‘Healthy’ integrated curricula: learning advisers are not ambulance drivers

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✓ How much experience do you have in promoting learning at University?
< 5 years
5 - 10 years
> 10 years

✓ What is one thing that you hope to gain from this presentation?
context

• Large student cohort (≈ 42,000)
• Huge diversity
• Graduate readiness as global citizens
• Postgraduate/docotoral education
• Prioritisation of learning
Reflect back to your first experience in tertiary education

Who were you as a learner?

I Julie Trafford was
In love with nature and landscapes just because
Geography was my favourite topic
I preferred visual and kinaesthetic
Assessment-obsessed
The sage on the stage I was out to impress
I surfed the tops of the wave
To dig deep required me to be too brave
I played the University game
Anything less than an A was lame
But I’m not sure what I did learn
That was never my concern
Who am I as a learning adviser?

What keeps me awake at night? ...
What gets me out of bed in the morning?...

• Passion for life-wide & life-long learning, as a cognitive process
• Leader in learning
• Change initiator/agent - proactive rather than reactive
• Creativity provocateur
• Collaborator working with faculty teaching staff to empower them
• Facilitator & educator for fully integrated programme/course curricula that promote transformative learning
(Healthy) tensions in the BHSc & BPharm curricula

Tension is not always a bad thing
✓ Everyone as learners
✓ Learner-centred
✓ Flipped classrooms
✓ Problem-based, yet solution focussed
✓ Research-led
✓ Experiential/authentic
Competition & collaboration through Team-based learning
Promoting leadership: at self, team/organisation, community levels
In the battle of on-line vs F:F ... blended learning is the peace keeper
Learning outcomes
(destination)

Learning processes &
spaces
(journeys)

Incoming learners
(experiences, needs, aspirations,
desires, values)

✓ Who are our learners?
✓ How do we scaffold/staircase their learning & provide appropriate spaces for learning?
✓ Who do we need/want our learners to become? Who do our learners want to become?

Capability building
Fully integrated curricula for getting the knowledge, skills & attitudes balance
When ‘referencing’ & ‘research’ are dirty words

- Evidence-based practice
- Ethical practice - individual integrity
- Reflective practice
- Context & purpose are key

Professional

Academic

Transforming knowledge

Transmission of knowledge
Assessment vs learning

- Assessment of learning (feed back)
- Assessment for learning (feed forward)
- Assessment as learning (feed up)
- Evaluation research of learning
1. Who are you now as a learner?/What does learning mean to you? What is something important that I should have known about you before giving this presentation?
2. What are the tensions in your practices?
3. How do these influence your practices?

Thank you 😊
Any questions?