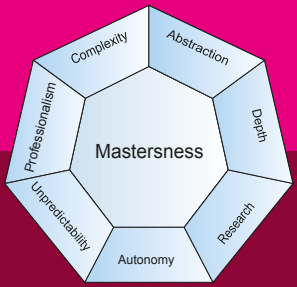
Abstraction



Extracting knowledge or meaning from sources and then using these to construct new knowledge or meanings

Abstraction

- Devise practice and/or project-based learning
- Encourage students to reflect on knowledge, meaning and experience using e-portfolios, journals, professional learning logs etc
- Create opportunites for students to work in the field in teams or in placement with professional colleagues
- Create opportunites for students from different disciplinary backgrounds to share and promote understanding of knowledge and approaches
- Students apply theory to real-life open-ended problems
- Examples from your own practice/experience?

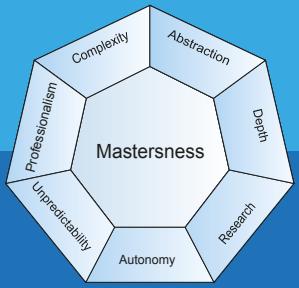
Autonomy

Taking responsibility for own learning in terms of self-organisation, motivation, location, working with others and acquisition of knowledge

Autonomy

- Design transition activities for all students to master's level
  such as: compulsory modules for study skills, ethos, level orientation, support for international students
- Provide early feedback opportunities on assessment/performance
- Set student groups 'leaderless tasks' with minimal supervision
- Set students self-assessment and peer-assessment tasks
- Encourage students to actively manage a project on their own and in groups
- Students act as consultants to external organisation, with minimal supervision
- Examples from your own practice/experience?

Depth

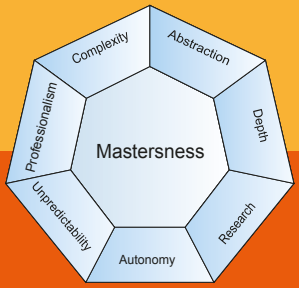


Acquiring knowledge and using it differently, for example critical thinking, engaging a narrow topic in depth, engaging in up-to-date research, taking a multidisciplinary approach and examining something familiar and presenting it in a new way

Depth

- Use group web blogs to encourage debate and discussion
- Encourage deeper learning from different viewpoints through interdisciplinery work to share and promote understanding of knowledge and approaches
- Encourage critical thinking with discussion groups promoting differing views
- Encourage students to reflect and develop knowledge and understanding using e-portfolios, journals, professional learning logs etc
- Encouraging engagement with, and analysis of, up-to-date research
- Break down assumptions that 'tutors know best': deliberately give students good and bad journal articles to analyse
- Examples from your own practice/experience?

Complexity

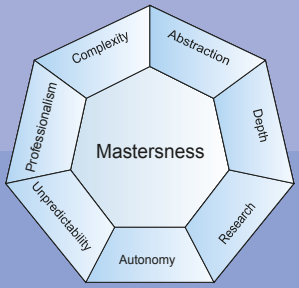


Recognising and dealing with complexity of knowledge - including the integration of knowledge and skills, application of knowledge in practice - conceptual complexity, complexity of learning process

Complexity

- Conduct in-depth reviews of key research papers from various perspectives (for example, practice, relevance to field, methodology)
- Actively encourage personal and/or group reflection using tools such as e-portfolios, journals, professional learning logs
- Encourage students to think and act like external consultants when working with industry or other external organisations
- Create opportunites for students from different disciplinary backgrounds to share and promote understanding of knowledge and approaches
- Examples from your own practice/experience?

Research and Enquiry

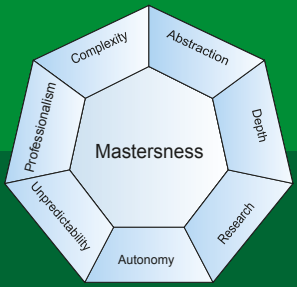


Developing critical research and enquiry skills and attributes

Research and Enquiry

- Engage students to work in 'research nodes' with academic researchers on key activities including writing, applying for grants, organising seminars
- Encourage students: to read, summarise and critically evaluate key research papers
- Prepare a highly reflective portfolio of course work considering how [subject] scholarship is pursued by others and themselves
- Ask students to write a research proposal and an ethics application to obtain practical experience that will be useful in future research
- Students use 'informed' literature to assess and evaluate real-life scenarios
- Examples from your own practice/experience?

Professionalism

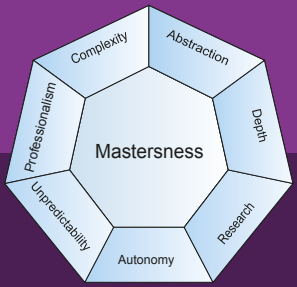


Displaying appropriate attitudes, behaviours and values
in whatever discipline/occupational area studied
(from academic to occupational subjects)

Professionalism

- Encourage students to engage with external organisations, for example, job placements, in the field in teams with professionals, consultancy or internships
- Engage students to work in 'research nodes' with academic researchers on key activities including writing, applying for grants, organising seminars etc
- Students undergo reflective practice which allows them to identify level of competence they believe a professional in their discipline would demonstrate
- Students develop a 'professional behaviour' contract
- Dedicated professional skills modules at beginning of course
- Examples from your own practice/experience?

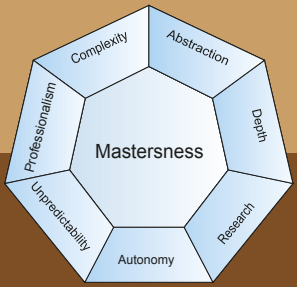
Unpredictability



Dealing with unpredictability in organisational contexts - recognising that real world problems are messy and complex, being creative with the use of knowledge and experience to solve problems

Unpredictability

- Set students leaderless tasks with minimal supervision
- Encourage students to engage with external organisations, for example, job placements, in the field in teams with professionals, consultancy or internships
- Students self-organise and run research teams/nodes with senior researchers
- Students experience real-life issues through simulation-type activities
- Students critically evaluate real-life situations to help them link theory and practice
- Examples from your own practice/experience?



Learning from International Practice: the Taught Postgraduate Student Experience

Based on Viewpoints model: http://wiki.ulster.ac.uk/display/VPR/Home