LEARNING & TEACHING Exploratory Workshop

Participants
4, including academic and professional staff and student

One big thing
(At the end of the workshop, participants were each asked to nominate one key thing that they would like to see)

- Personalized learning experience – provide facility and opportunity to empower students to control their learning experience rather than have that learning experience restricted to a single design-mode by faculties/lecturers/etc
- Equitable access to IT for all students – a laptop for the price of a latte per week and wireless internet for all students.
- Looking at the university as one big learning space and investing in its upgrade holistically in this context.
- All the spaces, technologies and staff skills equipped to work seamlessly to produce excellent learning.

Learning & teaching scholarly information needs
(This was broadly grouped during the workshop)

Broad and discipline specific scholarly literacy embedded in study.

- Developing excellence in student skills to enquire, evaluate, synthesize information (in many formats) and across disciplines.
- Basic level searching for academic resources classes as compulsory component at the beginning of a subject so all students are starting with similar basic skills (includes postgraduate coursework).
- Partnering with academics in information literacy delivery with library staff skilled to match faculty and discipline needs.

Peer education/tools/skills

- Forums for students to share their own strategies and techniques for finding and using information with each other.

Add-on online tutorials/training/tools

- Support classes as online tutorials through the LMS (real time). These can be discipline specific additions to face to face subject tutorials eg statistics for social sciences.

Academic teaching skills

- Ensure teachers can present information in a dynamic, interesting way to engage students to stimulate their minds.
Enabling interactions around student progress.

- Tools/skills to enable constant feedback in terms of student progression, work interactions so that I can assess their progress and help direct their learning.

Access in equitable ways

- Access to scholarly information for all students – using new technologies and by being early adopters.

- Access to information and resources any time and any place to facilitate spontaneous learning and prevent inability to learn. (may for example include on demand scanning for physical documents).

Continuous spaces and social spaces

- Environments (physical and virtual) that provides a seamless continuum for teaching and learning
  - Support for collections, information resources, collaborative and individual study spaces especially for part time and out of hours students.

- Social, attractive, information rich spaces - somewhere to meet, associate, inhabit, with friends/classmates/likeminded people, that I am comfortable to be in, where I can learn from my peers.

Base equity in IT

- Pizza/latte computer – buy a computer for the price of a latte per week (use university buying power to negotiate)