

WORKSHOPS

<p>Monday 7 December</p> <p>2.00pm - 3.30pm</p>	<p>Phil Voysey</p> <p>MACQUARIE UNIVERSITY'S PARTICIPATION AND COMMUNITY ENGAGEMENT INITIATIVE – PACE</p> <p>Macquarie University's Participation and Community Engagement initiative (PACE) is the third plank of the University's New Curriculum which requires students to complete units on <i>People, Planet and Participation</i> as part of their degree program. Participation aims to provide opportunities for students and staff to actively contribute to more just, inclusive and sustainable societies through activities with communities and organisations locally, in regional Australia and overseas. Through experiential learning activities students will have opportunities to apply their classroom learning to real world situations while developing skills that employers value. Participation will be a requirement for all undergraduate students from 2012. The workshop will explain how Macquarie is going to implement this initiative and explore through interactive activities the implications for learning and teaching practice in the University.</p>	<p>Joy Sharpe Outreach Coordinator, TAFE NSW Illawarra, Nowra Campus</p> <p>Yes, you can sing!</p> <p><i>experience the thrill of singing in harmony</i></p> <p>Joy started a community a cappella choir in 1998 because so many people said to her "I wish I could sing". Joy believes that everyone <i>can</i> sing and that there are so many benefits to singing especially in a group . Find out for yourself by being part of this workshop.</p> <p>In this workshop the group will learn and sing together 2 or 3 a cappella songs in harmony. No previous experience is needed, just a sense of fun!</p>	<p>Geoff Coffey</p> <p>A Systems Approach to Leadership An Application of Experienced Based Learning to Leadership and Organisation Performance</p> <p>A Systems Approach to Leadership (SAL) is a methodology for creating sustained high performance in conditions of high complexity and uncertainty (Coffey, 2009). Central to it is a practical method, based on experiential learning, which can be used by any leader at any organisational level to quickly and effectively develop themselves and their organisation (or part of it).</p> <p>This workshop is designed to give participants a brief introduction to SAL's core method and show how experiential learning can be applied to develop leadership and organisation performance. The workshop will use a model of organisation performance which contains multiple domains and links individual cognition to the results an organisation delivers to its stakeholders. Participants will be invited to explore their own account of a complex problem from a wide variety of different perspectives.</p> <p>While the workshop is designed for practitioners, from a theoretical perspective SAL is a systems multi-methodology specific to leadership and organisation development based on the philosophy of Critical Realism. This enables the use of methodologies developed in functionalist, interpretive and critical paradigms in a theoretically supportable way.</p>
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<p>Monday 7 December</p> <p>3.45-5.15</p>	<p>Dr Debra Evelyn</p> <p>Dancing towards a re-cognition of self</p> <p><i>re-cognise: literally, to know again.</i></p> <p>This workshop will venture into 'lush wetlands' of practice and theory in 'embodied' experience of basic belly dance moves. How do we 'know' ourselves through our bodies? Can we come to 're-cognise' our selves in new ways through learning unfamiliar dance movements, to middle eastern rhythms, accompanied by the colour, light and jangle of belly dance belt. Can the practice of dance lead us to acknowledge and treat our bodies with re-cognised validity? Would such a re-cognition intrinsically link heartmindbodyspirit? After participant/observation in community-based belly dance classes over a number of years (recreationally dancing her way through teenage motherhood and a PhD), Debra Evelyn has devised and implemented a short program for young women at a local church, as well as a belly dance lunch break for women staff at TAFE. The conference workshop will offer an opportunity to explore practice emerging into theory; to experience some challenge and fun in the process. Wear a skirt or free-flowing clothes, take your shoes off as you arrive and bring a willing laugh.</p>	<p>Mary Cushnahan</p> <p>Keeping it real: workshop exploring the merits of learning generic employability skills through experience based learning.</p> <p>For those working with Training Packages in particular, instilling real learning in simulated environments or situations is often not "real" enough for our learners. Young (15-19 year olds) and disengaged learners can be reluctant to 'buy into' a simulated environment, making the job of the teacher even more difficult. Added to this is the sometimes 'down grading' of the priority of teaching 'soft skills', such as generic employability skills, over trade or industry skills (Cushnahan, 2008), resulting in further disengagement and missed learning opportunities.</p> <p>It was for these reasons that I developed the Triple Trade VCAL (Victorian Certificate of Applied Learning) program. This is a twelve month program which fully integrates three trade pre-apprenticeships (Wood machining, Cabinet making and Furniture Finishing) along with an alternative Year 11 or 12 Certificate – around a learner centred business. The learners run every part of the business; from researching and developing a product, market research, ordering materials, getting clients or customers, production, sales and account keeping. The teacher is decentralised, and the learners become the foreman and team leaders within the company.</p> <p>The program is directed at disengaged young people, and its purpose is to instil in them the skills to gain and keep a job, in what ever area or industry they choose to go into.</p> <p>I don't believe it is not enough for us to say to learners that, for example, they must develop a sense of responsibility, when they haven't been given the opportunity to experience it, to be allowed to fail (with certain safeties in place), to learn from their own mistakes (and their fellow students), to support each other in coming up with solutions, and getting the opportunity to try again.</p> <p>The business is real, the product is real, the customers are real, and the learning is real.</p>	
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<p>Tuesday 8 December</p> <p>10.45 – 12.15</p>	<p>Greg Jenkins</p> <p>Everyone is a Leader – an experience based approach to developing your leadership potential</p> <p>Experience based approaches are key to developing leadership potential in everyone.</p> <p>Whether you are a pre-teen or a senior, in or out of the workforce, privileged or disadvantaged, you can develop exceptional leadership skills.</p> <p>In this workshop, participants will be immersed in the experience of their own leadership journey as well as approaching the following questions:</p> <ul style="list-style-type: none"> • To what extent does our experience of leadership before the age of 16 play out in our lives? • Why is it better to develop and hone leadership skills outside the constraints of the workplace? • What would it take to transform the way we plan and implement leadership development programs in organisations, schools and communities? • What can the corporate sector learn about leadership from the AFL Indigenous Academy in Western Sydney ? 	<p>Cheryl Cruttenden</p> <p>"The Trail Less Travelled", Equine Experiential Education"</p> <p>This workshop provides an overview of experiential learning through partnering with the horse. It is a methodology that is sweeping the world and has been deemed to be at the cutting edge of personal and leadership development. This educational methodology provides the one thing all other experiential programs cannot - it uses horses not as tools, but as active participants that help to facilitate or 'guide' the learning experience. It is similar to the risks associated with adventure based activities but has the added element of a living breathing animal that provides immediate feedback regarding the effectiveness of your thoughts, feelings, attitudes and behaviours.</p> <p>By involvement with a series of interactive ground games or exercises with a horse you can discover how to hone your own life leadership skills. The process enables individuals, groups and teams to build on their strengths and own resources to discover solutions that work best for them.</p> <p>The two main approaches are Equine Assisted Psychotherapy (EAP) and Equine Assisted/Facilitated Learning (EAL/EFL). Interacting with horses has the ability to bring issues or problems to the surface and thus help to resolve them, yet even more, to help people find greater fulfilment and a sense of wholeness. EAP is utilised as a psychotherapeutic intervention for a variety of mental health diagnoses. Some of these include depression, anxiety, PTSD, eating disorders, addictions and the recovery process, adjustment disorders, and complicated bereavement. Progress is made that often the traditional therapist can not achieve. Horses allow us to unite unconditionally with another living being - we can take off our masks without fear of rejection, we can open up and reveal our true selves and receive non judgemental & non biased feedback from the horse. This is the key to healing: expressing true feelings and interactions with another being to develop a true self concept.</p> <p>EAL/EFL is offered for: personal growth and life skill learning, in addition to organisational team building and leadership enhancement. It fosters creative problem solving, healthy communication, cooperation, identification of roles, development of leadership skills and conflict resolution and management. These programs are suitable for corporations, interest groups, schools and individuals. This workshop will include a brief overview of the development of this approach, why horses are used, the methodology of the two approaches and the benefits and learning's gained by participants. As we are unable to have live horses in the room, this workshop will include some role plays and videos of the process.</p>	<p>Dr Megan Le Clus</p> <p>Narrative inquiry</p> <p>My aim as a phenomenological researcher is to produce a description of lived experience.</p> <p>When I conduct qualitative research, it is my intention to present data in a way that will immerse the reader in the phenomenon and provide enough concrete details that allow the reader to identify with the experiences of each participant. One way of achieving this is through use of stories, or narrative.</p> <p>The aims of this workshop are to provide you with an overview of narrative inquiry, some tips on how to write a narrative and conduct narrative analysis, and to get you started writing your own narrative.</p>
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Hawkesbury Agricultural College Anniversary Event

<p>Tuesday 8 December</p> <p>3.00pm- 4.30pm</p>	<p>Dr Robert Kay</p> <p>Living the Hawkesbury Experience: Reflections from above and below</p> <p>The curriculum model that has become known as the Hawkesbury Approach, is famous around the world as an example of the way in which experiential curricula can be developed and applied. As a student of the undergraduate degree, I gained a first hand perspective of what it was like as a learning system. As a neophyte researcher, critiquing the curriculum for my Honours thesis, I gained a deeper understanding of the ideas and concepts informing it; and as a learning facilitator in the program, whilst undertaking postgraduate studies, I gained insight into the challenges and complexities of administering the learning model. With more than a decade of distance from these experiences, my views about the approach have both hardened and changed.</p> <p>This paper presents my reflections on the course from both above and below, as a learning facilitator on the one hand, and simply as a learner on the other. The struggles I saw my fellow students go through to understand what was going on. The clash of assumptions in regard to what both learning was and how it should be achieved. The confusion in the minds of scientifically trained lecturers as they themselves were presented with a paradigm so alien that they could say the words but not quite will their bodies to the actions. Yet this complex milieu of emotions and interactions produced the deepest learning insights of my life.</p> <p>I have little doubt that I would not have been able to complete a traditional undergraduate degree. The idea of being subjected to a system not radically different in assumptions to the school system I hated so much was something that filled me with dread. The Hawkesbury approach somehow fitted my natural worldview and set about giving it new life. But this is the paradox, clearly for others the reverse experience was the case.</p> <p>1. These reflections will lead me to conclude this paper with two main questions: Why are curricula like that at Hawkesbury not adopted more widely? and (2) Should they be?</p> <p>The first question is a relatively practical one, the second philosophical, and given the topic of this conference probably controversial. A point, which is often missed in discussions of the Hawkesbury Approach, however, is that it is an approach to questioning your assumptions, and 30 years since the course was initiated seems a reasonable time to do so.</p>	<p>Kay Distel</p> <p>Engaging through Voice and Listening- My Hawkesbury experiences 1978-80 and the journey to a PhD bridging the Science and Art of Listening for well-being</p> <p>The aim of the workshop is to demonstrate how experiential learning and action research was a major ‘coming out of the swamp’ in my learning. And the dynamic continues as experiences from applying action learning methods with diverse learners in Higher Education – a part of the subject of my PhD.</p> <p>1 A storytelling involving participants:</p> <ul style="list-style-type: none"> • Of first encountering experiential learning • Of first group work with the ‘Aggies’- 12 men and me! • Of how we decided our joint and personal curriculum • Of Silence and Looks • Of finding Voice • Of feeling respected and valued. <p>2 I invite you to participate in some listening experiences : By using sound (listening) and making sound (voice) and other non-verbal methods.</p> <p>3 The final reflective phase: Invites Talk and further questions on applying the principles I work with and your reflections from the session.</p> <p>Expect a fun intriguing session!</p>	<p>Dr Roger Packham</p> <p>Experiencing different ways of knowing and Goethe's holistic Science</p> <p>Were you, as I was, taught Newton's theory of colour at school - where you could demonstrate that any source of white light can be separated into the seven colours of the rainbow by passing it through a prism?</p> <p>This workshop will allow you to experientially examine the limitations of this view and extend your understanding of the theory of colour. It will use this experience to question the separation of quantity and quality in science, and thus the need for a holistic science to rejoin these. To achieve this the workshop will introduce a model of learning developed at Hawkesbury, which incorporates intuition, imagination, ethics, and common sense as well as memory and reason.</p>
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<p>Wednesday 9 December</p> <p>9.00am – 10.30am</p>	<p>Geof Hill</p> <p>Reflective practice into practice-based research strategies for migration</p>	<p>Alexandra Diamond and Jeff Meiners</p> <p>‘In the real world’: Lapsit - an experiential learning project with early childhood education students</p>	<p>Leigh Wood and Michelle Muchatuta</p> <p>The Student – worker interface: Analysing business graduates transition into the workforce.</p>	<p>Sandra Grace</p> <p>Learning in practice: experiences of integrative medicine practitioners</p>	<p>Esther Ratner and Nicholas Raimondo</p> <p>The Aesthetics Research Laboratory; putting beauty to the test.</p>	<p>Janet Davey, Ebony de Thierry, Mary FitzPatrick, Trisha Koslow</p> <p>The Marketing Trade Show: A bridge between theory and practice for first year students</p>
	<p>Shankar Sankaran</p> <p>Reflective Practice in Improving Doctoral Supervision Skills</p>	<p>Therese La Porte</p> <p>Animating creativity: revealing creativity in the pedagogies of adult educators</p>	<p>Glyndwr Jones</p> <p>Experiences of applying a ‘blended’ learning approach to a client-based student project</p>	<p>Judith McNamara, Tina Cockburn and Ass Prof Melinda Shirley</p> <p>Creating and enabling opportunities for increased student participation in experience based learning in professional practice’</p>	<p>Jane Lawrence and Joanne Cys</p> <p>[k]now can do: an innovative approach to experiential learning in design education.</p>	<p>Brad Stappenbelt</p> <p>Establishing a project-based learning environment for first-year engineering students</p>