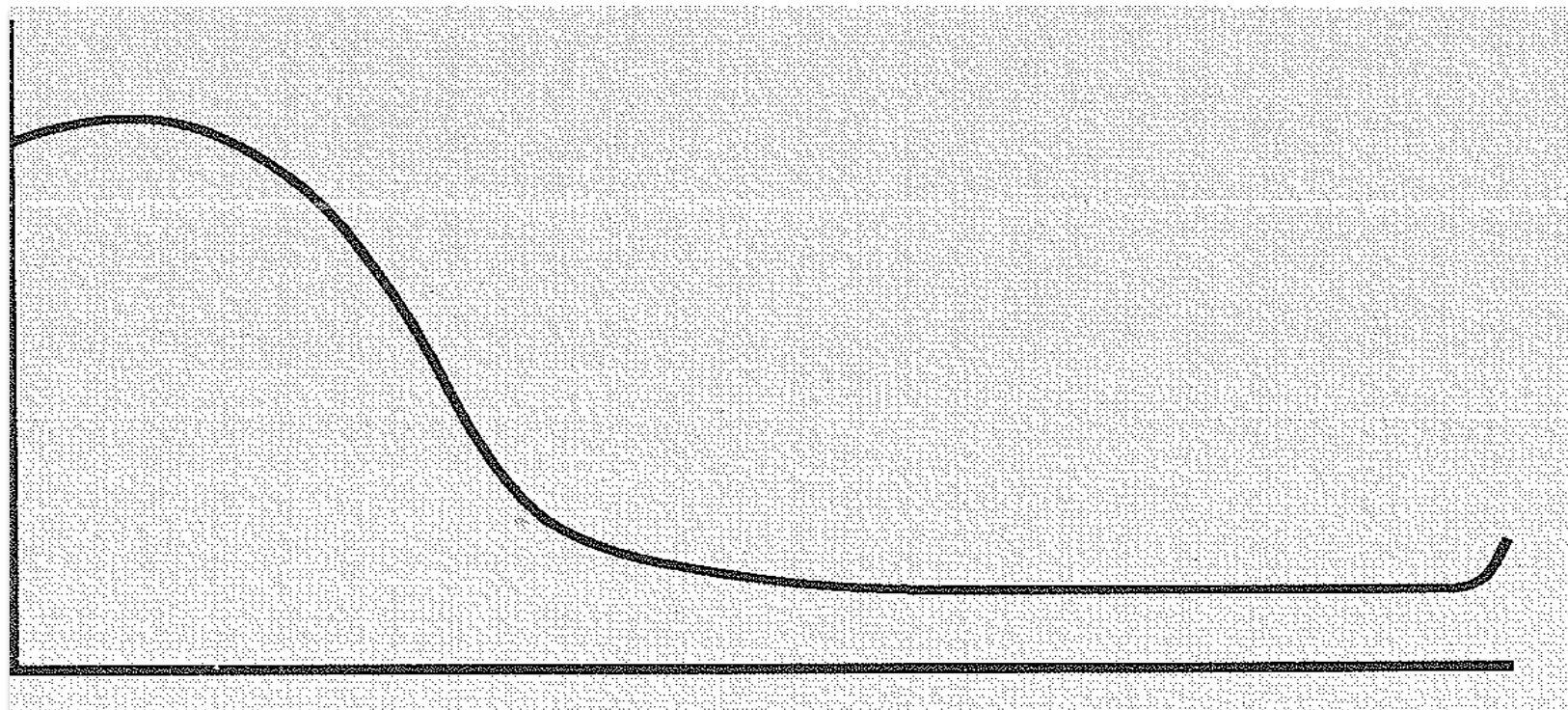


vi: An hour is a unit of time...

Not a pre-determined lecture



Attention span in a classroom

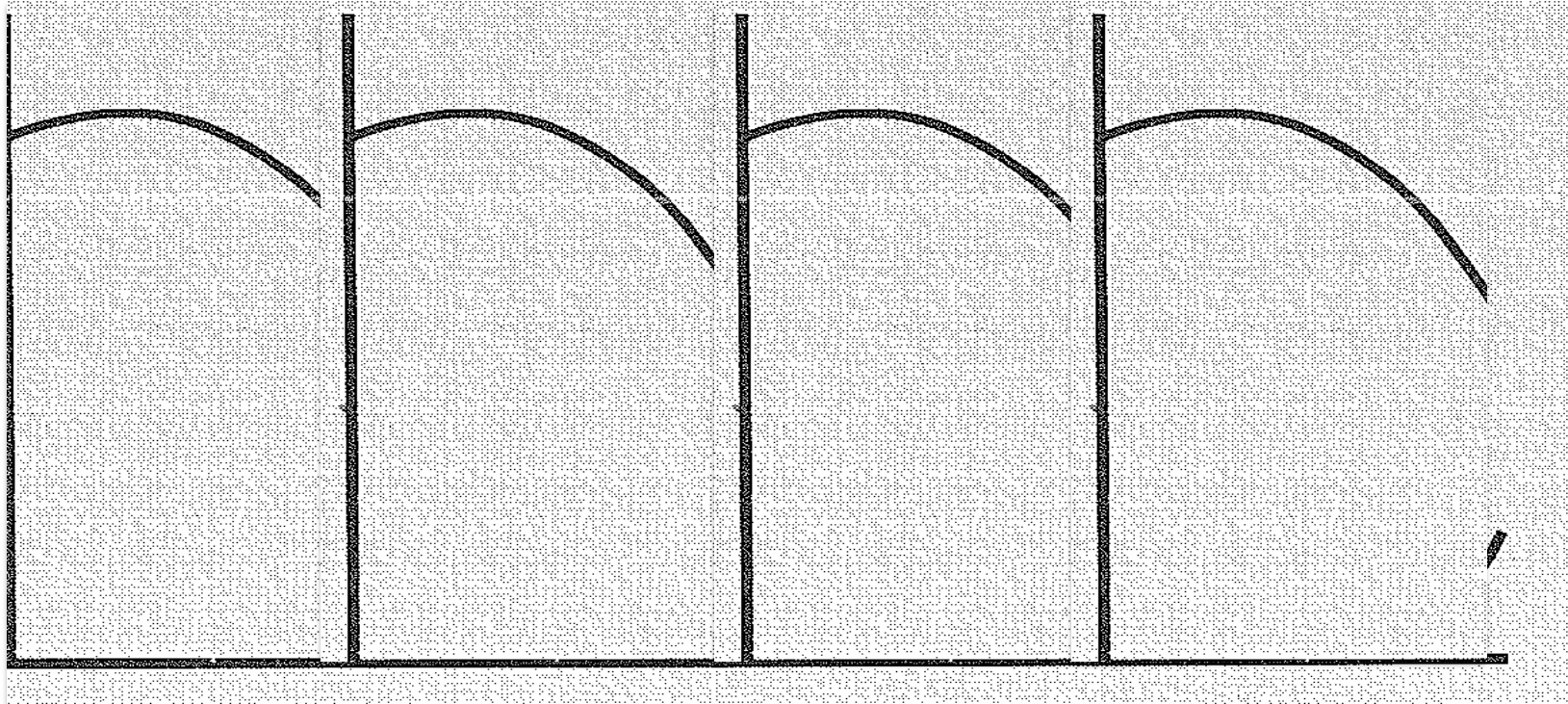


Attention levels decrease after 10 – 20 minutes, when activity levels are passive

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)

Students forget information because of
interference from subsequent material

..... and from preceding material

.... Implications for teaching?

Forgetting After Lectures

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%**

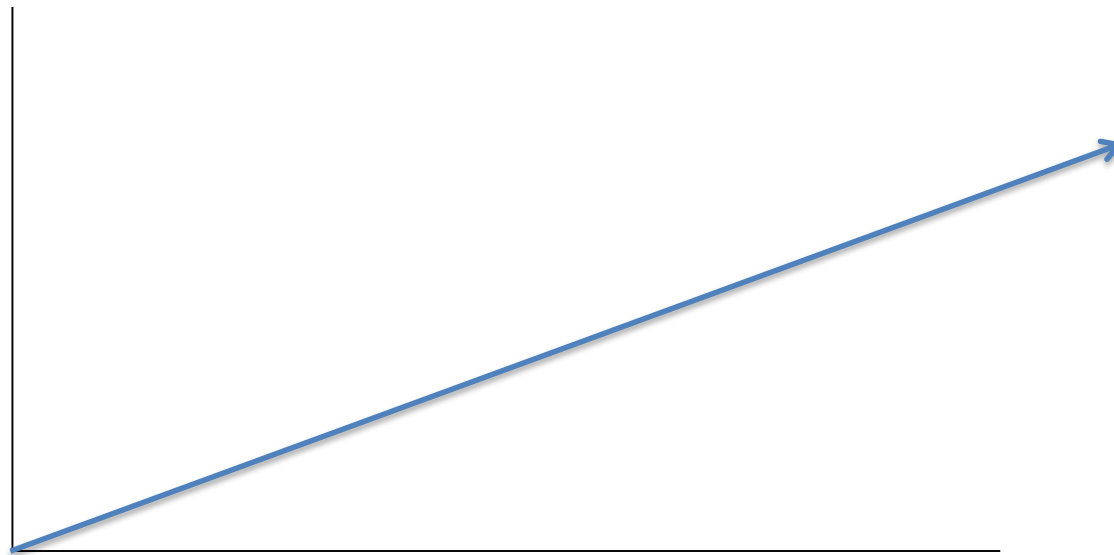
Bligh (2000)

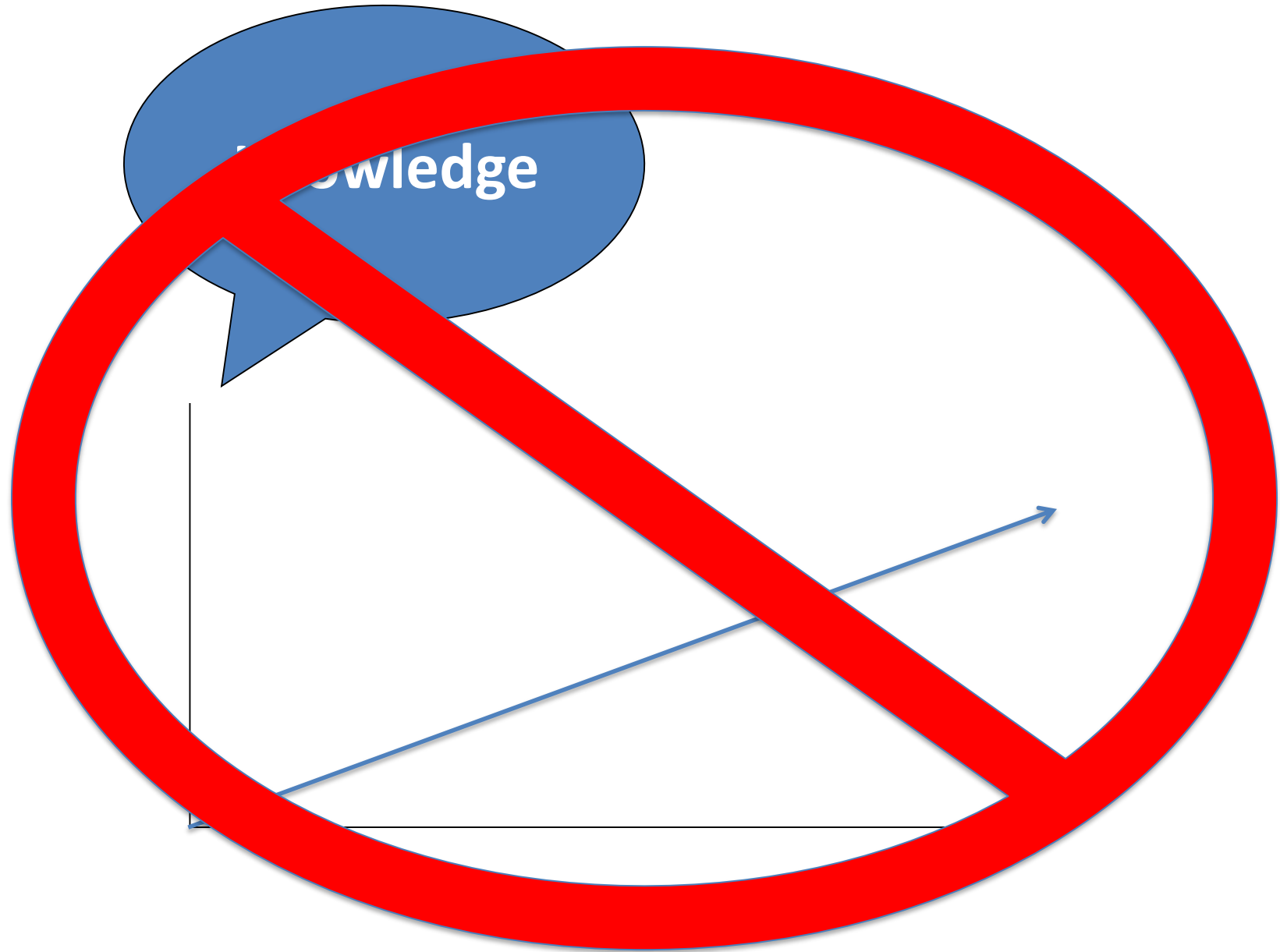
vii: Curriculum renewal...

...the citizen scholar



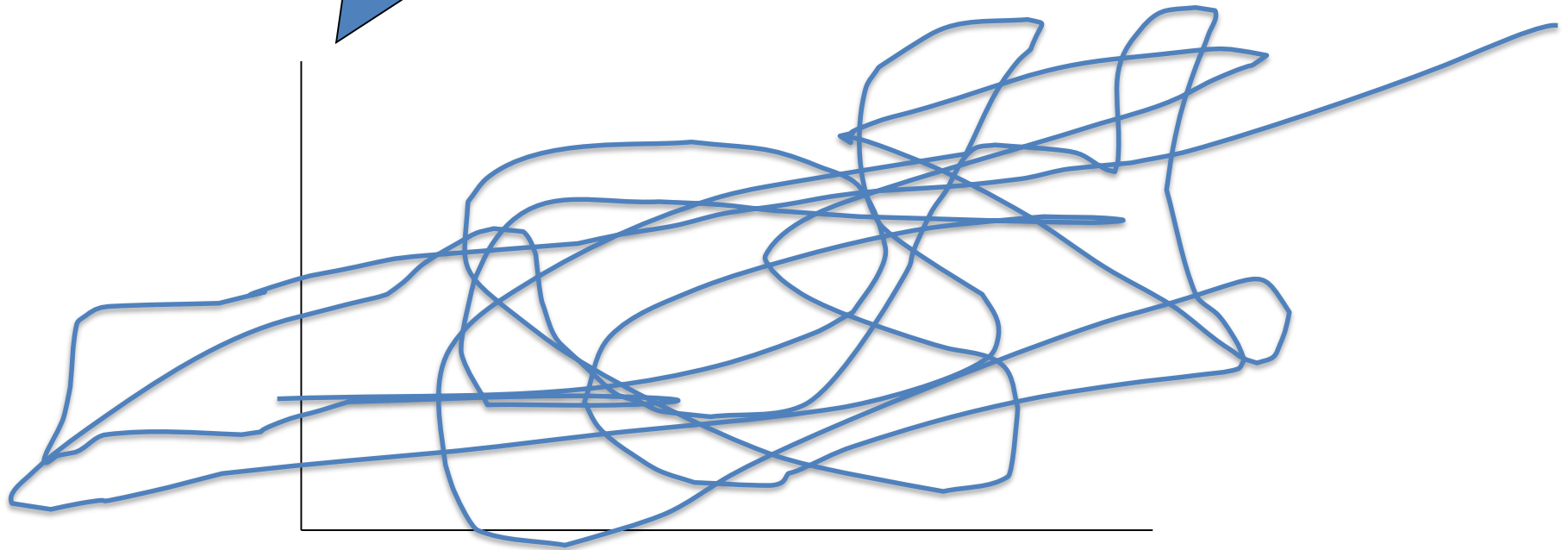
Knowledge







Knowledge



Creativity

Resilience

Citizen Scholar

(Citizenship/Communication Skills)

Critical Thinking

Adaptability

Mistakability

Reflective

Entrepreneur

Process

New Literacy

International

Ethical Leadership

People Centred

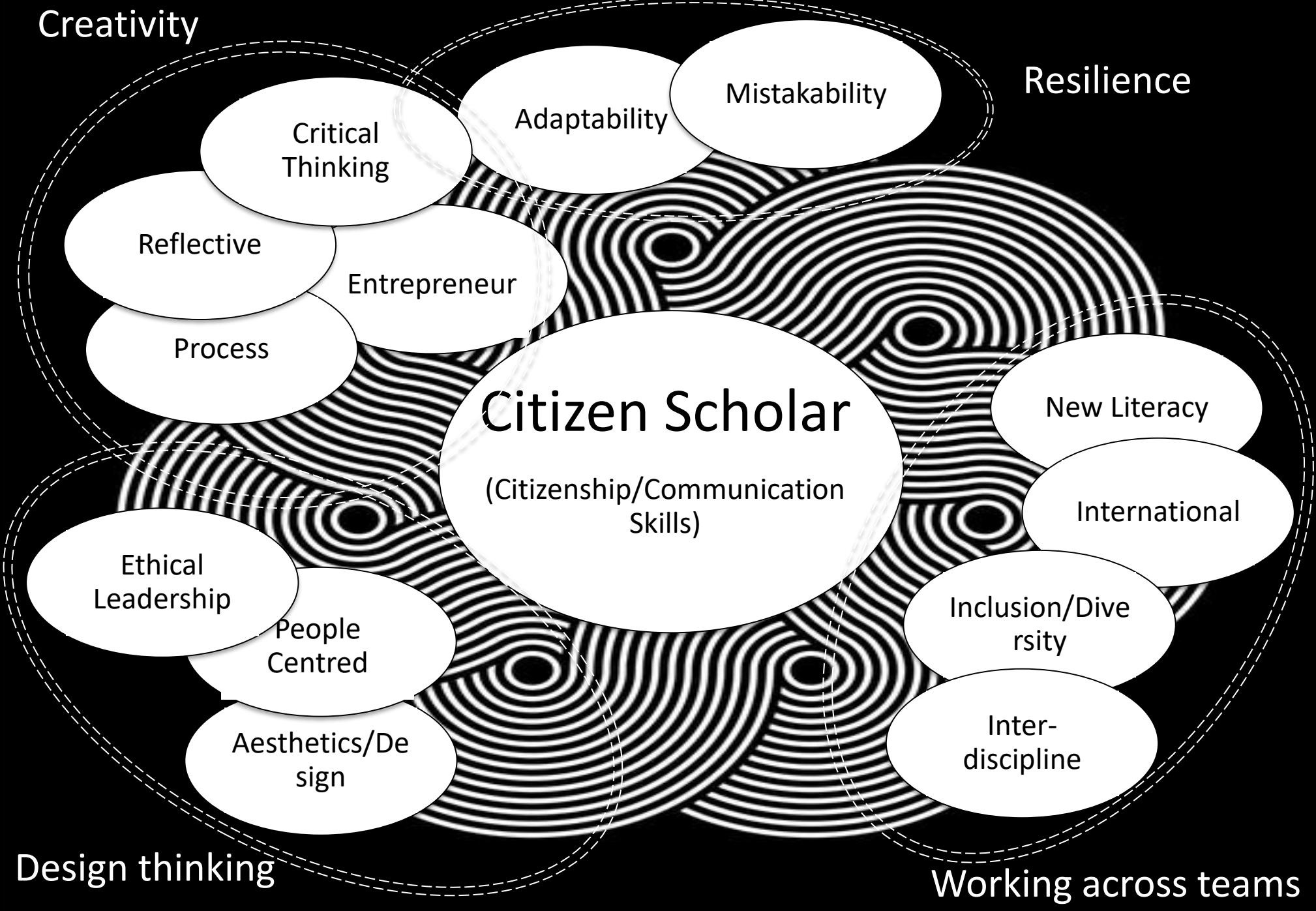
Inclusion/Diversity

Aesthetics/Design

Inter-discipline

Design thinking

Working across teams

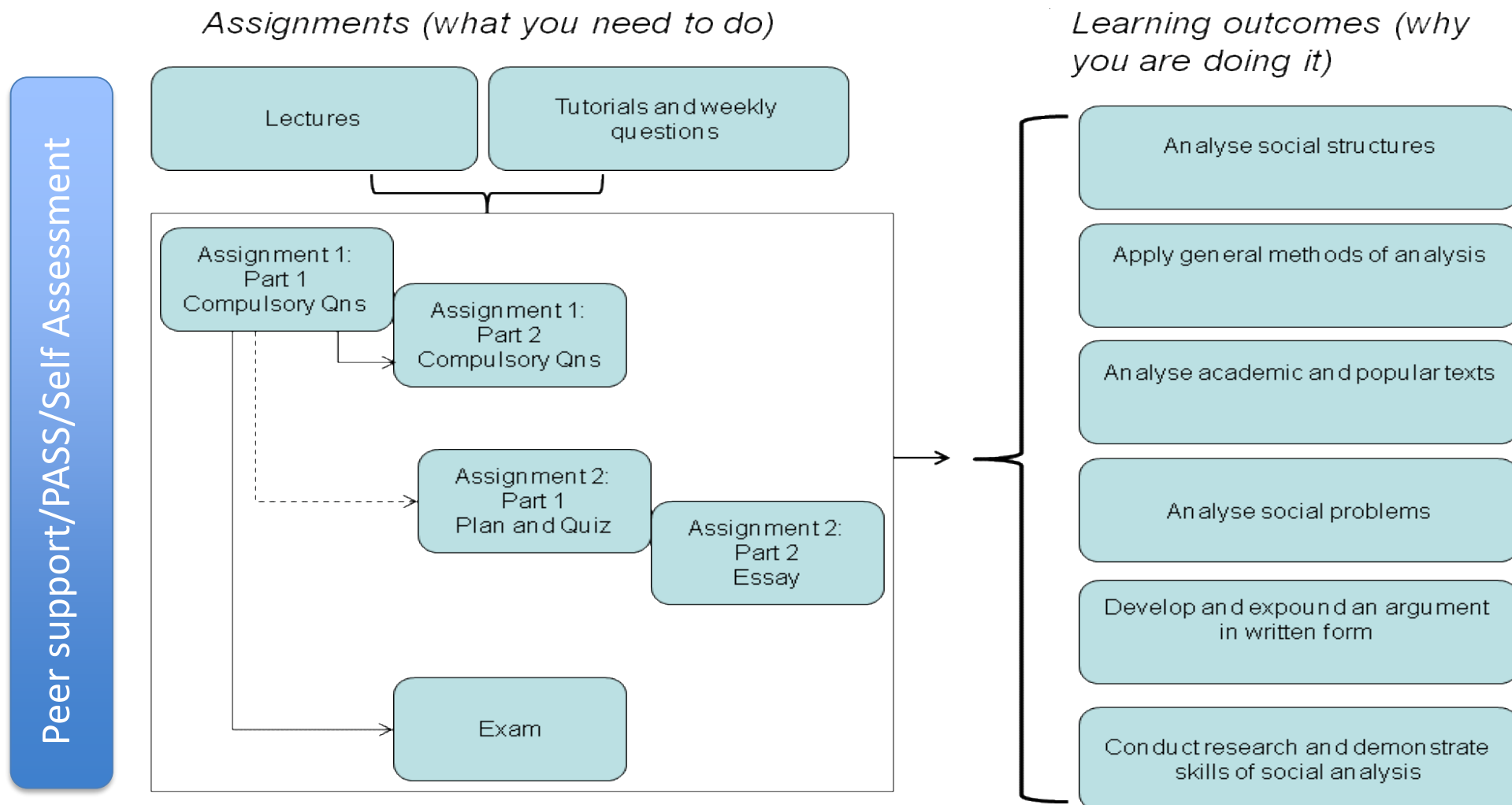




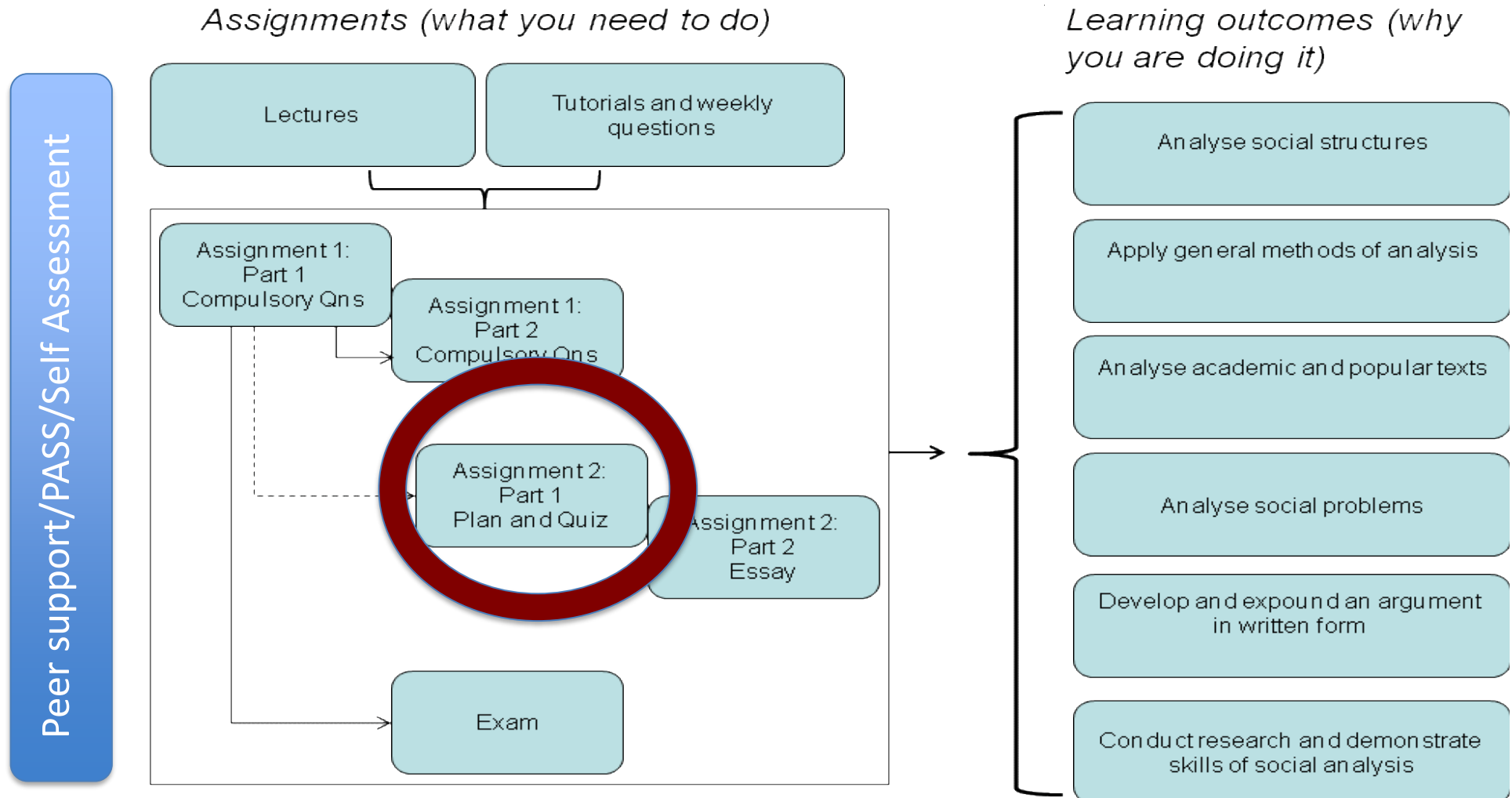
viii: A feedback rich environment...



4. Feedback rich environment...



4. Feedback rich environment...





Plagiarism...

- Me: You copied the textbook word for word...
- Student: Yes, I wanted to show you that I had read it!



Quiz:

If you are writing a 1500 essay, its ok to cut and paste one line from the Internet. I mean its only one line so it should be fine:

True

False



Quiz:

If you are writing a 1500 essay, its ok to cut and paste one line from the Internet. I mean its only one line. Is that fine:

A blue speech bubble with a white border and a drop shadow, containing the text 'Spot on... even one line is plagiarism!'.

Spot on... even one line is plagiarism!

True

False



Quiz:

If you have a 500 word essay, its ok to cut and paste from the internet. I mean its only one line:

Dude!!!! No!!!! Even one line is plagiarism... remember, we talked about it in class...

True

False



**ix: Make it a phased
introduction...**



Class Consciousness...

- We have established that class differences in Australia may be couched both in terms of wealth and the availability of opportunities. Despite this, we rarely – if ever – hear politicians or political commentators in Australia use the word ‘class’. In fact, the opposite is true – we are more likely to hear that we are an egalitarian society, with mateship and a ‘fair go’ dominating our national psyche. So what does this tell us about Australia society today?
- There are probably two different ways to interpret this phenomenon. The first is that this denial of class makes us less conscious of class and more susceptible exploitation by the upper elite classes. This means that we allow things to occur that we otherwise would not. So, some commentators would look at the fact that full fee-paying students are allowed to study at university with an entrance mark below the standard UAI scores and say that this confirms the class system in Australia because the wealthy are awarded privileges that the poorer are not. Further, the fact that there were no major protests or public outcry means that the Australian public lacks **class consciousness**, and so those in power maintain the status quo.
- When I refer to **class consciousness** I am describing the idea that people within the same class – those that experience the same material conditions – gain a ‘consciousness’ of their social position. If we become class conscious, according to some authors, then we are likely to act collectively to demand a more just and equal society. This is an important dimension for Marxists who argue that structural inequalities will persist until we overcome a lack of consciousness to these inequalities. For Marxists, the role of the educated in society – such as you at university – is to work with those in the lower classes to achieve a more equal and just society. (Which prompts me to ask you the question, have you ever considered yourself a revolutionary?)
- If our friend Antonio Gramsci were here, he would probably argue that this highlights the hegemonic power structures that exist in our society. That is, the media, politicians and structures such as schools work hard to ensure that we do not see these structures and as a result, fail to demand change!
- The alternative interpretation is that a lack of class-consciousness means that we are not over exposed to such ideas and are much more attuned to identifying it when it emerges: that is, if we feel that the elite groups in society are taking advantage of us, we spot it a mile away and respond accordingly.



My provocation...



Four: Risks

(or Fear and Loathing in the Classroom)





'Letting go'

‘Letting go’

‘My Intellectual Property’

‘Letting go’

‘My Intellectual Property’

‘Ban all devices’

‘Letting go’

‘My Intellectual Property’

‘Ban all devices’

‘Who let them in?’



THANK YOU...