WELCOME TO THE
GEELONG CAREERS
PRACTITIONER'S
SEMINAR

Michelle Berrigan
Marketing Division
WHO’S HERE TODAY?

Michelle Berrigan  Senior Marketing Officer, Geelong Waterfront Campus
Holly Toyne  Marketing Officer, Geelong Waterfront Campus
Jenny Rowell  Marketing Officer, Melbourne Burwood Campus
Roula Karakostas  Senior Marketing Officer, Melbourne Burwood Campus
Current Deakin Students
OVERVIEW

Geelong Waterfront Campus

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.30 am</td>
<td>Welcome and overview of the program</td>
</tr>
<tr>
<td>9.45 am</td>
<td>Regional strategic direction</td>
</tr>
<tr>
<td>10.00 am</td>
<td>The future of learning in higher education</td>
</tr>
<tr>
<td>10.30 am</td>
<td>Morning tea</td>
</tr>
<tr>
<td>10.45 am</td>
<td>Valuing diversity and enabling access @ Deakin</td>
</tr>
<tr>
<td>11.15 am</td>
<td>New courses and initiatives in Geelong</td>
</tr>
<tr>
<td></td>
<td>- Faculty of Arts and Education</td>
</tr>
<tr>
<td></td>
<td>- Faculty of Business and Law</td>
</tr>
<tr>
<td></td>
<td>- Faculty of Health</td>
</tr>
<tr>
<td></td>
<td>- Faculty of Science, Engineering and Build Environment</td>
</tr>
<tr>
<td>11.45 am</td>
<td>Tour of Business and Law and new facilities</td>
</tr>
</tbody>
</table>
**OVERVIEW**

**Geelong Waurn Ponds Campus**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.35pm</td>
<td>Lunch and expo</td>
</tr>
<tr>
<td>1.20 pm</td>
<td>Facilities tours</td>
</tr>
<tr>
<td></td>
<td>- REACH building</td>
</tr>
<tr>
<td></td>
<td>- Medical accommodation</td>
</tr>
<tr>
<td></td>
<td>- Engineering labs</td>
</tr>
<tr>
<td>2.15 pm</td>
<td>Return to Geelong Waterfront Campus</td>
</tr>
</tbody>
</table>
YOUR SHOWBAG

- Pen
- Presentation handbook
- Evaluation form
- Undergraduate course guide
- Parent’s magazine
- Functional calendar
- Event flyer
THE FUTURE OF LEARNING IN HIGHER EDUCATION

Kay Souter
Learning Research and Evaluation
“The best way to predict the future is to invent it.” - Alan Kay, 1971
BUCKETS, BOTTLES, FIRES

For the mind does not require filling like a bottle, but rather, like wood, it only requires kindling to create in it an impulse to think independently and an ardent desire for the truth.

Plutarch, On Lectu...
TRANSMITTING INFORMATION, FOURTEENTH CENTURY
STATE-OF-THE-ART, MIT
2007
IMAGINED WAYS OF LEARNING, 2008
"when you look at this transition from brick and mortar classes to online space, we should not strip away the experiential or social aspects of learning, but we should find a way to amplify them."

Professor Amin Saberi, Stanford 2012
DYSTOPIAS: MASS EXPERIENCES

HIGHLY ENGAGING AND PERSONALISED LEARNING EXPERIENCES

- Using text, video, audio, film, high-quality graphics, 3D imagery and interactive technologies.
- Online collaborative learning and project tasks and social media as the platform for collaboration and peer learning for students.
UTOPIAS: PERSONALISATION

Rewriting the future as interactive, connected, global

- Engagement pedagogy
- Whole campus as a learning space; whole campus as a social space; reconfigurable spaces
- Dialogue, comfort, engagement in virtual and physical spaces
- Flipping; Active Learning; Naked Teaching
TWENTY-FIRST CENTURY PEDAGOGIES

- Virtual and physical learning environments
- Blended, multimedia, and collaborative learning: 'Naked' teaching, flipped classrooms
- Physical learning environments designed for collaboration and active learning

"The biggest mistake we made is when we let books crowd out the users and libraries became a quiet place…We need to adjust from having conversations in users' heads to a collaborative environment"

- To d C o l e g rove, Director of DeLaMare Science and Engineering Library, one of the first academic libraries in the United States to provide 3D printing

http://www.engadget.com/2012/10/19/reshaping-universities-through-3d-printing/
LEARNING ANALYTICS

• Collecting, analysing and using of data relating to student learning so as to enable personalised learning.
• Adaptive learning: the adaptation of learning resources and activities in response to learning analytics. Intervention to provide an engaging learning experience.
LIVE THE FUTURE

Four key emphases in a quality cycle:

1. Expectations
2. Experiences
3. Evidence
4. Enhancements
HOW IS THIS DIFFERENT FROM OTHER CURRICULUM MODELS IN HIGHER EDUCATION?

We might have focused on (and talked about):

1. **Expectations**
   - *content*
   - *eg what’s the syllabus?*

2. **Experiences**
   - *teaching*
   - *eg how many lectures?*

3. **Evidence**
   - *testing*
   - *eg how many marks?*

4. **Enhancements**
   - *ad hoc*
   - *eg improving units...*
A BRILLIANT EDUCATION
Where students are and where they want to go

Evidence for graduate employability

through

Personal, engaging and relevant cloud and located learning
FOR A BRILLIANT EDUCATION IN THE CLOUD AND ON CAMPUS, FOCUS ON...

1. Expectations
2. Experiences
3. Evidence
4. Enhancements
FOR A BRILLIANT EDUCATION IN THE CLOUD AND ON CAMPUS, FOCUS ON...

1. Expectations
2. Evidence
3. Experiences
4. Enhancements

- Systematic, systemic, courses
- Outcomes and standards
- Personal connection
- Mastering outcomes
DEAKIN’S GRADUATE LEARNING OUTCOMES

1. Outcomes and standards

1. Specify the course outcomes expected in discipline knowledge and generic skills as required in the Australian Qualifications Framework

2. Specify the standards required in those Course Learning Outcomes:

1. Discipline knowledge
2. Communication
3. Digital literacy
4. Critical thinking
5. Problem solving
6. Self-management
7. Teamwork
8. Global citizenship

Standards for Communication AQF level 7

<table>
<thead>
<tr>
<th>Performance levels</th>
<th>Not yet</th>
<th>Minimum</th>
<th>Exceeds</th>
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</thead>
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<td>Context, audience and purpose</td>
<td>Demonstrates lack of or inconsistent awareness of context and/or purpose so that the audience is unlikely to be engaged, informed or motivated.</td>
<td>Demonstrates consistent awareness of context and/or purpose so that the audience is engaged, informed and motivated.</td>
<td>Demonstrates a thorough understanding of context and purpose so that the audience is highly engaged, informed and motivated.</td>
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Determine the evidence required to demonstrate achievement of the standards

### Standards for Communication AQF level 7

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</tr>
<tr>
<td>Content Development</td>
<td>Uses inappropriate and/or irrelevant content to develop and explore basic ideas and presents an unclear and incoherent exposition of knowledge and ideas.</td>
<td>Uses appropriate and relevant content to explore and develop ideas and presents a clear, coherent and independent exposition of knowledge and ideas.</td>
<td>Uses appropriate, relevant, and compelling content to illustrate mastery of the subject and presents a very clear, coherent, independent and highly professional exposition of knowledge and ideas.</td>
</tr>
<tr>
<td>Genre and Disciplinary Conventions</td>
<td>Inconsistent use of important conventions particular to the discipline or task, including organisation, content, presentation, and stylistic choices.</td>
<td>Demonstrates consistent use of important conventions particular to the discipline or task, including organisation, content, presentation, and stylistic choices.</td>
<td>Demonstrates detailed attention to and successful execution of a wide range of conventions particular to the discipline or task including organisation, content, presentation, and stylistic choices.</td>
</tr>
</tbody>
</table>
Deakin’s Graduate Learning Outcomes
1. Evidence, mastering outcomes

Focussing more on:
Judging performance using
Peer *assessment*
Self *assessment*
WIL *assessment*

Using, for example:
Badges
Portfolios
Simulations
Games

Evidence from *assessment*

Evidence from experiences

Determine the evidence required to demonstrate achievement of the standards

Challenge: re-imagine assessment tasks as opportunities for students to *create* evidence that they are *educated* and *employable*
Deakin’s Graduate Learning Outcomes

3. Experiences, personal connection

Focusing on, for example:
Face to face dialogue
Tutoring
Mentoring
Coaching
Role play

Using, for example:
Small and large events
Analytics
Meetups
Hangouts
Videoconferencing

Learning experiences in the cloud and on location are personal, engaging and relevant.
Course enhancement: an evidence-based approach to systematically enhancing courses that showcase Deakin’s Agenda 2020 curriculum framework.
Systematic, systemic, courses

Outcomes and standards

1. Expectations
2. Evidence
3. Experiences
4. Enhancements

Personal connection

Mastering outcomes
THANK YOU
VALUING DIVERSITY
AND ENABLING ACCESS
@ DEAKIN

Merrin McCracken, Manager, Disability Services
Kerry Tucker, Student Access and Equity
OVERVIEW

- Special Entry Access Scheme: can increase diverse students’ chance of gaining a place at university or TAFE, and other pathways to university

- Services for students with disability, health condition or mental health condition which affects study or participation in university life
1. What do students already know about VTAC?
2. Ask students to write down & discuss, in groups, “what gets in the way of your Year 12?”

3. Break these down into control / ? / no control (individual control over barriers identified)
SPECIAL ENTRY ACCESS SCHEME (SEAS)

- VTAC administers
- **Maximises** chance of gaining a place at university and TAFE
- Considered with ATAR
- NOT a substitute for any pre-requisites
- DOES NOT guarantee you an offer
SEAS CATEGORIES

6 SEAS categories applicable to Year 12s:

1. Personal information and locations:
   - Age
   - Indigenous Australian
   - Living or school postcode
   - Under-represented schools
   - Gender
2. Non-English speaking background
3. Difficult circumstances*
4. Disadvantaged financial background*
5. Disability or medical condition*
6. PPP / SALT / REEP (Victoria, La Trobe and Ballarat University)
SUPPORTING EVIDENCE

- Impact Statements
  1. explain circumstances (details important – dates, time periods, context “a week before my mid-year exams”)
  
  2. Connect circumstances to the impact on student’s education and learning
SUPPORTING EVIDENCE

- Supporting statement from a ‘responsible person’ – best they read / understand the students’ impact statement
- Centrelink information
  Mostly automated now, straight forward
DEAKIN BONUS POINT SCHEME

- Up to 10 bonus points
- Added to aggregate, **not directly to ATAR**
  (e.g. 99.65 > 99.95 / 70.00 > 77.30 / 50.05 > 58.10*)
- 2 categories (under-rep schools and regional)
- 5 bonus points available in each category
- Bonus points automatically applied if students applied to Category 1 in SEAS

*based on 14 Dec 2012 VTAC Aggregate to ATAR table
VTAC Scholarships

VTAC Online Scholarship Application Coordinator
(1 application for scholarships from 9 Universities):

- Charles Sturt (VIC and NSW)
- Deakin
- La Trobe
- Monash University
- RMIT University
- Swinburne University of Technology
- University of Ballarat
- University of Melbourne; Victoria University
Other pathways to university

- Credit transfers from TAFEs
- Associate degrees ‘Deakin at Your Doorstep’
- Melbourne Institute of Business and Technology (MIBT)
DISABILITY SERVICES FOR STUDENTS
Who are students with disability?

- Broad definition
- Generally more broad than in school
- Growing number of students with mental health conditions
Services and support provided:

- by a dedicated team in the Disability Resource Centre
- through a combination of policy and system change, inclusive community development and individual support
- for students with disability, health condition or mental health condition and their carers
DISABILITY SERVICES FOR STUDENTS

- Building on students strengths
- Development of individual learning plans
- Facilitating identification of inherent requirements of course and study
- Supporting teaching staff to support students
Individual support includes:
• assistance communicating student needs to academic staff
• provision of study materials in accessible formats
• access to academic support workers, including note-takers and sign interpreters
• longer library loan periods and off-campus library services
Individual support includes:
• access to technology to help with study and assistance with technology training
• support during practical sessions and placements
• alternative assessment and exam arrangements, such as extra time and computer use
• referral to other university staff and services
INDIVIDUAL LEARNING PLANS

- Sally’s story

- Mohammed’s story
CONTACTS

Disability Services:
drcentre@deakin.edu.au

Student Access @ Deakin:
www.deakin.edu.au/access-equity

SEAS:
www.vtac.edu.au
BACHELOR OF EARLY CHILDHOOD EDUCATION

Now available to applicants from secondary school or TAFE

• Enrolment in Deakin’s Bachelor of Early Childhood Education (E330) is available for the first time to Year 12 applicants and via the Deakin at your Doorstep delivery mode. The course has been adapted to meet new national and international standards in early childhood education, and includes a primary teaching component, allowing students to teach children up to age 8 years. The course meets the requirements of the relevant accrediting authorities for working in early childhood and primary school settings (Subject to VIT and ACECQA approvals).

• The course teaches students to apply an understanding of child development, curriculum theories and pedagogies in designing and implementing child-centred, play-based and developmentally appropriate programs in childcare, preschool and school contexts.

• This course is offered in flexible study modes over 4 years, or can be fast-tracked by studying under Deakin’s 3-trimester system, enabling completion in 9 trimesters.
# Snapshot Comparison of ATARS

<table>
<thead>
<tr>
<th>Course</th>
<th>No. of V-type (Year 12) offers made</th>
<th>No of non-year 12 offers made</th>
<th>ATARS below 60</th>
<th>ATARs above 75</th>
<th>Highest ATAR amongst offered applicant</th>
</tr>
</thead>
<tbody>
<tr>
<td>14181 Teaching Secondary Arts (Burwood)</td>
<td>132</td>
<td>50</td>
<td>19</td>
<td>55</td>
<td>94.25</td>
</tr>
<tr>
<td>14621 Teaching Science/Science</td>
<td>23</td>
<td>6</td>
<td>10</td>
<td>6</td>
<td>85.3</td>
</tr>
<tr>
<td>14271 Teaching Primary (Burwood)</td>
<td>197</td>
<td>142</td>
<td>49</td>
<td>53</td>
<td>93.2</td>
</tr>
<tr>
<td>15291 Teaching Primary (Geelong)</td>
<td>103</td>
<td>30</td>
<td>36</td>
<td>17</td>
<td>90.75</td>
</tr>
</tbody>
</table>
ENGLISH – ARTS

- For some Creative Arts courses, applicants should have successfully completed VCE, or equivalent, including Units 3 and 4 – a study score of at least 25 in English (ESL) or 20 in any other English.

- There are several exceptions to this – Arts/Law – 35 in English (ESL) or 30 in any other English

- Check also standards for Bachelor of Arts Professional and Creative Writing, and BA Public Relations – which require 30 (ESL) or 25 in any other English.
We also have two new courses in the pipeline for next year 2014 intake:

Bachelor of Criminology /Bachelor of Psychological Science
(BCrim/BPsychSci)

Bachelor of Criminology/IT Security
(Both available at Waurn Ponds)

Both are subject to formal approvals at this point.
NEW CREATIVE ARTS COURSES

We have added to our Creative Arts suite of courses to build onto our long established creative programs.

Bachelor of Creative Arts (Animation and Motion Capture) (B)
Bachelor of Creative Arts (Film and Television) (B)
Bachelor of Creative Arts Photography (B)

With our Creative facilities continuing to be amongst the industry leaders (with the use of Red Cameras, our Motion capture studio and our HD television studio) our students have opportunities no other university can offer. And great links with Industry.
FACULTY OF BUSINESS AND LAW
FACULTY OF BUSINESS AND LAW

UNDERGRADUATE COURSES

- Law
- Commerce
- Management
- Information Systems
- Business (Sports Management)
- Sports Development
- Property and Real Estate

- Variety of Combined Courses
NEW IN 2013

• Variety of Combined Courses
• Strong practical focus, including ‘Industry on Campus’ program
• New course structure and major sequences
NEW IN 2014

- Course differentiation from Commerce
- New majors, new learning techniques and course structure
- Strong practical focus
A core of eight separate, yet interrelated units provides foundation and breadth within the degree. They provide students with core knowledge for anyone seeking to develop an understanding of the role of management in contemporary business.
Personal Edge units provide explicit experiential learning opportunities through activities, projects and learning spaces for students to develop generic skills and apply them in the context of their degree.

Each Personal Edge unit is made up of a series of ‘clustered skills’ (modules) that are scaffolded within a unit and following an initial diagnostic test, students undertake those modules that best suit their own developmental needs. They can be re-visited at any time during the program.
WIL AND CAPSTONE

Work Integrated Learning (WIL) performs the ‘backdrop’ for students to connect with the world beyond university within their program. There are a range of opportunities available from which a student must choose at least one unit.

A capstone unit locates students from different disciplines within an experiential context so as to engage in learning through projects that are either live or simulated. These learning opportunities will be designed to:

- Integrate knowledge
- Consolidate key skills
- Apply knowledge to authentic problems
- Reflect on actions and experiences
- Develop professional identity
Major sequences are ‘sector focussed’ and include:

1. Financial planning
2. eBusiness
3. Event management
4. Property & real estate
5. Sustainable Business Management
6. Organisational psychology
7. Construction management
8. Project management

Each major sequence consists of six specified units of study and provides **specialisation and depth** within the undergraduate degree.

Students select one major sequence of study within their degree program.
HEALTH

• 3 new majors in Health Sciences:
  – Environmental health
  – Health and sustainability
  – Medical biotechnology
• Clinical Exercise Physiology
• Counselling and coaching
• REACH building
FACULTY OF SCIENCE, ENGINEERING AND BUILT ENVIRONMENT

Fiona Morrison
Marketing Officer
OVERVIEW

- What’s new 2013
  - New faculty name
  - New staff
  - Revisit programs introduced in 2013

- What’s new 2014
  - New courses

- What’s new... beyond 2014
WHAT’S NEW... 2013

• **New Faculty name**
  - Formerly: Faculty of Science and Technology
  - Now: Faculty of Science, Engineering and Built Environment

• **New staff**

• **Revisit programs introduced in 2013**
  - Global science and technology program
  - IT (mobile and apps development)
  - Architectural technology
  - Engineering science
GLOBAL SCIENCE AND TECHNOLOGY PROGRAM

- New in 2013
- Aims to recognise, reward and support high achieving students to realise their dream of international study
- Benefits of participation in the program include personal, academic and career development
- Participants
  - are enrolled in an undergraduate degree within the Faculty of SEBE
  - are required to participate in the Deakin Global Citizen Program
  - undertake 1 or 2 trimesters of study at a foreign institution
  - are offered a $3000 scholarship to assist with travel costs
GLOBAL SCIENCE AND TECHNOLOGY PROGRAM

- Entry requirements = minimum ATAR of 80.00

- Applying is a two-stage process
  1. VTAC – global science and technology program
  2. GSTP Supplementary Information Form

- Visit deakin.edu.au/sebe/global
  - Application information
  - Map outlining where our students have been
IT (MOBILE AND APPS DEVELOPMENT)

• Bachelor of information technology (mobile and apps development)
  – Commenced in Burwood in 2013
  – Will be offered off campus from Trimester 1, 2014

• Prepares students to thrive in this exciting and fast growing field

• Provides foundation training in key IT skills as well as specialised skills in mobile apps design and development

• Caters for modern mobile platforms: Android & iOS

• Focus on hands-on individual and group project work
• Employment opportunities
  • Roles in design, development, deployment and consulting
  • App architecture and programming
  • Back-end cloud computing services and front-end frameworks
  • Broad roles in the ICT industry
BACHELOR OF ARCHITECTURAL TECHNOLOGY

• New in 2013

• Unique offering between Deakin’s Geelong Waterfront Campus and the Gordon

• Provides a connection between traditional architecture (design) with project management (outcomes)

• Highly specialised course leading to professional qualification as an architectural technologist
BACHELOR OF ARCHITECTURAL TECHNOLOGY

• Graduates will have the capacity to be involved in commercial, industrial and domestic projects covering the full scope of construction

• Highly regarded profession in the construction industry

• Growing opportunities in Australia, with established opportunities internationally

• Offered over 3 years of full-time study
BACHELOR OF ENGINEERING SCIENCE

- New in 2013

- Brings together studies in engineering, physiology, exercise and sport science leading to technology-focused professionals capable of creating engineering solutions to challenges in the sports and medical fields

- Consists of a common first year before students choose to specialise in either sports technology (electrical or mechanical majors) or medical technology
• Careers in **sports technology**
  • Developing instruments to measure and monitor sport performance
  • Developing materials to enhance the performance of sporting apparel and equipment

• Careers in **medical technology**
  • Designing and maintaining medical devices and instruments
  • Designing prosthetics
  • Occupational health and safety

• Offered over 3 years of full-time study at Deakin’s Geelong Waurn Ponds Campus
WHAT’S NEW... 2014

• Bachelor of Information Technology (Mobile and Apps Development)
  - Will be offered off-campus commencing in 2014
  - Commenced in Burwood in 2013
WHAT’S NEW... BEYOND 2014

CADET
Centre for Advanced Design and Engineering Training
“Australia has a critical shortage of engineers to cope with the demand for major infrastructure and technology projects and this centre will go some way to addressing that skills shortage in the Australian economy”.

“This project is a great example of secondary, vocational and tertiary education working together to design programs that will be applicable for all sectors and building the skills base to address a need in the community”.

“Through this centre we hope to build aspiration for careers in engineering, particularly amongst young women who are currently under-represented in the profession”. 
• A state-of-the-art engineering facility approved for funding under the federal government's Regional Priorities Round of the Education Investment Fund (EIF).

• Represents $55 million investment
  • EIF funding provides $21.5 million with Deakin contributing the remainder
  • Great news for Deakin, Geelong and the broader south-west region
    - Economic modelling by the City of Greater Geelong suggests that, during construction, the project will generate over 180 new jobs in Geelong with an economic impact of around $160 million.
CADET will:

• offer programs for young people right from Year 8 through to PhD level
• be a vital resource for secondary school science and maths programs
• ease articulation pathways between high school, VET and higher education
• emphasise product design and development through virtual and physical modelling, simulation and prototyping
• increase the awareness and attractiveness of engineering as an education and career option, particularly for women and regional schools
• be an extension of the current engineering precinct at Waurn Ponds
• In developing the concept for CADET, Deakin has drawn on new and emerging insights from Asia, Europe and the United States

• To ensure that our programs hit the mark, we have been working closely with secondary schools in the Geelong area to design the educational program for CADET
Thank you...

...for your ongoing support of Deakin and the courses offered by the Faculty of Science, Engineering and Built Environment.

...because without your help we wouldn’t be able to welcome so many of your students into our programs.