



WORKSHOP EXPRESSION OF INTEREST

Rethinking Teaching in a Digital Age

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WORKSHOP MODE

Hybrid mode

OVERVIEW OF WORKSHOP

Nowadays, students from domestic (local, regional, rural, interstate) and international destinations are represented in our class cohort. The provision of educational services to geographically dispersed student cohorts has necessitated engineering educators to deliver blended learning experiences. Despite our best intentions and efforts, some students find the learning experience that we offer “bumpy”. Commonly attributed reasons for this include students’ prior online learning experience, their ability to self-direct some of their learning using the learning resources provided, English language proficiency, and cultural differences. Student perspectives are often overlooked when designing blended learning experiences. For many of our students, life pressures impact their ability to study fulltime on-campus. Students expect to be able to work and study, and want access to information, resources, and technology for independent and collaborative study. In today’s digital age, blended learning is therefore not a choice. It is a need, as well as a requirement to support diverse students, who orientate very differently to learning depending on their resources. Moreover, following fully online learning experiences during the COVID-19 pandemic, in this post pandemic era, rethinking of teaching with blended learning to alleviate specific students’ learning challenges will be of timely importance.

In particular, this workshop aims to unpack four key questions:

1. *Why should we use a blended approach to designing learning experiences?*
2. *What does it mean to design learning experiences using a “blended-first” approach, as opposed to fully on-campus or fully online experiences complemented with online or on-campus activities?*
3. *What student learning experiences are best delivered on-campus, what learning experiences are best delivered online and in other settings and why?*
4. *How should engineering educators structure learning interactions and guide student engagement using a combination of delivered and self-directed learning experiences (online, on-campus and other settings)?*

ACTIVITIES

This 90-minute workshop will involve facilitated interactive discussions between conference delegates. The facilitators will guide the interaction by setting the scene, posing initial questions to draw responses from panel members and allowing time for workshop participants to engage in interactive discussions through questions and comments.

TARGET AUDIENCE

Academic staff in Australian Engineering departments are the target audience for this workshop. Participants are not expected to have prior teaching interactions with international students.

OUTCOMES

At the end of this workshop, participants will be able to:

- promote a deeper understanding of learning experiences and learning activities, particular for blended learning environments

- influence engagement of staff in engineering units across the sector to collaboratively address these challenges students face
- implement strategies to create blended learning resources for students.

KEYWORDS

blended learning, learning experiences, learning activities.

PRESENTERS' BACKGROUNDS

Chamith Wijenayake is a Senior Lecturer in the School of Information Technology and Electrical Engineering, University of Queensland. He has been contributing towards innovative learning and teaching activities since 2010 including the development of blended and flipped mode classes.

Jayashri Ravishankar is Associate Professor and Deputy Head of School (Education), at the UNSW School of Electrical Engineering and Telecommunications. Serving as the Postgraduate coursework coordinator for the school 2013-19, she has immense experience dealing with the needs of international postgraduate students. She currently plays a major role within the Faculty of Engineering International Committee helping to enrich the experience of international students at UNSW Engineering.

Siva Krishnan is a Associate Professor in Engineering and Director of Postgraduate Studies at Deakin University. In this role, he oversees the design, delivery and performance of postgraduate coursework degrees, with a particular focus on enriching students' learning experiences.