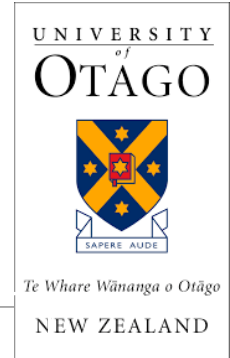


Welcome to:



Pedagogies for employability





Pedagogies for employability

😊 Please, Please, Please sit at the front! 😊



Future Ready
Graduates

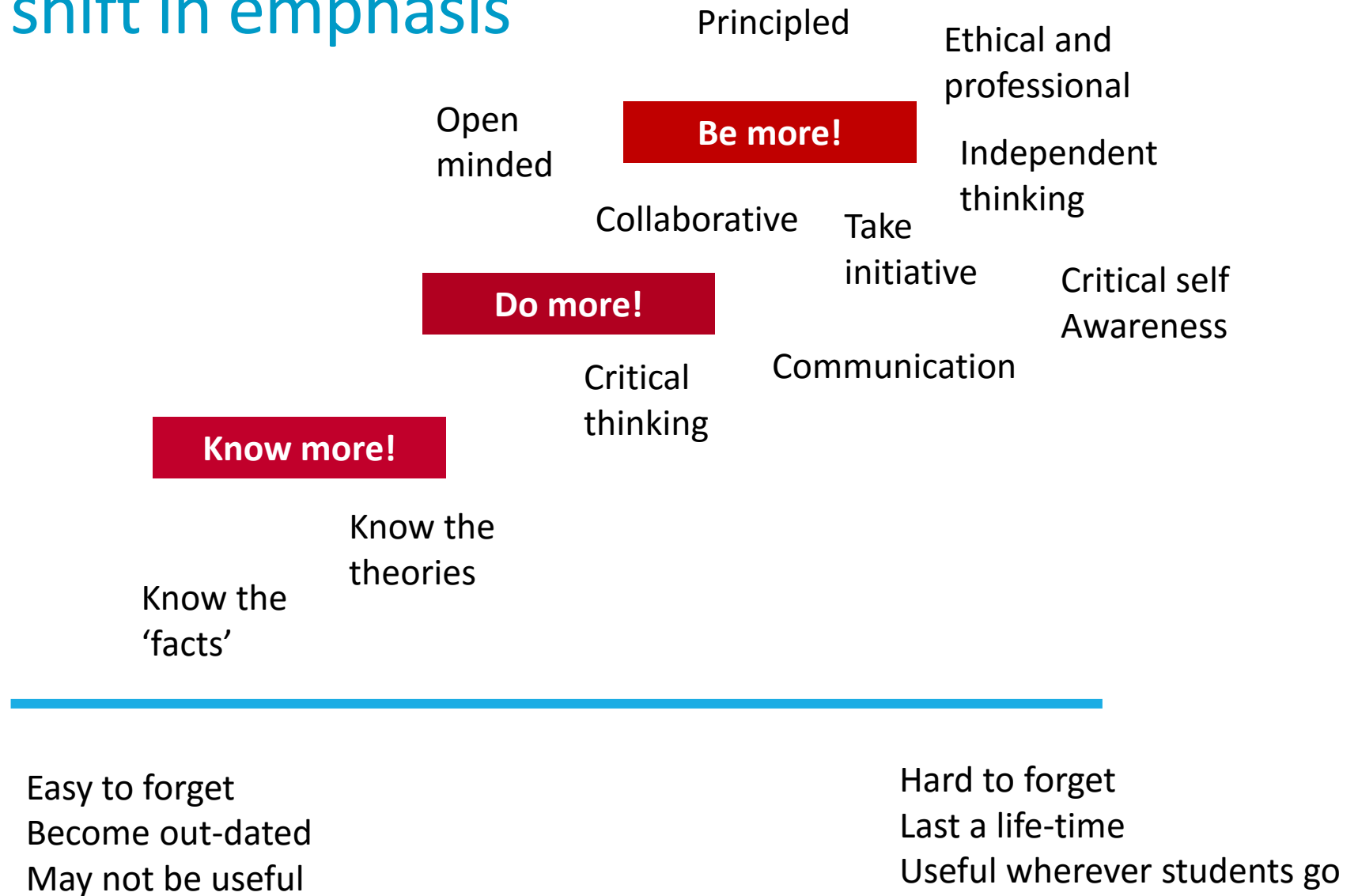


AOTEAROA
NATIONAL CENTRE FOR
TERTIARY TEACHING
EXCELLENCE

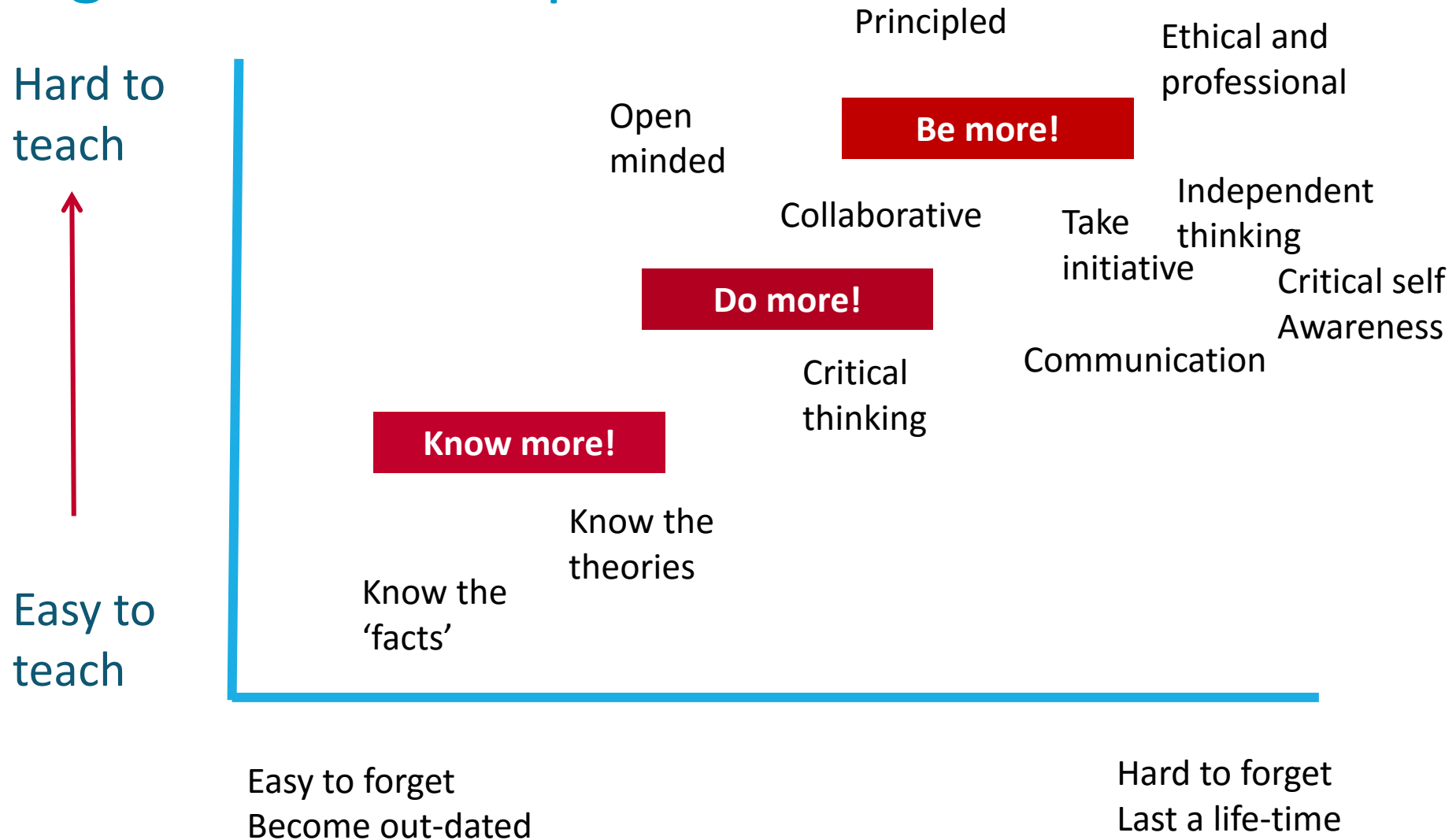
Employability capabilities and attributes



Teaching - A shift in emphasis



Teaching - A shift in emphasis



Teaching concerns

?
?
?
?

Teaching concerns

Love to but can't – too many constraints

Don't know how to teach these capabilities

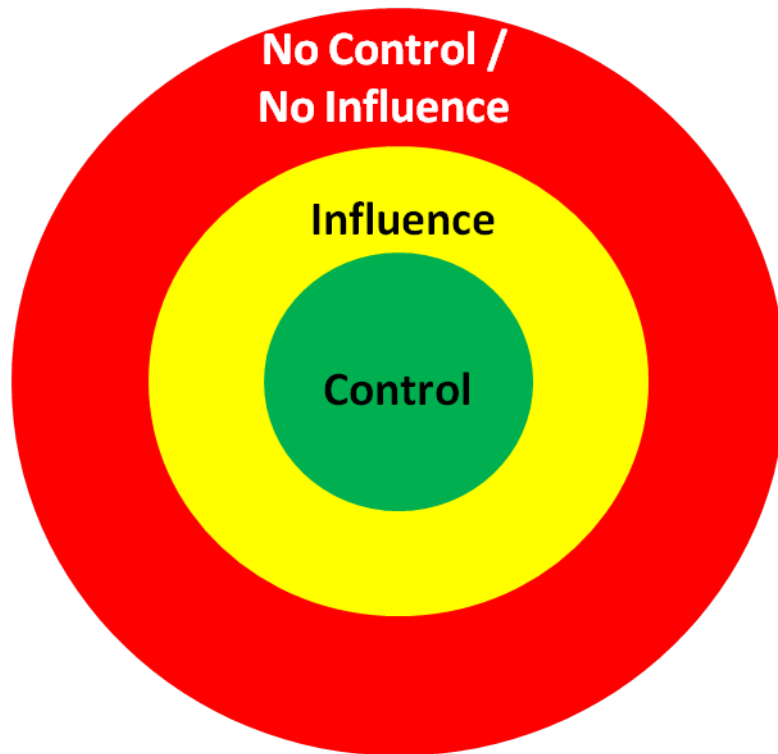
?

No time for PD – must do research, must do research, must do...

?

Adding capabilities to my course will displace essential content

Teaching for sustained capability



Theories and scholarship

Hard to teach

Easy to teach

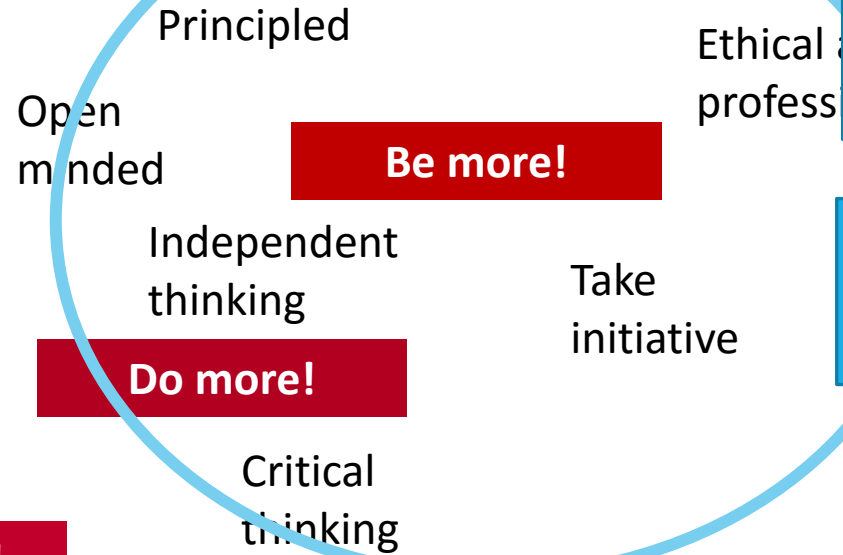
Easy to forget
Become out-dated

Hard to forget
Last a life-time

Know more!

Do more!

Be more!



Transformational teaching

Teaching for transfer

Teaching students to 'be more'

Aim is to identify and share illustrations of a transformative teaching practice

Steps:

- Listen to your facilitators describing a principle.
- Exchange examples of teaching you have seen that epitomised this principle.
- Sneaky Rule – you can't talk about your own practices only those of others!!!!
- Get ready to feedback with one great example.

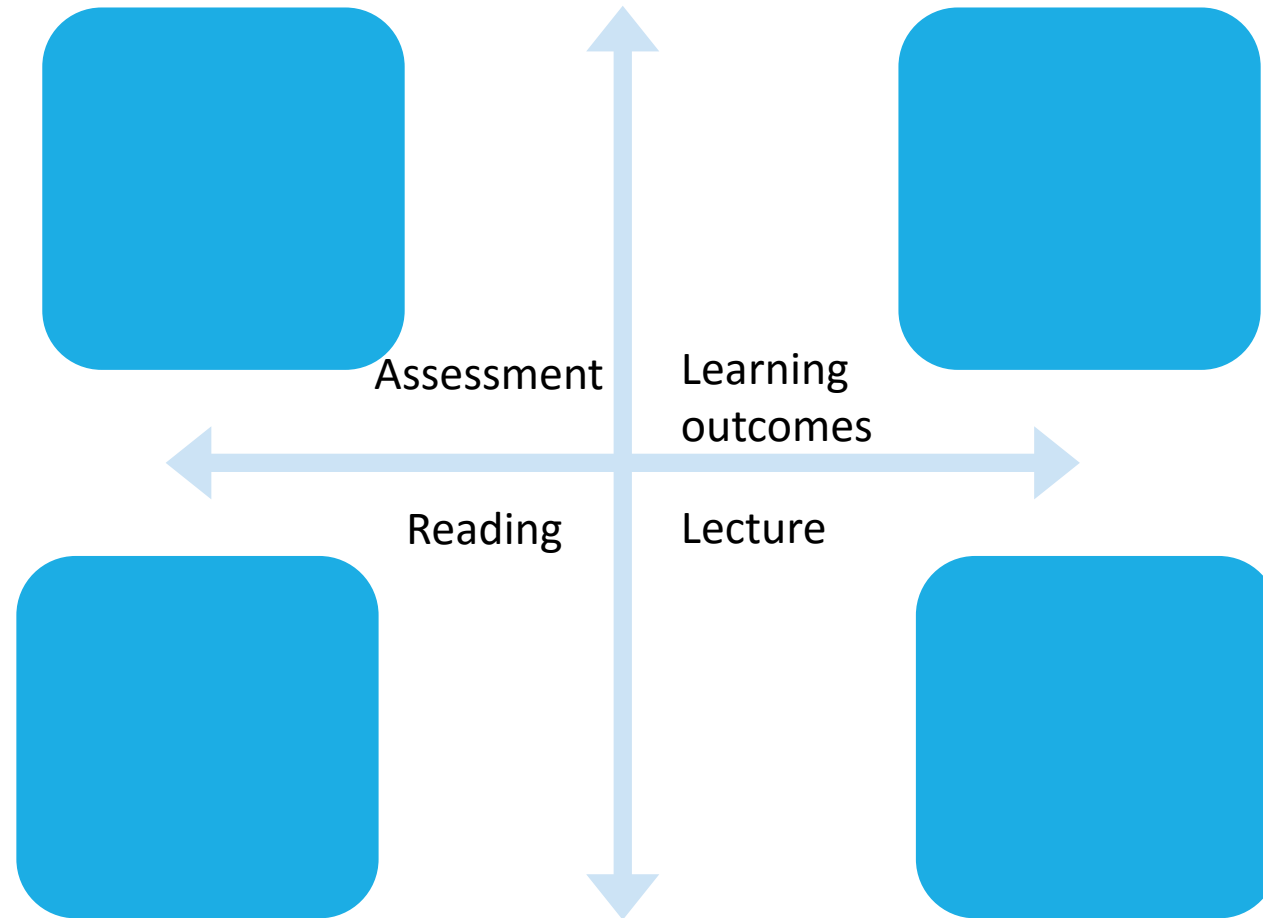
Time allowance: more than 5 minutes but less than 10 – let's see

In traditional teaching we assess our students and give them feedback on how they do better. Some assessment activities are quite different to the situations students might be expected to deploy their knowledge in in real life.

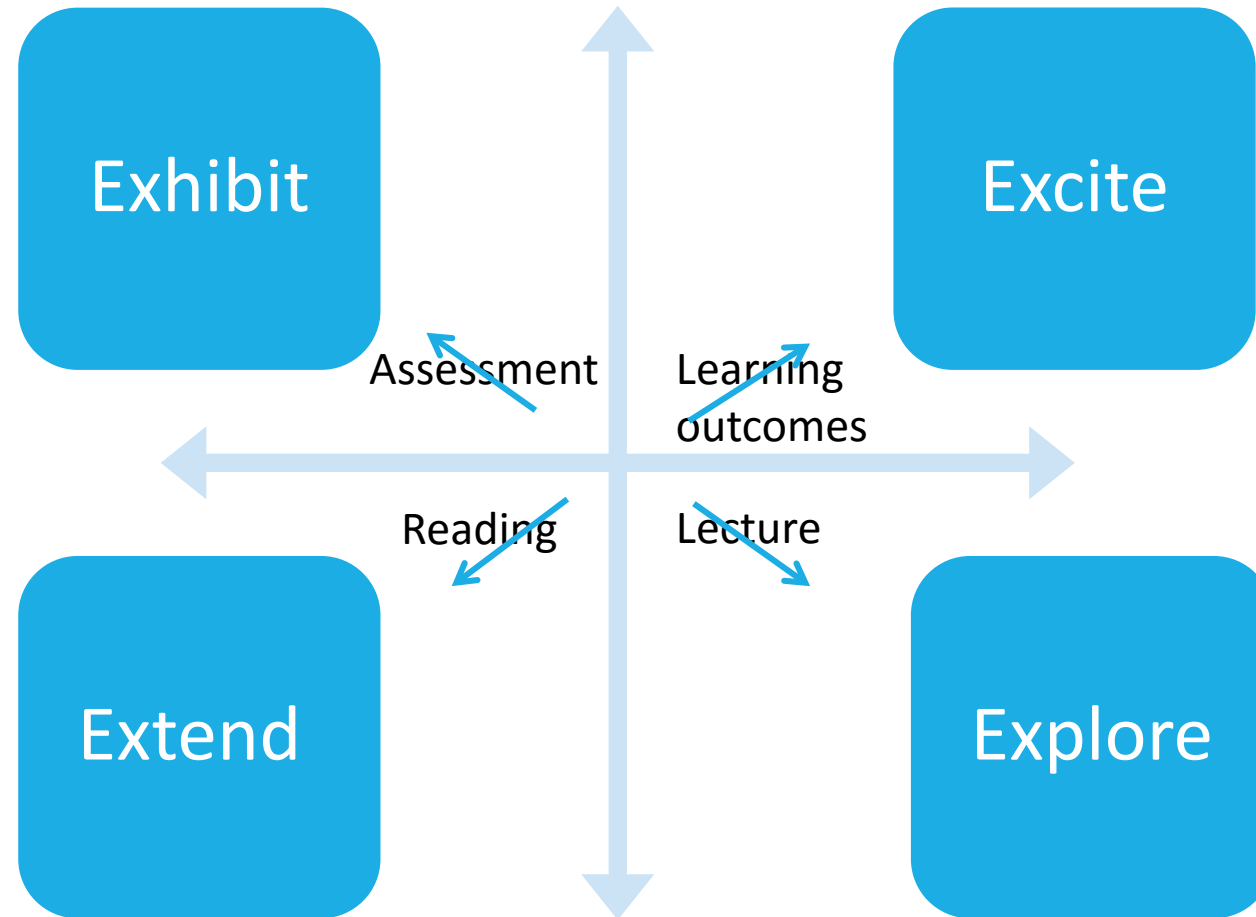
In transformational teaching, assessment is more about **exhibiting** accomplishments and capabilities. There might be a subtle shift from a focus on what could be improved to applauding what has been achieved and to planning for further achievements. 'Exhibits' or assessment tasks are likely to be real world authentic artefacts, they are likely to be demonstrations of a capacity to deploy new capabilities in real world situations. They may include evidence of reflexivity.

Can you think of examples of how someone has given students an opportunity to produce authentic and valuable artefacts or exhibits to demonstrate their capabilities?

The 4 E's of Employability

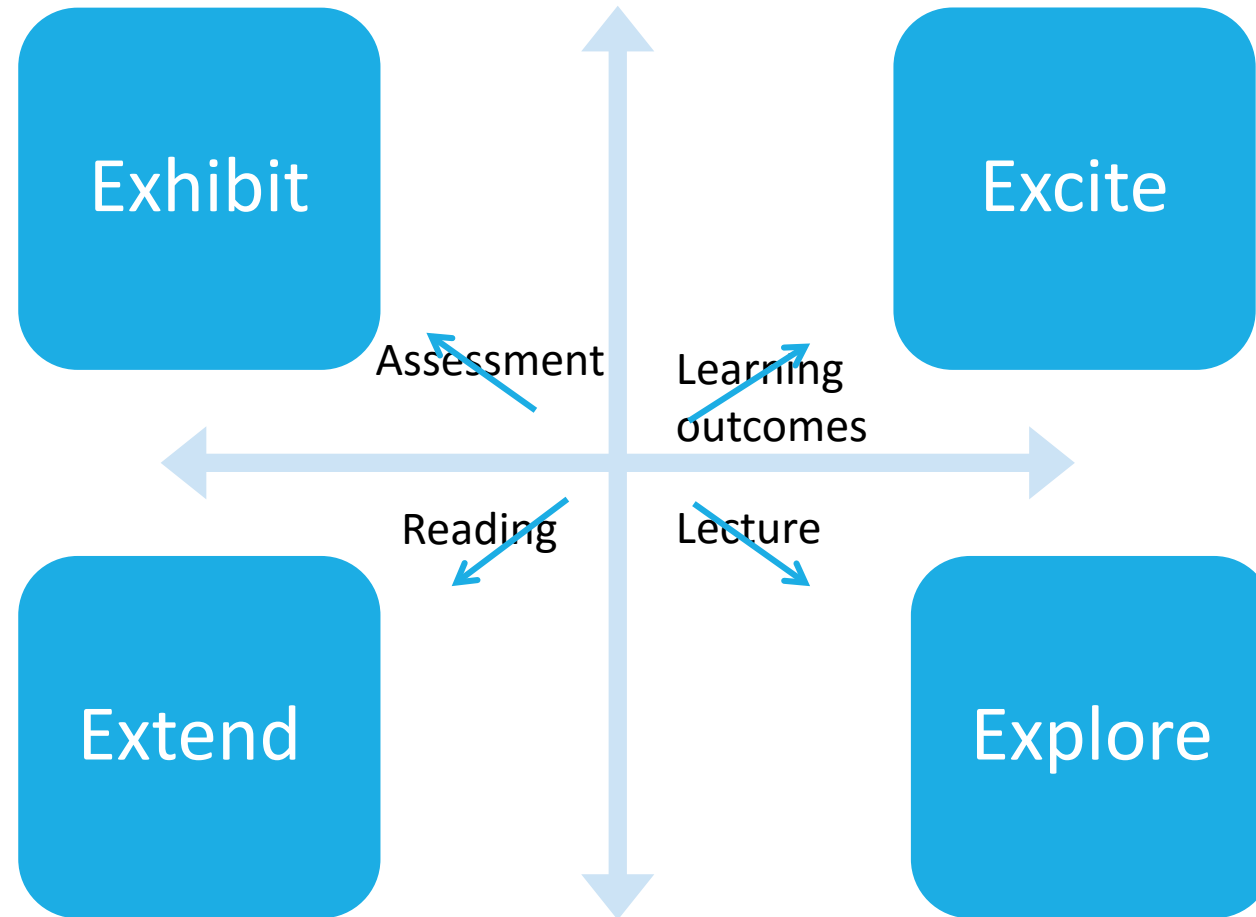


4 E's of Employability

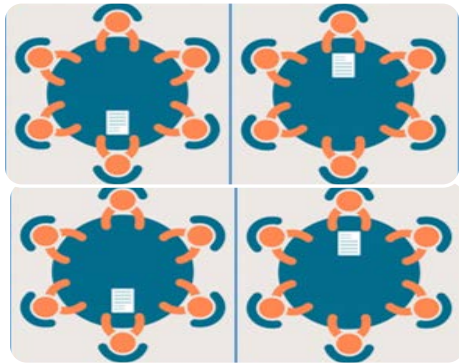


Stimulating adoption – simple model

“4 E’s of
Employability”



Stimulating adoption – Cases to copy



Nuggets



**Positive
Deviants**



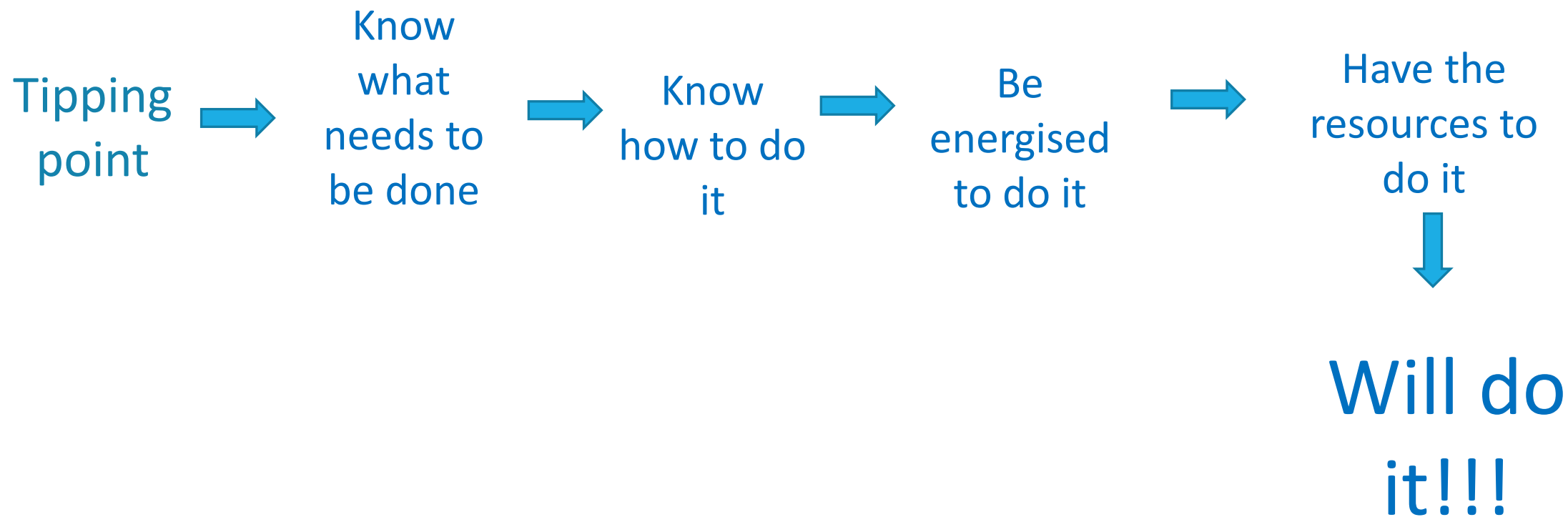
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Stimulating adoption – addressing concerns

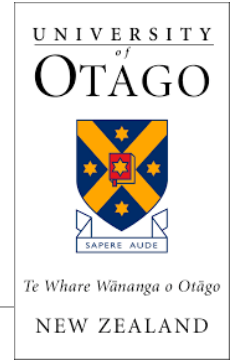
Concerns	Tactic
Love to but can't – too many constraints	Seek positive deviants
Don't know how to teach	Simple pedagogical model
Not my job/ too risky/ doesn't apply to me	Nuggets – many simple cases – safe to change
No time to learn new methods – must do research	Quick
?	
Displacement of essential content	Expose the shift – provide the solution



Stimulating Adoption – the strategy



Thank you



Project Website: www.futurereadygrads.ac.nz

