



WHAT IS IT EXACTLY?

learning.futures focuses on how students learn and then what teachers should do to support that. A suite of projects make up learning.futures, including:

- + the UTS Model of Learning
- + the Graduate Profile framework
- + the Graduate Workplace Success strategy
- + ongoing innovation in curriculum design

learning.futures is also characterised by the practices developed through the Learning2014 initiative. These practices combine the best of online and face-to-face teaching and make use of the new spaces on campus that have been designed to accommodate approaches such as flipped and collaborative learning.

The table below outlines the differences between previous approaches and the learning.futures approach.

	EARLIER WAYS	LEARNING.FUTURES
CURRICULUM DESIGN		
LEARNING AT UTS	Practice-oriented learning	UTS Model of Learning: practice-oriented, global and research-inspired
WHAT IS IMPORTANT	What students know	What students can do with what they know and how they do it
SUBJECT DESIGN	Dot point list of content	Linking 'what students can do with what they know' to objectives, learning activities and assessment
GRADUATE ATTRIBUTES	Largely not identified or included	Faculty or course-specific attributes identified, embedded and assessed
STUDENT EXPERIENCE		
LEARNING ACTIVITIES	Primarily lectures, with tutorials, labs or studios and UTSOnline.	Best of online learning combined with best of face-to-face collaborative learning with UTSOnline engagement
LEARNING RESOURCES	Notes from class, readings from Library and textbooks.	Podcasts, screencasts, YouTube, Open Education Resources, online learning resources, readings and digital resources from Library, social media and textbooks
ON-CAMPUS LEARNING EXPERIENCE	Primarily lectures and tutorials, structured labs, individual studios.	Primarily collaborative learning activities. Some lectures/guest presentations, inquiry-based and research labs and studios
OFF-CAMPUS LEARNING EXPERIENCE	Assignments, studying for exams, UTSOnline engagement.	Engaging in 'real-life' experiences including work placements, community projects, competitions. Preparing for on-campus learning including engaging with podcasts, online material, pre-readings, online tutorials, and engaging in group work, doing assignments, undertaking research.
ASSESSMENT	"What can you remember?"	"What can you do with what you have learned?"
FEEDBACK	Lecturer and tutor feedback on completed work.	Diagnostic feedback. "Benchmarking" and discussion of criteria. Feedback on draft work. Lecturer, tutor and peer feedback. Self-assessment and reflection.
STUDENT SUPPORT		
TRANSITION TO UNIVERSITY	Orientation before week 1, peer support	Orientation. Transition support during semester. Numerous "First Year Experience" project outcomes, peer support.