In search of 'graduateness': Reframing equity of student experience, a transformational approach

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This poster depicts key considerations around adopting a transformational approach to curriculum renewal at Charles Sturt University. This enhancement of the student experience must be built on a transformation of the university organisation culture and working practices of academic and support staff alike.

Entitled the Charles Sturt University Degree Initiative (CSUDI) the process necessitates a *shared sense of responsibility* for planning the *total* student experience amongst those who coordinate and teach a course to create a distinct "CSU student experience" culminating in "CSU graduateness". In a nutshell the aim is for CSU undergraduates, in addition to an in-depth understanding of their chosen disciplines

and professions, to have their studies underpinned with integrated and embedded principles equipping them for the modern world.

Whilst the CSUDI is clearly the mechanism for the "student experience" to happen – unless the transformational *design-based approach to curriculum renewal* is truly collaborative, incorporates a wider vision, and a different approach, the concept of "graduateness" will not take place.

Introduction

This poster depicts the development of a design based approach to degree level curriculum renewal at CSU. To be introduced progressively to students from 2012, this approach integrates CSU's learning and teaching expertise with pedagogical innovation; to enhance the student experience. CSU is in the process of developing an integrated framework of design principles, course analysis processes, course exemplars and course approval processes. The design principles that will be integrated and embedded within the CSU approach are discussed below.

Content design principles

The disciplinary and professional knowledges that students engage with are influenced by the degree type and the degree purpose. The CSUDI wishes to embed the following engagement within each degree:

- The opportunity for international experiences and to develop an international perspective in their discipline or profession;
- An engagement with the responsibilities of global citizenship;
- The opportunity to develop cultural competence;
- The opportunity to engage meaningfully with the culture, experiences and histories of Indigenous communities;
- Understandings of financial, social and environmental sustainability;
- A firm understanding of ethics;

Innovative learning and teaching design framework

Each discipline area and degree have traditions and pedagogies that have developed within a particular culture. The curriculum renewal process seeks to influence that culture by creating a development framework that values (and adds to) the learning that our diverse students bring to their study. The ways that students will be supported include:

- Engagement in activities that foster web-based proficiency and innovative ways of learning.
- A supported transition into the first year of university; and thereafter throughout the undergraduate student experience;
- Employability and generic and transferable skills such as effective communication; analytical skills; critical and reflective judgment; problem-solving; team work; and time-management; Education based in practice;

This horizontal and vertical alignment is allowing a holistic understanding and therefore development of a course to take place. This has previously not been a wholly transparent process in a subject based approach. The increasingly diverse cohort profile and changing markets demands this approach and this aims to provide an increased equity of student experience and outcomes.

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