

# Whose Future?

## Bay of Plenty Polytechnic

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Developing Bridging and Foundation Programmes

Presenter: Helen Anderson



BAY OF PLENTY  
POLYTECHNIC  
TAURANGA  
Te Kuratini o Poike



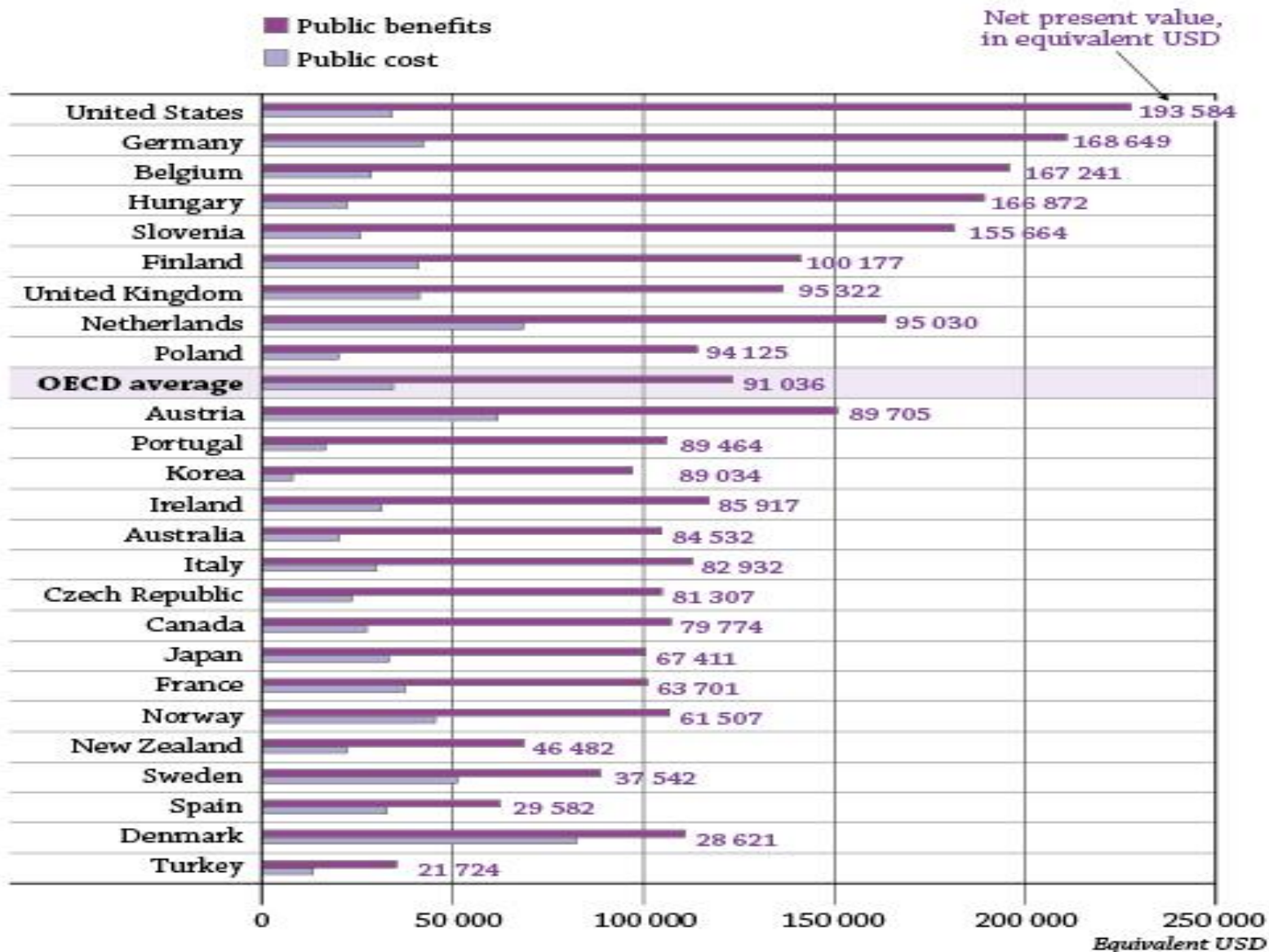
# Why?

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- Pathways to higher education
- Credentialing of underprepared students
- Expanding and diversifying participation in tertiary education/the workforce.
- Equity and social justice
- Economic development



## Public costs and benefits for a man obtaining higher education (in USD, 2007 or latest available year)



# How?

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- By designing programmes that meet these goals
- (Programmes that build skills, knowledge and dispositions relevant to the future for their students)

# What are the questions?

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- 1. What is future- oriented learning and teaching?
- 2. What enables this learning and teaching?
- 3. What sustains this learning and teaching?



# Answers?

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- Personalised learning
- Building capability in diversity
- Creating and applying knowledge
- Interactive Teaching
- Continuous learning
- Education in society

Bolstad, R., Gilbert, J., et al (2012) Supporting future-oriented learning and teaching – a New Zealand perspective. NZ, MOE



# And??

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- Tolerance of uncertainty
- Disruption of existing patterns





# Baggage

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- the OECD is supporting and reporting on the re-establishment of education in the Tohoku region of Japan following the 2011 tsunami. The exigencies of their situation has led to a transformation of their learning to focus on improvising, innovating, problem solving, critical thinking and taking initiative. This requires courage, resilience and adaptability. It brings a vastly unexpected set of meanings to learning design where unnecessary baggage is left behind to put all energies into core learning essentials. This is to ensure the future capability of children of the tsunami..



# Baggage

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- Directive Teachers /Performers  
Observation research
- Timed out resources  
Paper based, drills, generic/decontextualised,  
workbooks
- The Pedagogy of Dependence
- Domestication of innovation



# Bridging and Foundation Programmes

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- Personalised learning
- Capability in diversity
- Creating and applying knowledge
- Interactive Teaching
- Continuous learning
- Education in society
- Tolerance of uncertainty
- Disruption of existing/irrelevant patterns







# Looks like?

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- Learning Outcomes  
Skills, dispositions, knowledge
- Content  
Authentic , real world, constructed
- Pedagogies  
(<http://learningplace.com.au/deliver/content.asp?pid=40022>)
- Assessment  
Validity!!
- Resources  
Mobile technology/Learning Space design

# Courses

Learning Outcomes	Content	Pedagogies	Assessment	Resources
<p>Apply basic statistical processes to data (skill/knowledge)</p> <p>Collaborate with peers to design a statistical investigation./ question and proposed design (Disposition).</p>	<p>ITP EPI data Class test data Other (student choice)</p> <p>Mean Median Range Percentage</p> <p>Theory of collaboration</p>	<p>Skill enhancement. Project – based pedagogy</p>	<p>Skill tests</p> <p>Collaboration analysis (peer)</p> <p>Argue for the design choices (oral and diagrammatic)</p> <p>.</p>	<p>Space: group project tables, internet connection, laptops.</p>

Note. Graduate Profile: self directed, confident with technology, effective teams, verbal confidence, stats numeracy etc

Learning Outcomes	Content	Pedagogies	Assessment	Resources
Able to search the internet for information and evaluate. (skill)	Teachnetlab.org Internet search skills lab.	Skill enhancement  Inquiry Learning	Skills test  Collaboration analysis	Space: individual and group settings.
Apply search /evaluation techniques to identifying sustainability concepts with peers (Dispositions).	Concepts  e.g. Take, Make, Preserve, Respect.  Triple bottom line (Elkington).	etc	Ideas map for concepts (individual)  Elaborate ideas map to include examples from the case (peers)	Laptops, internet connection, hub connection for 50inch LED screens.
Apply to a local case to evaluate (Dispositions)	Local case study e.g Ecology Business Local govt strategy			

Grad profile: Internet capable, social responsibility, team skills,



# Outcome

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- Students who go on to further study and/or the workforce successfully.
- Students whose diversity is valued for its contribution to innovation, creativity and lateral problem solving (not “schooled” out of recognition).
- An education system that flexes at the individual and at the strategic level to meet multi level needs.



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