

Making learning visible:
The development of a conceptual framework to
identify and compare invisible graduate attributes
across disciplines

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University of Hard Knox Academic Transcript

Year One

Chemistry 1	A	Psychology 1	A-
Biology 1	A-	Statistics 1	B+
Law 1	A-		

Year Two

Chemistry 2	A	Māori Studies 1	B-
Biology 2	B+	Statistics 2	B+

Year Three

Chemistry 3	A+	Statistics 3	B+
Biology 3	A-		

Project Overview

- Framework of visible and invisible graduate learning attributes across six disciplines:
 - English (Arts),
 - Psychology and Chemistry (Science),
 - Dance and Music (Creative Arts),
 - Law (Professional)
- Identify effective university teaching
- Evaluate innovative course delivery
- Enable quality teaching practice to be compared within and across disciplines



Project Design

- Data collection:
 - Student surveys (n~1000) on Qualtrics
 - Staff and employer interviews (n=18)
- Create a conceptual framework of Graduate Learning Attributes
- Develop a framework for each discipline
- Develop a framework to be used as an observation tool for attributes considered invisible or aspirational



Name of attribute and discipline <i>Empathy in Psychology</i>	Learning Objective (What student/graduate should be able to do once attribute is developed)	Teaching Learning Activities (How will the student be enabled to develop attribute)	Observable Behaviour (of student who has developed attribute)
Specify <i>When/where do you see it?</i>	What is an example of the attribute (A) in the class or course? <i>Clinical assessment</i>	How do teachers develop A? <i>Give a scenario and get students to engage in discussion</i>	Can students identify an example of (A)? <i>Identify empathy in their own experience</i>
Explain <i>What does it look like?</i>	What are the relevant features of A? <i>Listening, reflecting thinking and communication</i>	How do teachers enable learners to understand A? <i>Explain what it is and what it is not</i>	How do students describe (A)? <i>Identify features where empathy happened and why it happened</i>
Embed <i>How does it appear in class?</i>	How might a student be able to demonstrate A in the classroom? <i>Interact, support put yourself in another's shoes</i>	How do teachers enable learners to demonstrate A? <i>Role play</i>	How do students demonstrate (A) in the classroom? <i>What is seen, heard; postures; appropriate language</i>
Nudge <i>How does it translate beyond the class and course?</i>	How might a student be able to apply A outside the classroom? <i>Interaction with flatmates or diverse communities</i>	How might teachers enable learners apply A outside the classroom? <i>Think about it in their own lives</i>	How might students demonstrate (A) outside the classroom? <i>Stories of experiences from students</i>

Try it with colleagues

Part 1: Using the Framework (with academics)

- Choose an invisible attribute (e.g. collaboration, professionalism, diversity) and a discipline
- Complete the Framework template for the attribute

Part 2: Reflecting on using the Framework

- Discuss the process
 - Did you find the framework helpful to understand invisible attributes? Was it easy to use?
 - How could the Framework be developed or made more user-friendly (for students, academics or employers)?

Thank you for joining in

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