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From: roger.hadgraft@unimelb.edu.au
Sent: Monday, 12 May 2008 8:36 AM
To: Information Futures Commission
Subject: Feedback via InfoFutures web site

From the Information Futures feedback form:

----- Comments -----

My apologies that this didn't get in by Friday:

Submission to Information Futures Commission

Assoc. Prof. Roger Hadgraft, Director, Engineering Learning Unit Assoc. Prof. David Shallcross, Associate Dean (Teaching), Melbourne School of Engineering

Over the next 5 years, the School of Engineering will implement project-based learning across the BSc, BEnvs and MEng programs. This will require a change of delivery mode from a reliance on large lectures and tutorials to much more reliance on the LMS for delivery of learning objects together with group discussion and collaboration. This approach will be supported by new learning spaces and will bring interdisciplinary problem solving into our classrooms through a problem-centred curriculum.

We now teach the iPod iBlog iGoogle generation who are at ease with instant access to information 24/7/52. They need more flexible ways of learning and demonstrating their capabilities. This must happen within an outstanding research environment at the University of Melbourne.

We must refocus our teaching on designing learning activities to deliver the learning outcomes. The traditional focus has been to focus on a list of topics to be learned . So, we should focus on the problems that students will solve in tutorials, workshops and studios. How will these problems develop the learning outcomes and graduate attributes? What will students be able to do by the end of the semester?

In their project work, students need access to a wide range of knowledge (learning objects). We will evolve our current learning management system into a knowledge management system so that all of our people, staff and students, can learn from each other and all can contribute to the growing body of knowledge.

We will increasingly rely on computer-based learning resources. Computer-based modules plus computer-based assessment will be used to learn basic skills, eg statics, dynamics, fluid flow, thermodynamics, control, etc. Verification of computer-based assessment will be done under exam conditions, but not necessarily in the traditional exam period. Students will have a record of their competence in their e-portfolio.

We will work with global consortia to source the best learning objects available. This will free up time for staff to create and conduct more complex learning situations for students – the interdisciplinary, project-based component of the curriculum. I understand that a submission from Prof. Marcus Wigan addresses how we will make learning objects more readily discoverable for staff and students.

The challenges are great. However, we have the opportunity to create an undergraduate experience that both develops strong research skills in our graduates and prepares them for the challenges of professional practice in the face of the complex problems facing humanity.

----- Contact -----

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have read privacy
