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| **Image result for future ready logo auckland university Image result for ako aotearoa****Internships and placements**At the end of their second year your students are found placements and work in a local company for 80 hours or more. They keep a diary while at work and when they come back they write an account of their placement describing what they did and learnt. Their manager/company contact will confirm attendance, review their report for accuracy and provide a brief evaluation. Students do not get a mark for their placement but must have done the hours to graduate. You think that just having to go to work for 2 weeks is an extremely valuable experience for students who have never been in employment but for those who have had part-time jobs (which is most of them), the placements are sometimes of little value. They certainly do not develop graduate level capabilities. Thinking of your ‘quite impossible’ capability how could you enhance the impact of these placements? |
| **Image result for future ready logo auckland university Image result for ako aotearoa****Working with postgraduate students**You have been made Associate Dean Postgraduate and believe that of your cohort of 50 PhD students, about 10 will become academics or teachers and the rest will follow non-academic careers. You strongly believe they should all be developing their [insert your quite impossible capability here] but know that on the whole your PhD students do not get the necessary opportunities to learn. How will you work with your university, students and their supervisors to rectify this? (You have no budget and not much power). |
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| **Image result for future ready logo auckland university Image result for ako aotearoa****Ivan I.T**You’re a lecturer of a year 3 IT course and students complete a capstone project as part of your course. You’ve found that students are producing excellent projects that really demonstrate their high quality programming and coding skills. However, you have heard from several employers who have hired your graduates that they don’t really know how to [insert your quite impossible capability here]. Currently, students are given a fictitious problem to solve, they then map their project detailing the system design and software they will use and produce a report at the end. With a focus on your ‘quite impossible’ capability, consider how you will redesign your assessment and develop a redesign plan. |
| **Image result for future ready logo auckland university Image result for ako aotearoa****Lulu Lesson**You’re a new lecturer of a year 2 arts course with 150 students. You notice that the faculty has a piecemeal approach to engaging with industry and inviting guest speakers into lectures is often viewed as an easy way to connect with industry. In week 3 you invite a guest speaker to your own lectures but you notice that the learning students gain is minimal. While, students were entertained by the speaker, they did not engage fully or seem to see the relevance of the session. You realise that that you are not making best use of your industry guest.With a focus on your ‘quite impossible’ capability, consider how you will redesign your session and develop a redesign plan. You may consider any activities you want students to engage in before, during and after the lecture. Your guest is willing to try anything but is busy and important so can only give you 1 hour. |
| **Image result for future ready logo auckland university Image result for ako aotearoa****Accounting Anna** You are the Head of Department and the Dean has asked you to reconsider your 3-year accounting programme as there is a fear that many accounting tasks will become automated in the future. The nature of the profession will change and therefore so must your degree programme. Your ‘quite impossible’ capability has been identified as being very important. You know you must embed it in each year of study if students are to become proficient. Start by working out what to do in year 1. |
| **Image result for future ready logo auckland university Image result for ako aotearoa****Lawyer Leonard**You are a lecturer of a first year university law course and you do not think the course is adequately preparing students for their year 2 courses and beyond. Students are not beginning to develop your ‘quite impossible’ capability. There seems to be a huge leap in the requirements from year 1 to subsequent years. You’ve spent the last 5 years in practice and know that your ‘quite impossible’ capability is vital in industry. With a focus on your ‘quite impossible’ capability, consider what students could/should learn to do in their first year and how you would provide these opportunities in your course.  |