

LEARNING (IN) CONTEXTS: RE- IMAGINING CAMPUSES AND PARTNERSHIPS AT A NEW SCHOOL OF THOUGHT

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25 JUNE 2007

LEARNING, SPACE AND PLACE

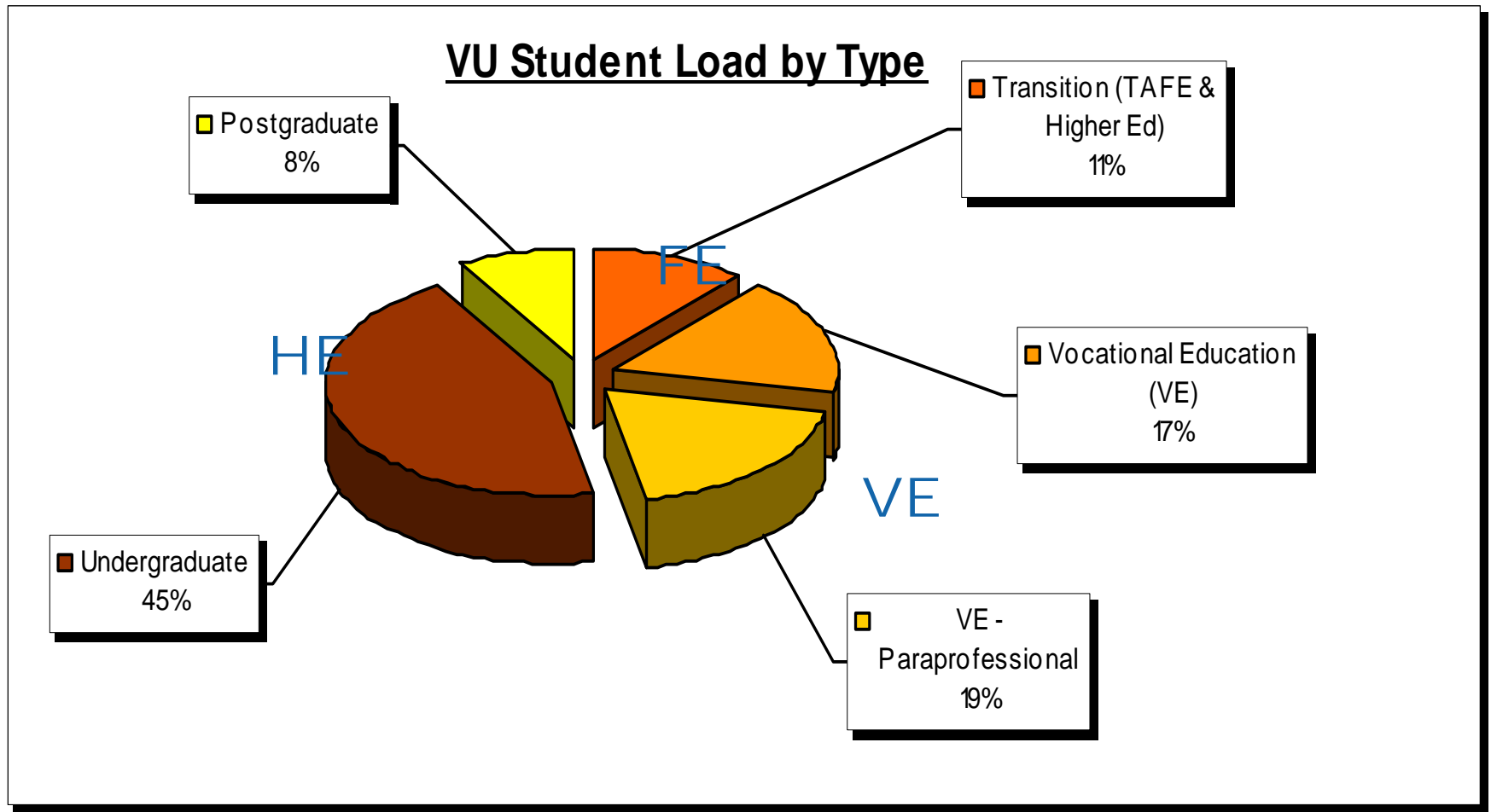
- This paper is about learning spaces and places – and the implications for campuses
- “Space is the opportunity, place is the understood reality” (Harrison and Dourish)
- We are situated in space – we live and work in places
- Giddens calls this *locale* – has physical properties as a location but these are inextricable from their social contexts



VU IS ONE OF AUSTRALIA'S 'LARGEST' UNIVERSITIES

- 11 campuses and sizeable offshore, especially in China
- 47,000 students
- 750 courses across Further Education, Vocational Education, and Higher Education
- Legislated mission “to transform the lives of individuals and develop the capacities of industry and communities within the western Melbourne region and beyond through the power of vocational and higher education”

VU OFFERS A WIDE RANGE OF AWARDS AND FULL INDUSTRY SUPPLY CHAIN



VU HAS 11 CAMPUSES, ACROSS THE WEST AND IN THE CITY



A RANGE OF CAMPUS ASSETS



FROM PRIME CITY SITES



TO HIGH COST HERITAGE SITES IN
OUTER WEST



RETHINKING THE CAMPUS AND SITES OF LEARNING

Some imperatives

- TECHNOLOGY – net mediated learning; distance learning
- STUDENT LIFE
 - 'net generation'
 - work/study balance
- GLOBAL ECONOMY
- ENGAGEMENT WITH COMMUNITIES

NEW TECHNOLOGIES ARE RECONFIGURING LEARNING SPACES, AND THE WORKPLACE...

“Previously, occupational and vocational has been divided between the theory and knowledge base to be acquired in training schools and the practice which often takes place in the workplace. With the use of mobile devices and the spread of connectivity it is at least theoretically possible to bring this learning together and to access theory and knowledge in the context in which it is to be applied – in the work process” (Graham Atwell, “Personalised Learning Environments”, 2006, http://www.knownet.com/writing/weblogs/Graham_Attwell/entries/6521819364)



... AND FOR THE NET GEN

“Net Gen students, using a variety of digital devices, can turn almost any space outside the classroom into an informal learning space. Similar to the traditional classroom, educators have an important opportunity to rethink and redesign these non-classroom spaces to support, encourage, and extend students’ learning environment” (Malcolm Brown, “Learning Spaces”, EDUCAUSE, 2005, 2)



THE 'NET GENERATION'

- EXPECT FLEXIBILITY – want a range of formats – face-to-face, online – at times that accommodate their other work and life commitments
- SPEND MORE OF THEIR LEARNING TIME OUT OF THE CLASSROOM – researching, web surfing, writing, mostly take place in the library or learning commons
- EXPECT A WIRELESS ENVIRONMENT – spaces outside the classroom become informal learning spaces, eg. foyers, courtyards, cafeterias



NEW
TECHNOLOGIES
ARE
TRANSFORMING
SPACE AND
TIME FOR OUR
STUDENTS...

- MESSAGING IS 'INSTANT' –



- SOCIAL NETWORKING TAKES PLACE IN VIRTUAL SPACE



... BUT
AUSTRALIAN
STUDENT LIFE
IS NOT ALL
WWW AND
WYSIWYG

- 39.9% OF FULL-TIME AND 54.1% OF PART-TIME STUDENTS BELIEVE THEIR PAID WORK HAS AN ADVERSE EFFECT ON THEIR STUDIES
- 22.4% OF FULL-TIME AND 33% OF PART-TIME REGULARLY MISS CLASSES BECAUSE OF WORK
- HAS EVEN MORE OF AN IMPACT AT VU



THE GLOBAL KNOWLEDGE ECONOMY

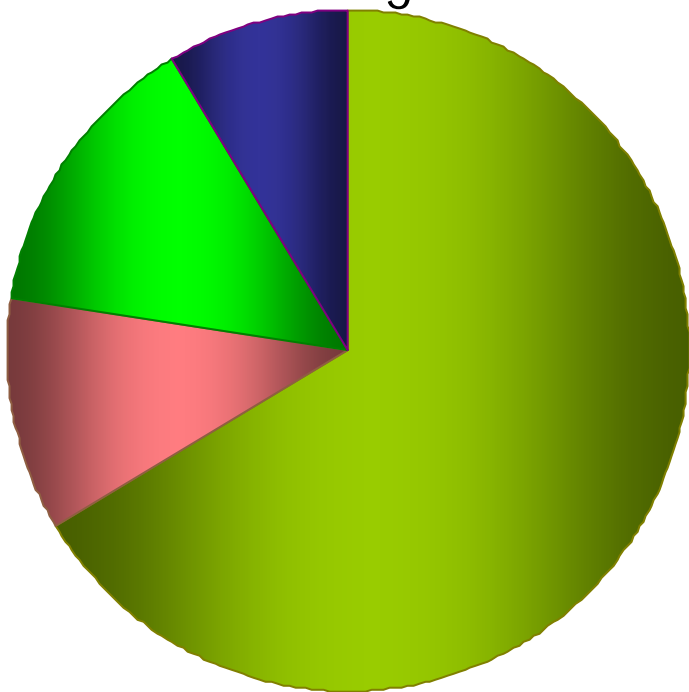
- RAPID, CONTINUING CHANGE
- GROWTH OF GLOBAL COMMUNICATIONS TECHNOLOGY – including e-commerce and e-learning
- RELOCATION OF MANUFACTURING, eg. from Australia to China
- GROWTH OF SERVICE ECONOMY – increasingly knowledge intensive

Requires new kinds of knowledge and skills

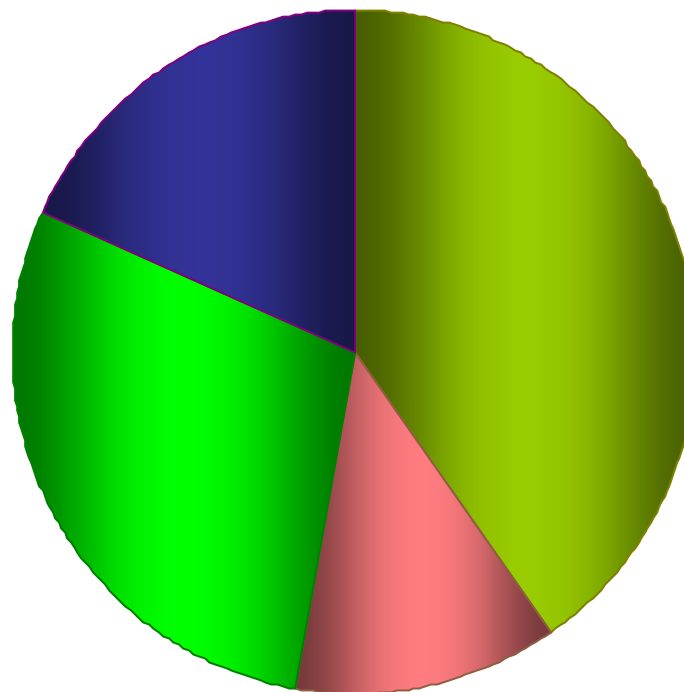


HIGH-SKILLED OCCUPATIONS HAVE ACCOUNTED FOR NEARLY 2/3 OF ALL JOBS GROWTH IN AUSTRALIA OVER THE PAST FIVE YEARS

Share of employment growth
2000-01 through 2005-06



Share of total employment
2005-06



Managers & admin, professionals & associate professionals



Tradespeople



Advanced clerical/ other intermediate workers



'Elementary' workers & labourers

Sources: ABS, *Labour Force: Detailed Quarterly* (6291.0)



SKILLS SHORTAGES – THE ECONOMIC IMPERATIVE AS AUSTRALIAN POPULATION AGES

- HAVING ADVERSE IMPACTS – in Australia and other western nations
- SKILLED MIGRATION – has been used by Australia but is only a short term solution
- LONG TERM SOLUTIONS
 - Increasing the quantity and quality of education and training
 - Recycling the workforce – upskilling and reskilling

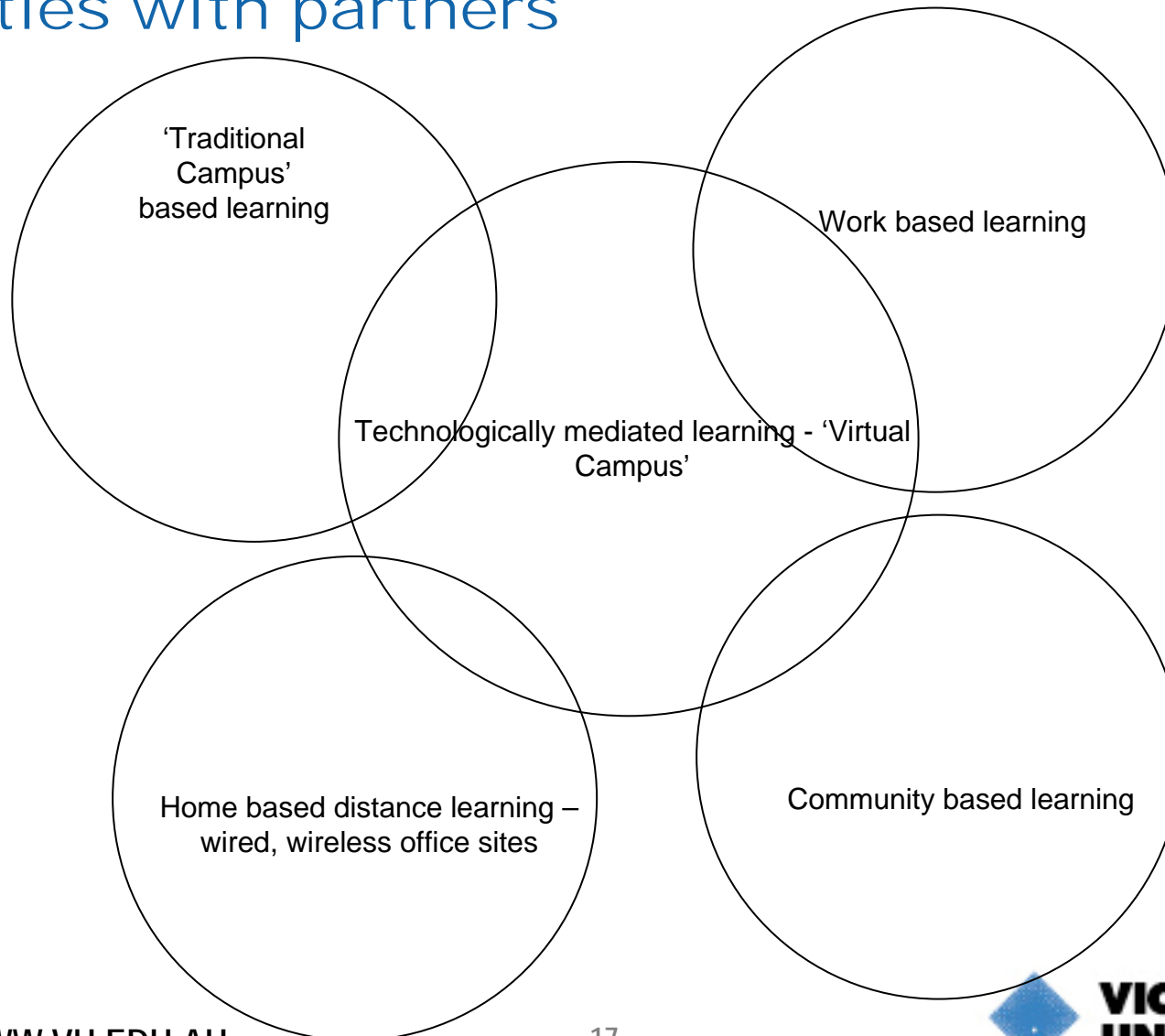


ENGAGEMENT WITH COMMUNITIES

- GROWING INTEREST – in university/community interactions
- THE US CARNEGIE INSTITUTE – adding new dimension to measure “Service and Community Engagement”
- INTEREST OF CORPORATIONS – in social responsibility



SITES OF LEARNING – in Melbourne and in offshore cities with partners



MAKING VU A NEW SCHOOL OF THOUGHT

A JOURNEY
OVER NEXT 3-5
YEARS TO
MAKE VU A
UNIVERSITY
OF FIRST
CHOICE

1. ALIGN COURSES WITH 12 CLUSTERS AND ROUNDTABLES
High level business and community Roundtables will inform future development
2. 25% LEARNING IN THE WORKPLACE AND COMMUNITY
Reshape curricula to meet this requirement
3. CUSTOMISED LEARNING EXPERIENCES
Helping students tailor courses and services to suit their own needs
4. REALIGN VOCATIONAL EDUCATION
Two new VE faculties with research capacity, focussing on effective pedagogies to meet new labour force needs
5. IMPROVING LIFE IN MELBOURNE'S WEST
Through three targeted initiatives



WE TEACH ACROSS 12 CLUSTERS - IN BOTH VE AND HE

INFORMATION AND INFRASTRUCTURE

Construction and Civil Engineering

Manufacturing and Mechanical Engineering

Information and Communication Technology

Transport and Logistics

COMMUNITY WELLBEING

Health, Environment And Community Services

Sports and Recreation

Cultural and Creative Industries

Education and Transition

BUSINESS AND ENTERPRISE

Tourism and Hospitality

Financial and Economic Services

Law and Legal Services

Marketing Services



COMMITMENT 2 LEARNING IN THE WORKPLACE AND COMMUNITY

- Making Learning in the Workplace and Community (LiWC) a universal feature of VU courses (at least 25%)
- First course reviews are underway
- Aim to have strong partners in each of the 12 clusters committed to taking groups of LiWC students



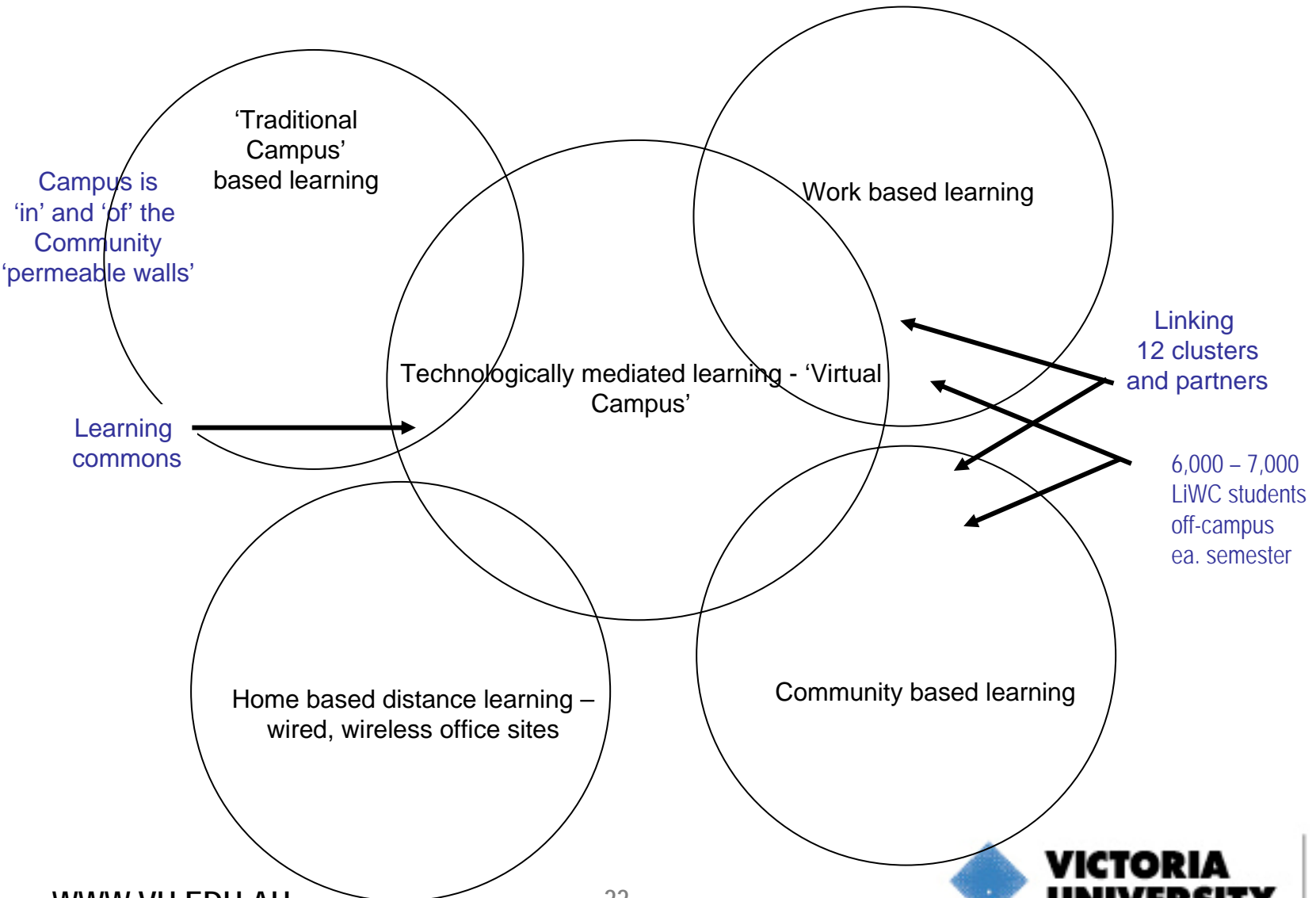
'MAKING VU' TAKES TEACHING AND RESEARCH BEYOND THE BOUNDS OF CLASSROOM AND CAMPUS

IN THE DIRECTION
OF THE
WORKPLACE AND
COMMUNITY

- MEETING THE NEEDS OF INDUSTRY AND COMMUNITY - LiWC and workforce development services for enterprises to upskill and reskill workers requires us to rethink how and where we teach.
- MORE DIRECT CONNECTION THAN 'TRADITIONAL' MODES OF UNIVERSITY-COMMUNITY ENGAGEMENT – such as 'flow on' effect for local economic growth, knowledge transfer, widened access
- CATALYTIC EFFECT ON OUR THINKING ABOUT CAMPUSES – what, and where, is the best infrastructure to support learning?



VU'S PARADIGM SHIFT



TO SOME
EXTENT THIS
BUILDS ON
WHAT WE
ALREADY DO
WELL...

- CONNEX - working with Melbourne rail transport provider to deliver vocational training based at Flinders Street Station
- TOURISM AND HOSPITALITY – pioneers in co-operative education over thirty years, students undertake a work-based fourth year



... BUT WE ARE ALSO EXPLORING NEW MODELS

COMMITMENT 5 IMPROVING LIFE IN MELBOURNE'S WEST IN A TANGIBLE WAY

- ACCESS AND SUCCESS IN THE WEST – about improving school education
- AUSTRALIAN COMMUNITY CENTRE FOR DIABETES (ACCD) – about improving health in a high risk community
- SPORTS TRIANGLE IN FOOTSCRAY – about improving health; feeling good about having a Centre of Excellence in west and investing up to \$100m in new infrastructure

ALL OF THESE ARE OPPORTUNITIES
FOR LiWC



THE ACCD IS A FRESH APPROACH TO BETTER DIABETES OUTCOMES



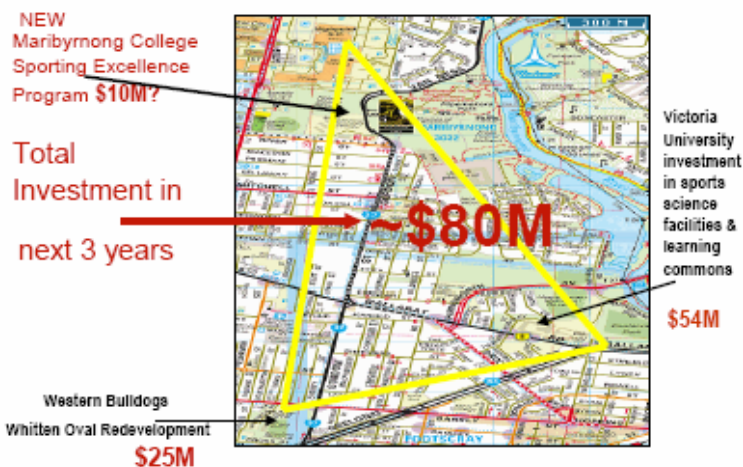
ACCD

- NETWORK OF COMMUNITY PARTNERS SHARING COMMON PURPOSE – to combat diabetes in Melbourne’s West, reducing incidence and the impacts of poor management
- MODEL CAN BE PROVEN IN THE WEST – and replicated in other communities across Australia
- SIMULTANEOUSLY A SITE AT VU ST ALBANS AND A NETWORK OF COMMUNITY SITES – St Albans will provide spaces for education and service delivery by community clients

BRINGING WORK AND COMMUNITY
CONTEXTS ONTO THE CAMPUS



FOOTSCRAY PRECINCT FOR EDUCATION TO SUPPORT HIGH PERFORMANCE SPORTS EXCELLENCE



- NEW FACILITIES ON CAMPUS AT FOOTSCRAY PARK AND OFF CAMPUS AT THE WHITTEN OVAL – concept has parallels with Leeds Metropolitan University at Headingley
- WHITTEN OVAL COMMUNITY CENTRE – will be a beacon facility for Melbourne’s west
- VU STUDENTS AND STAFF WILL HAVE ON-SITE LIWC AND RESEARCH OPPORTUNITIES AT THE CENTRE – Sports management, sports science, health and biomedical science, childcare and preschool education

TAKING THE CAMPUS OUT INTO THE COMMUNITY

THE CHALLENGES OF 25% LIWC

- PEDAGOGICAL
- STAFF DEVELOPMENT
- RELATIONSHIP MANAGEMENT
- ORGANISATIONAL
INFRASTRUCTURE
- **CAMPUSES, FACILITIES AND ICT**



NEW LEARNING SPACES – THE LEARNING COMMONS IS ONE FORM

- A 'ONE STOP SHOP' for learning support, combining
 - Computing services
 - Mix of study spaces – independent and group
 - Digital resources
 - Traditional library collections and services
 - Integrated help desk
 - Access to learning support services, physical and virtual
 - Café

An 'open' learning space, reflecting the needs of students to learn when they have time and in adaptable virtual/physical space



...THE WESTERN HOSPITAL TTR IS ANOTHER

- A multidisciplinary facility at Sunshine Hospital
- Beyond the clinical school model of **health education**
- A distributed model with learning, with learning sites physically embedded in wards and laboratories
- Students will be learning both **at work and in their workspaces**
- A more **dynamic and situational** understanding of the place of learning



THE MARITIME MUSEUM: BOAT- BUILDING APPRENTICES RESTORING 'JANET'

- Apprentices working on a 'live project' for a client
- Students gain experience of working to commercial standards and on a large scale long term project
- University working on partnership to rehouse boat-building courses, incorporating education into the fabric of a tourist attraction, with cross-linkages to tourism studies



THE FACILITIES CHALLENGE: LIWC WILL IMPACT OUR CAMPUSES, AND OUR PARTNERS

- In Melbourne, our 11 campuses represent a \$600m balance sheet but are ill matched with current and future needs
- From 2008, 25% of VU students – around 10,000 – will be off campus at any one time. This will free up campus space. 6 major planning projects now being undertaken
- Distributed learning sites with partners will also require investments
- VU needs to 'leapfrog' into new digital technologies to create new hybrid learning spaces



THE TASK

Turning industry and
community spaces into VU
learning places



THE QUESTION

Are industries and communities ready for the VU invitation to enter into a new relationship?

Is the university sector ready for a re-imagining of sites of learning?

