The TILE Approach: making the link between future selves and learning

2013

Report on the fellowship *Reinvigorating student learning: embedded learning and teaching strategies that enhance identity development*

Teaching Fellowship
Professor Dawn Bennett
Curtin University

www.thetileapproach.ning.com
Support for the production of this report has been provided by the Australian Government Office for Learning and Teaching. The views expressed in this report do not necessarily reflect the views of the Australian Government Office for Learning and Teaching.

With the exception of the Commonwealth Coat of Arms, and where otherwise noted, all material presented in this document is provided under Creative Commons Attribution-ShareAlike 3.0 Unported License
http://creativecommons.org/licenses/by-sa/3.0/.

The details of the relevant licence conditions are available on the Creative Commons website (accessible using the links provided) as is the full legal code for the Creative Commons Attribution-ShareAlike 3.0 Unported License
http://creativecommons.org/licenses/by-sa/3.0/legalcode.

Requests and inquiries concerning these rights should be addressed to:

Office for Learning and Teaching
Department of Education
GPO Box 9880,
Location code N255EL10
Sydney NSW 2001

<learningandteaching@education.gov.au>

2013

ISBN 978-1-74361-384-9 [PDF]
ISBN 978-1-74361-385-6 [DOCX]
Acknowledgements

This Fellowship owes a great deal to many people. The TILE community, both on- and off-line, has been its life-blood, and the community of Australian Learning and Teaching Fellows continues to be a source of inspiration and support. Many colleagues have allowed me to work with their students and have subsequently trialled and promoted the TILE Approach, and many more colleagues have facilitated opportunities for the Approach to be communicated to others. The concept of self and identity was new to many of the people who have subsequently gone on to champion its inclusion, and their initial openness to hearing about the TILE Approach is very much appreciated.

Particular thanks go to Wageeh Boles (QUT) and Sally Male (UWA), both engineering academics, whose interest and vision promises to see at least 2,000 students engaging in the TILE Approach in 2013; and to Julie Warn AM (WAAPA), Elisabeth Taylor (Curtin), Stephanie Bizjak (Curtin), Elaine Sharplin (UWA) and Pat Freer (Georgia State) for their involvement with the music and education case studies.

Fellowship evaluator Rick Cummings (Murdoch) and mentors Sally Kift (QUT) and Beverley Oliver (Deakin) have been critical friends and insightful observers throughout the project. I look forward to working with them for many years to come.

Special thanks go to Jane Coffey (Curtin), who regularly took away boxes of data and brought them to life.

Finally, my thanks go to the hundreds of students who shared their hopes and fears, and provided feedback on the TILE Approach. I hope that the tools will be of value well into the future.
**List of acronyms used**

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AARE</td>
<td>Australian Association for Research in Education</td>
</tr>
<tr>
<td>ASME</td>
<td>Australian Society for Music Education</td>
</tr>
<tr>
<td>BEd</td>
<td>Bachelor of Education</td>
</tr>
<tr>
<td>BMus</td>
<td>Bachelor of Music</td>
</tr>
<tr>
<td>CHASS</td>
<td>Council for Humanities, Arts and Social Sciences (Australia)</td>
</tr>
<tr>
<td>CoP</td>
<td>Community of Practice</td>
</tr>
<tr>
<td>DEEWR</td>
<td>Department of Education, Employment and Workplace Relations</td>
</tr>
<tr>
<td>GDE</td>
<td>Graduate Diploma of Education (one-year graduate teaching degree)</td>
</tr>
<tr>
<td>HERDSA</td>
<td>Higher Education Research and Development Society of Australasia</td>
</tr>
<tr>
<td>ISME</td>
<td>International Society for Music Education</td>
</tr>
<tr>
<td>LOTE</td>
<td>Language other than English</td>
</tr>
<tr>
<td>QUT</td>
<td>Queensland University of Technology</td>
</tr>
<tr>
<td>S&amp;E</td>
<td>Science and environment</td>
</tr>
<tr>
<td>TILE</td>
<td>The TILE Approach: Teaching, Identity, Learning and Engagement</td>
</tr>
<tr>
<td>UWA</td>
<td>The University of Western Australia</td>
</tr>
<tr>
<td>WAAPA</td>
<td>Western Australian Academy of Performing Arts</td>
</tr>
<tr>
<td>WIL</td>
<td>Work integrated learning</td>
</tr>
</tbody>
</table>
Executive summary

The central proposition of this Fellowship was that learners’ personal and professional identities are crucial to their success as both students and future workers, and that within higher education the explicit development of these identities is for the most part absent. The transitions into, through and from higher education involves a sequence of identities (Bridges, 2003) described by Taylor et al (2007, p. 547) as “students’ sense of themselves, as individuals, as learners, and as emerging professional workers – the sense-of-self that students are challenged to reconstruct in order to achieve a transition”. In the context of wellbeing and student attainment, it is logical that the concept of transitions and students’ self and identity should be central to curricular design and pedagogy; and yet for many academics the concept of identity and the self is entirely new and its relevance and importance is not recognised.

The research that foregrounded the Fellowship illustrated the damaging impact of polarised and undeveloped salient identities and resulted in a series of simple, practical and well-grounded strategies that encouraged students to consider their future lives as ‘possible selves’ (Markus and Nurius, 1986), making vital links between transition, self and learning. In particular, the Fellowship aligned the perceived relevance of each learning experience with students’ ability to develop realistic purviews of their intended field of work.

The Fellowship established a community of practice (CoP) through which members refined and added to the initial strategies, tested their effectiveness with a range of students, and disseminated them to the CoP and beyond. It did this by:

- Creating a website at [www.thetileapproach.ning.com](http://www.thetileapproach.ning.com) and inviting broad participation;
- Developing ‘self and identity’ tools in a downloadable format;
- Creating a databank of relevant literature;
- Promoting wide sectoral engagement and shared ownership;
- Enhancing awareness of the importance of including self and identity at each stage of student transition;
- Publishing and presenting workshops, seminars, conference presentations and journal papers throughout and beyond the Fellowship; and
- Adopting a process of ongoing evaluation and both formal and informal mentorship across the Fellowship community.
Whilst there is growing recognition that the development of self and identity is a neglected area within courses of higher education, its incorporation raises a number of immediate challenges. For example:

- For many academics the concept of self and identity is entirely new and its relevance and importance is not recognised;
- Time is of the essence for both students and academic staff. Tools and strategies need to be implementable within existing courses and programs and without the need for additional time or resources;
- The increasing casualisation of higher education teaching, particularly within undergraduate programs, presents difficulties for the professional learning of staff and the sustainability of that learning across multiple student cohorts and semesters;
- There has previously been no mechanism for sharing existing strategies, or for adapting them for use across broad student cohorts; and
- Increasing staff-student ratios and decreasing student contact work against the inclusion of a highly personal subject.

Each of these challenges is further compounded by the rapidity of change within the higher education sector.

The Fellowship became known as *The TILE Approach* in light of its four key themes of *Teaching, Identity, Learning and Engagement*. During the course of the Fellowship the community developed, trialled and published 25 new resources known as TILE tools. The tools have so far been adopted by academics in 16 countries, and their development continues post-Fellowship.

The major Fellowship activities, described in Chapters 3 and 4 of this report, included numerous presentations, workshops, articles, and development of the TILE tools. Three major student case studies involved undergraduate and graduate music and education students, undergraduate engineering students, and newly graduated teachers. A total of 211 students and eight first-year teachers were involved across the three case studies, two of which involved implementation of TILE tools and analysis of their effectiveness.

The Fellowship findings strongly support the recommendation that *self and identity should be adopted as core components of all higher education programs*. In support of this, the Fellowship proposed three initial steps for consideration by the Office for Learning and Teaching:

1. Establish a network of higher education learning leaders to foster crucial research and scholarship, deliver professional learning for educators and administrators, and ensure the explicit acknowledgement of student identity within courses, at learning and teaching events, within graduate attribute statements, and within the policy discourse;
2. Commission further crucial work to facilitate, enable and enact the inclusion of self and identity within Australian higher education programs; and
3. Through this work, further develop practical tools and strategies relating to student identity, and ensure that they are freely available for all educators.
# Table of Contents

Acknowledgements ..................................................................................................................... 3  
List of acronyms used ............................................................................................................... 4  
Executive summary ................................................................................................................... 5  
Tables and Figures .................................................................................................................... 8  

Chapter 1: The Fellowship context: making the link between future selves and learning .......................................................... 9  
  1.1 Background and context ...................................................................................................... 9  
  1.2 The changing world of work .............................................................................................. 11  
  1.3 Possible selves and higher education .............................................................................. 13  

Chapter 2: Approach and methodology .................................................................................... 16  

Chapter 3: Major activities ...................................................................................................... 19  

Chapter 4: Case studies .......................................................................................................... 23  
  4.1 Introduction ...................................................................................................................... 23  
  4.2 Learner-generated drawings ............................................................................................. 23  
  4.3 Case study 1: Music ......................................................................................................... 26  
  4.4 Case study 2: Engineering ............................................................................................... 29  
  4.3 Case study 3: Education ................................................................................................. 35  

Chapter 5: Outputs related to the Fellowship .......................................................................... 43  
  5.1 Book ................................................................................................................................ 43  
  5.2 Book chapters .................................................................................................................... 43  
  5.3 Related journal articles ..................................................................................................... 43  
  5.4 Refereed conference proceedings ..................................................................................... 44  
  5.5 Presentations, reports and invited papers .......................................................................... 44  
  5.6 The TILE Approach Website ............................................................................................ 47  
  5.3 Refined set of tools and strategies .................................................................................... 50  

Chapter 6: Recommendations ................................................................................................ 55  

References .................................................................................................................................. 57  

Appendix A: Ethics ..................................................................................................................... 62  
Appendix B: Indicative network members ............................................................................... 64  
Appendix C: Published TILE tools .......................................................................................... 65
Tables and Figures

Tables

Table 3.1: Summary of major activities

Table 5.1: Locations of TILE online community network

Figures

Figure 4.1: Traditional image of teacher as knowledge-giver

Figure 4.2: Always demonstrate high mobility and flexibility

Figure 4.3: Initial drawing in which study discipline is at the core, and final drawing illustrating the shift to ‘self’

Figure 4.4: Student drawing: ‘me as a musician’

Figure 4.5: Student response: Personal role as an engineer (count)

Figure 4.6: Major study areas of the education sample

Figure 4.7: Point at which students made the decision to become a teacher (%)

Figure 4.8: Factors influencing the decision to undertake teacher training

Figure 4.9: Primary teaching goal (% occurrence)

Figure 4.10: Refinement of existing developmental theories

Figure 5.1: Extract of the members’ page on the TILE website

Figure 5.2: Member map on the TILE website
Chapter 1: The Fellowship context: making the link between future selves and learning

1.1 Background and context

The TILE Approach sought to reinvigorate learning among higher education students by embedding learning and teaching strategies that enhance identity development. The central proposition of the Fellowship was that learners’ personal and professional identities—their salient identities—are crucial to their success as both students and future workers, and that within higher education the explicit development of student identity is for the most part absent.

The Fellowship extended research undertaken over a period of six years, which had addressed alignment between curriculum and employability (Bennett, 2004); characteristics of work and identity within the creative sector (Bennett, 2008a; 2008b; 2010a) and within academia (Wright, Bennett & Blom, 2010); the role of experiential learning in higher education (Bennett & Stanberg, 2006); the interface between learning, identity and sustainable work (Bennett, 2008c; 2009a); and the use of future-oriented approaches in enhancing student engagement (Bennett, 2010b). Specifically, the Fellowship enabled the learning and teaching strategies developed from this research to be trialled, refined, expanded and shared.

A central theme of self-efficacy is the construction of a positive sense of self, thus a logical theoretical frame for this Fellowship was the ‘possible selves’ construct developed by Markus and Nurius (1986). Possible selves refers to a forward-oriented approach for distinguishing both desired and feared understandings of self. The framework was derived from multiple layers of extant theory and research, and its presence within identity research has energised debate about what people hope to become, expect to become, or fear becoming in the future (Freer, 2010). Two related factors underpin the Fellowship’s contention that learning effectiveness relates directly to the development of students’ self-schemas: the motivation to learn, and the development of self-regulation and self-esteem.

First, the motivation to learn corresponds with students’ conceptualisation of their strengths, interests and goals: their salient identities (Stryker, 1980). As Cross and Markus (1994, p. 434) point out, a salient identity “gives form, direction and self-relevant meaning to one’s logical reasoning ability”. In other words, students who believe they have skills in a particular domain perform better, have higher expectations for the future, pay greater attention, and stay on task. As educators we recognise these as factors that underpin the extended learner effort and practice required to develop complex knowledge and skills.

Second, the development of self-regulation and self-esteem are strongly related to envisioning the future self (Czikszentmihalyi & Larson, 1984). The developmental stage that occurs from about the age of eighteen until the late-twenties sees
adolescents become more independent and start to explore possible futures and selves. Arnett (2004, cited in Weller, forthcoming) terms this period ‘emerging adulthood’ and asserts that it is “not merely a time of transition to adulthood itself, but rather a distinct period of identity exploration and instability that is highly self-focused and transitory, yet full of hope and possibilities”. This is the time at which the development of personal and professional self-efficacy comes to the fore. For many young people it is also the time at which higher education decisions and studies are undertaken.

This Fellowship engaged with mature learners and with students who were emerging adults. For the latter cohort, the development of self-efficacy involves ‘trying on’ possible selves without a sense of permanence or expectation. Ideally they will do this in the context of their own strengths and interests; however, as higher education students they are attempting to simultaneously develop much more permanent self-structures as they negotiate potential career paths associated with their studies. It is for this reason that Feather (2000) emphasises the increasing need for people to actively participate in life-career planning. Beattie (2000, p. 17) draws attention to the timing of this participation, calling for students to “develop their own authentic voices at the outset of their professional education”. Indeed, it is at each point of educational transition that students—whatever their age—must re-identify with their learning. This relates directly to the ALTC Fellowship work conducted by Sally Kift, who described transition as “a process that occurs over time” (Kift, 2009, Appendix 1).

As the higher education sector seeks to meet the changing needs of its increasingly diverse stakeholders, it has become apparent that the issue of transition is not limited to the transition into higher education; rather, the transitions within and from education are of equal importance and are subject to growing scrutiny. For this reason the Fellowship incorporated case studies with undergraduate, graduate and graduated students and addressed tertiary pathways from undergraduate to graduate study, and from graduate study to professional life.

Graduate employability is an obvious concern for higher education and influences thinking about graduate destinations, transition programs, curricular reform, graduate attributes, and the quality of learning, teaching and assessment (Knight & Yorke, 2004). Whilst these aspects have received justifiable attention in recent years, this Fellowship asked:

- What if the relevance of quality teaching, learning and assessments is unclear to the student?
- What if individual characteristics of employability and career are poorly understood, defined or developed?
- How might these issues be addressed so that students can identify with their learning and develop professional capacities and resilience?

The Fellowship recognised that a narrow or under-explored sense of possible selves hinders the ability of students to identify with their learning. It was hoped that engagement in this dialogue would enable students to transform information and
content into strategies and tools, and transform themselves from receivers of knowledge into agentic learners. One of the key drivers for the development of these tools was the need for graduates who are equipped to thrive in an uncertain future; indeed, the changing world of work is of paramount importance when considering what, when, where and how to prepare students to successfully negotiate their future work.

1.2 The changing world of work

Australia faces multiple challenges in seeking to secure its economic future. From a labour market perspective these challenges include:

(i) A skilled labour shortage across a range of occupations;
(ii) An ageing workforce;
(iii) An under-supply of entrants coupled with an over-supply of skilled labour in some areas; and
(iv) Fragmentation of the labour market, the unsettling of established hierarchies and new, networked forms of organisation (Cappelli, 2009).

In combination with digitisation, globalisation and deregulation, these challenges require increasing numbers of graduates to navigate new contexts and business models, to possess new and diverse skill sets, and to self-manage their careers and skills development (Bridgstock, 2009).

Of particular relevance to this Fellowship, labour market change is also known to be driven by workers: for example, general labour market trends have seen people expand their work behaviours, competencies and connections in search of intrinsic success defined in terms of self-identity and the desire to meet both personal and professional needs. However, success and esteem are also determined by (and to an extent dependent on) the acceptance of and demand for an individual’s work by significant others, social groups and the community.

The result of these internal and external drivers is a need for graduates who are equipped to self-manage their careers and to develop new competencies as they negotiate longer and more precarious working lives. Graduates increasingly need the capacity and confidence to move across the boundaries of separate employers, clients and task orientations, to manoeuvre traditional, online and digital environments, and to locate external sources of validation, mentorship, information and networks. Thus there are growing social and economic demands for graduates who can:

- Manage change;
- Adopt an entrepreneurial outlook;
- Contribute creatively; and

1 This aspect of the Fellowship has been reported as Bennett, D. (2012b). A creative approach to exploring student identity. *The International Journal of Creativity and Problem Solving*, 22(1), 1-23. Permission was obtained from the editor so that some of the text could be included here.
• Engage in learning as a lifelong activity.

Graduates for whom these attributes represent strongly held attitudinal traits have the greatest ability to contribute to Australia’s social and economic fabric as members of the skilled workforce, and the greatest capacity to manage rapidly transforming work requirements.

The desire to categorise and understand these so-called ‘new’ ways of working has given rise to terms such as portfolio careers, which encompass multiple concurrent roles that combine to create a portfolio of work. In an ideal scenario this portfolio is pro-actively assembled to suit the needs of the individual (Handy, 1989). At the extreme end of portfolio careers, however, are those described as protean. The term protean was first used by Hall (1976), who made the distinction between traditional work orientations and those wherein decision-making is driven by an individual’s core values and subjective indicators of success. Protean careers are named after the mythological Greek sea-god Proteus, who could predict the future and would use this knowledge to change form and avoid danger. In reality, the avoidance of danger is for many graduates a reactive manoeuvre to sustain work and/or to meet personal and professional goals. These manoeuvres are often necessary immediately after graduation.

Similarly, boundaryless careers (Arthur & Rousseau, 1996) are defined as those in which work moves beyond traditional organisational career boundaries. This can involve working with different employers, ignoring traditional hierarchies and career progression, and validating achievements from outside of the employment situation. The element of external validation is important because it serves to support self-identity by validating one’s ability. In this way, identity, merged with career, becomes a moving construct according to activities and interaction. In an attempt to measure individual perceptions of boundarylessness, Briscoe and Hall (2006) developed a Boundaryless Mindset (BM) measure from which they identified a moderate positive correlation (r = .34, p < .01) between BM and protean orientation (Hall, 2004, p. 8). In later work they adopted a qualitative approach to explore “the richness of protean and boundaryless combinations” (Briscoe & Hall, 2006, p. 9). This research identified multiple people who had no boundaryless orientation and whose careers were externally driven and rigid. Of interest, every person who had a boundaryless mindset (BM) also possessed a protean orientation. The implications of this correlation for higher education include the development of individual student career profiles that incorporate exploration of students’ intrinsically driven motivation and aspirations.

Despite the increasing prevalence of these complex careers in the labour market there are major gaps in understanding how they operate, how they can be supported, and how students can be prepared for them. As Briscoe and Hall (2006) suggest, these gaps mean that the formation and implementation of effective initial training and continuing career support strategies for these workers remain well behind their potential. Indeed, there is growing recognition that many graduates do not have the skills and attributes required to manage these new ways of working. A 2007 Australian Industry Group (AIG) study of 492 Chief Executive Officers found “a clear link between skills shortages and a lack of innovative ability in Australian firms”
Two major themes relating to skills shortages were ‘the ability to adapt to change’ (47%) and ‘teamwork and problem-solving skills’ (32%). As Martin and Healey (2006) point out, these skills are not limited to micro-enterprise: they are equally important to workers in larger companies as labour efficiency measures, decentralisation and diminishing company size result in workers being responsible for broader portfolios of work. Similarly, they are of growing concern within accredited professions such as engineering, where substantial gaps have been noted between the competencies required for engineering work and those developed in engineering education (Male, 2010).

1.3 Possible selves and higher education

Rapid and profound change in the labour market has arguably made the preparation of graduates more challenging than ever before, and it coincides with fundamental changes within the Higher Education sector including massification of the sector; individual limitations of time, knowledge and resources; increasing casualisation; increasing staff-student ratios; decreasing student contact; and changing student demographics. Every Australian university has a generic graduate attributes statement in which it outlines the qualities, skills and understandings of its graduates. Most often the statements represent seven key themes: written and oral communication; critical and analytical thinking; problem solving; information literacy; independent learning; collaborative learning and working; and cultural/community engagement and awareness (Oliver, 2011a). Common to the key attribute statements employed in the UK and elsewhere there is healthy scepticism as to whether all Australian graduates fulfil the attributes and even greater scepticism as to whether any institution could assess the ability of their graduates to do so. Green, Hammer and Star (2009, p. 25) are among many scholars to agree that a lack of organisational change, resources and support have left the attribute attributes agenda floundering: “Despite the urgency, scholarship and practice in this area continue to run well behind the aspirations of universities and their stakeholders”.

Graduate attributes and employability are obviously key issues for learning and teaching. However, the discourse surrounding graduate attributes and employability as operational concepts is vague at best, and the impact on students and other stakeholders is troubling:

> If, as academics, we are unclear as to what exactly we are aiming at, then it seems reasonable to expect that students will be even less clear as to what they should be learning and employers and society at large will be unsure of what they are getting in the way of graduates. (Barrie, 2005, p. 3)

Seeking a way forward, Oliver (2011b, p. 105) advocates a shift in focus from measuring inputs to evidencing outcomes, adopting a collaborative approach to identify “what graduates can do in readiness for employability” and assisting teaching staff to identify, develop and assess the necessary skills and capabilities. The possible selves framework is central to this thinking.

Whilst employability logically relates to an individual’s ability to obtain and manage transitions between work, it is also associated with intrinsic satisfaction, self-esteem
and the ability to find ‘good work’. Hillage and Pollard (1998, p. 2) incorporate some of these more subjective features into their definition of employability:

In simple terms, employability is about being capable of getting and keeping fulfilling work. More comprehensively, employability is the capability to move self-sufficiently within the labour market to realise potential through sustainable employment. For the individual, employability depends on the knowledge, skills and attitudes they possess, the way they use those assets and present them to employers and the context (e.g., personal circumstances and labour market environment) within which they seek work.

People actively create their personal realities as they interact with others (Dunkel & Anthis, 2001) and these realities can impact, redesign and strengthen salient identity in a cyclical way. Nonetheless, for students to utilise their knowledge, skills and attributes in an effective manner, they need to have explored future realities and the roles they might potentially play within them. For this reason, the approaches adopted by the Fellowship were grounded within a body of work that included education, development and social psychology. Whilst aspects of this literature are incorporated within the body of the report, the work of four early theorists (Erik Erikson (1902-1994), Burrhus Skinner (1904-1990), Victor Frankl (1905-1997) and Abraham Maslow (1908-1997)) is outlined in this initial chapter to provide a simple context for what follows.

Erikson, a student of Sigmund Freud, believed that the individual experience of human life is borne out of the interactions between biological, psychological and societal systems, leading to “a complex, dynamic portrait of human thought and behaviour” (Newman & Newman, 2006, p. 6). Erikson described the development of personality as a series of eight stages, each dependent on the achievement of its precedents. These stages are outlined in a theory of psychosocial development (1968). An important component of the theory is the ‘ego identity’, which develops through social interaction and leads to a sense of self-esteem or competence known as ego strength or quality. This sense of competence serves to motivate behaviours and actions, including learning. Erikson’s theory features the conflict between identity achievement and identity confusion.

As outlined earlier, the theoretical frame for this Fellowship was located in the possible selves construct, which was developed by Markus and Nurius and first published in 1986. Described as “an evaluative and interpretive context for the current view of self” (1986, p. 962), possible selves are people’s projections about what they hope to become, what they expect to become, and what they fear becoming. The construct is closely related to Marcia’s (1966) identity status framework, which relates the formation of identity to levels of crisis and commitment. Marcia’s work differs from Erikson’s work in ego identity by contextualising identity development within a variety of life domains including cultural and social contexts; however, common to both Erikson’s and Marcia’s constructs is the realisation that adolescents are more likely to engage in learning when it is perceived as relevant to their future. As such, a key focus of the Fellowship approach was to identify ways in which students could identify and link aspects of ego strength or quality with possible goals and aspirations.
Writing about the ‘technology’ of teaching, behaviourist Burrhus Skinner coined the term ‘operant conditioning’ (Skinner, 1968) to explain that each behaviour is followed by a consequence, and that the nature of this consequence impacts the likelihood of that behaviour being repeated. It follows that a positive consequence is likely to strengthen the probability of the behaviour reoccurring, and vice versa. On this basis, genuine positive reinforcement inspires learner motivation and self-esteem whereas negative reinforcement results in decreased engagement. This aspect is particularly important when opening conversations with students about possible selves, because these selves may never have been voiced to others and may contravene the expected or usual pathways, including aspirations not aligned with their course of study.

Neurologist and psychiatrist Victor Frankl was an existentialist who developed a form of existential analysis known as logotherapy. Essentially, logotherapy posits that the single most powerful motivation among humans is the universally held search for a meaning in life. Frankl (1938) asserted that humans are responsible for finding purpose or meaning in every aspect of their lives, which suggests in turn that work itself needs to be intrinsically satisfying. This was a major consideration in the development of the Fellowship tools, in that students were encouraged to place career into self rather than fitting themselves into career.

Maslow, a human psychologist, brought into prominence the term ‘self-actualisation’, which refers to the actualisation of one’s full potential. Maslow believed self-actualisation to be the motivation behind human personality and the final level of a ‘hierarchy of needs’. This hierarchy begins with physiological need and progresses in turn to safety, love, esteem and self-actualisation. In order to achieve self-actualisation, all of the other needs must first be met; only when they are met will the individual be motivated to reach for the next level. According to Maslow, the absence of perceived competence and self-esteem will inhibit development and engagement, as will the absence of the freedom to explore the possibilities.

Against this background the Fellowship adopted a three-phase approach and engaged both undergraduate and graduate students, incorporating the theoretical framework into learning and teaching strategies that enhance identity development. The approach and methodology form the basis of the following chapter.
Chapter 2: Approach and methodology

The Fellowship program was structured into three distinct phases. In Phase One the tools and strategies developed prior to the Fellowship were further refined and trialled. This was a necessary and important step because the tools had not previously been delivered by anyone other than the Fellow, and they had not been formally documented. Also in Phase One an environmental scan identified best practice and relevant literature in relation to some of the pertinent issues, and the Community of Practice (CoP) was established on a dedicated website at www.thetileapproach.ning.com. Resources identified through this process became part of a databank hosted on the website. Collaborating colleagues were invited to join the CoP at the start of the project. Other academics joined the network as a result of project postcards distributed at Fellowship events and other learning and teaching events; via web searches; or via word of mouth. Phase One also saw the establishment of the evaluation process.

Phase Two of the Fellowship focused on dissemination and implementation. This phase included three major case studies, presentations, publication and site visits. The case studies (described in Chapter 4) involved three distinct student cohorts:

1. Undergraduate engineering students at the University of Western Australia;
2. Bachelor of Education and Graduate Diploma of Education (GDE) students at Curtin University and the University of Western Australia; and
3. Bachelor of Music and Music Education students at Edith Cowan University and Georgia State University.

In addition, graduating GDE students from Curtin University were invited to participate fully in the program, voicing their first year experience as they transitioned into professional practice. The first year teachers attended two focus group meetings approximately six months after graduation, having trialled a TiLE tool for themselves or with their students.

The Graduate Diploma of Education case study cohort was selected for several reasons:

- The GDE is a common graduate pathway (~10,000 students Australia-wide) (DEEWR, 2009);
- The collaborators had shared expertise in the development of teacher identities;
- The GDE is for some students a reactive decision resulting from a lack of employment or underdeveloped career awareness. This was thought to be a likely contributor to the high rate of teacher attrition and something that could be explored during the Fellowship;
- The short duration of the GDE (one academic year);
- The potential to inform other Graduate programs, which involve ~39,000 students per year;
- The ability to include undergraduate, graduate and graduating students (all three transition points) within the one Fellowship program; and
- Strong interest from the higher education sector.
Much of the time committed to Phase Two was dedicated to guiding implementation. A goal of this phase was to establish peer mentoring so that, by the end of the Fellowship, multiple colleagues would be able to offer implementation guidance and expertise.

Phase Three of the project occurred post-Fellowship and sought to define future needs, strategies and goals, and to identify potential sources of further funding in collaboration with interested partners.

Two formative instruments were central to the initial survey design. These were the Identity Status Interview developed by Marcia for the Ego-Identity Status research (1966), and the Possible Selves Questionnaire originally constructed by Markus & Nurius for their work on positive selves (1986). The surveys developed for the project were refined for each participant group and modified at key points of the project to take into account previous findings. Surveys gathered data about students’ demographic backgrounds; expected, hoped for and feared possible selves; identities; personal career plans and career drivers; and purviews of students’ intended field of work. Survey items included both closed and open-ended response, drawing prompts, and repeated items for the purposes of triangulation, validity and reliability. Responses were catalogued, coded and examined for emergent themes. A snapshot of the findings is included as Chapter 4.

Hooker (1992) and Oyserman & Markus (1990) found that adolescents respond best to structured surveys implemented during face-to-face sessions rather than surveys completed in isolation. Whilst surveys and interviews remain a dominant research method in the field of possible selves research, there are increasing examples of other data collection methods. For example, narrative techniques have emerged as effective strategies in research seeking to co-construct conceptions of personal identity with participants (Bruner, 1990; Freer, 2010; Hollingsworth & Dybdahl, 2007; Whitty, 2002). Given their successful use in research conducted in different educational settings (Bennett, 2009a; Brand & Dolloff, 2007; Lee & Hoadley, 2007; Packard & Conway, 2006), the Fellowship employed participant drawings together with reflective journals and focus groups in an attempt to incorporate play and non-textual representations of self. The results of the learner-generated drawings are outlined in Chapter 4.

Case study students participated in reflective surveys and TILE Approach interventions as part of their regular classes; however, they were not obliged to return any of these documents for inclusion in the Fellowship data. The first year teachers were graduates from Curtin University and were invited to participate via email. Eight graduates attended one of two focus groups, which lasted up to two hours. Focus group interviews were recorded and transcribed for analysis.

A third party not otherwise involved with the Fellowship work undertook the work of de-identifying participants prior to analysis. Analysis of Fellowship data incorporated inductive coding of qualitative data, the use of NVivo for the larger datasets, and simple descriptive statistics for which an SPSS database was employed. Access to the data was limited to the Fellowship team.

Ethical approval was obtained from Curtin University prior to commencement of the Fellowship, and ethical clearance was obtained from each of the case study sites.
according to each university’s protocol. All participants received a participant information sheet and signed a consent form. Further details, including the participant consent form, are included at Appendix A.
Chapter 3: Major activities

A listing of the major presentations and workshops is included below at Table 3.1. Indicative attendance numbers are given wherever possible. TILE tool development and trials with students were ongoing. Tools were published at the rate of one per month and are reproduced at Appendix C.

Table 3.1: Summary of major activities

<table>
<thead>
<tr>
<th>Date/s</th>
<th>Event and location</th>
<th>Title/focus</th>
<th>Attend (n)</th>
<th>Host</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct</td>
<td>Seminar for the Faculty of Engineering, Computing and Mathematics</td>
<td>Countering attrition and enhancing motivation: The role of identity in engineering education</td>
<td></td>
<td>University of Western Australia</td>
</tr>
<tr>
<td></td>
<td>TILE workshop for undergraduate writing students</td>
<td>Writing your future</td>
<td>80</td>
<td>Curtin University</td>
</tr>
<tr>
<td>Sept</td>
<td>Postgraduate research seminar: TILE workshop</td>
<td>Putting life into career: Career planning and awareness</td>
<td>15</td>
<td>Curtin University</td>
</tr>
<tr>
<td></td>
<td>Presentation, ePortfolios Conference</td>
<td>Portfolios, protean careers and the theatre: Preparing for diversity (with John Freeman)</td>
<td></td>
<td>Australian Catholic University</td>
</tr>
<tr>
<td>August</td>
<td>TILE workshop with undergraduate writing students</td>
<td>Developing the pitch</td>
<td>19</td>
<td>Curtin University</td>
</tr>
<tr>
<td></td>
<td>TILE workshop with undergraduate theatre students</td>
<td>Possible futures: Life, career and the theatre</td>
<td>80</td>
<td>Curtin University</td>
</tr>
<tr>
<td></td>
<td>TILE workshops (six) with 2nd year undergraduate engineering students</td>
<td>Engineering the future</td>
<td>140</td>
<td>University of Western Australia (UWA)</td>
</tr>
<tr>
<td>July</td>
<td>18th Seminar of the ISME World Commission for the Education of the Professional Musician</td>
<td>Possible selves and the messy business of identifying with career (with Patrick K. Freer). Paper also invited as a poster at the ISME world conference, Thessaloniki</td>
<td>40, plus 25 at the poster session</td>
<td>Athens, Philippo Nakas Conservatory</td>
</tr>
<tr>
<td>May</td>
<td>TILE workshops (2) with writing students</td>
<td>Career development for writers</td>
<td>42</td>
<td>Curtin University</td>
</tr>
<tr>
<td>April</td>
<td>Second national forum of the Australian Learning and Teaching Fellows</td>
<td>Standards, capstones and assessment approaches (co-convener)</td>
<td>40</td>
<td>Sydney, Australian Catholic University</td>
</tr>
<tr>
<td>March</td>
<td>3rd International Reflective</td>
<td>Interrogating musician-teacher identity development through text</td>
<td>40</td>
<td>London, Guildhall</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Topic</td>
<td>Location</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>-----------------------------------</td>
<td></td>
</tr>
<tr>
<td>Feb</td>
<td>20th Teaching and Learning Forum</td>
<td>Engaging students with future-oriented thinking (with Lisa Tee)</td>
<td>Murdoch University</td>
<td></td>
</tr>
<tr>
<td>Dec</td>
<td>Australian Association for Research in Education national conference</td>
<td>Possible selves: The use of drawings and text-based reflection in generating future-oriented thinking among university students (with Patrick K. Freer)</td>
<td>AARE, Hobart</td>
<td></td>
</tr>
<tr>
<td>Nov</td>
<td>Lecture for the John Curtin Institute for Public Policy</td>
<td>Creative approaches to student engagement</td>
<td>Curtin University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>WA Network for Dissemination seminar</td>
<td>Reinvigorating student learning: TiLE Approach overview</td>
<td>Murdoch University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Griffith Graduate Symposium (4 presentations)</td>
<td>Identity and student learning</td>
<td>Griffith University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CHASS keynote address</td>
<td>Networks: Why bother? Communicating Big Ideas: Connecting the Arts.</td>
<td>Fremantle, WA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>First national forum of the Australian Learning and Teaching Fellows</td>
<td>TEQSA, quality and standards (co-convener)</td>
<td>Melbourne</td>
<td></td>
</tr>
<tr>
<td>Oct</td>
<td>TiLE focus groups</td>
<td>First year teacher focus groups</td>
<td>Curtin University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Invited presentation for the HERDSA Rekindled Forum</td>
<td>Constructing pedagogy: The nexus between artistic practice, research and teaching</td>
<td>University of Western Australia</td>
<td></td>
</tr>
<tr>
<td>August</td>
<td>TiLE sessions (2) with education students</td>
<td>TiLE data collection</td>
<td>Curtin University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Invited presentation for Engineering faculty; TiLE session with 180 2nd year students</td>
<td>Planning a career with a <em>good fit</em></td>
<td>Queensland University of Technology (QUT)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Invited presentation for the Work Integrated Learning and Transition Out Community of Practice group</td>
<td>Identity development and student learning</td>
<td>QUT</td>
<td></td>
</tr>
<tr>
<td>July</td>
<td>Seminar for education faculty</td>
<td>The TiLE Approach to learner engagement</td>
<td>Curtin University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Australian Society for Music Education (ASME) national conference</td>
<td>Easy Access? Finding one’s way from secondary to tertiary music education and training (with Helen Lancaster and Ben O’Hara)</td>
<td>ASME, Gold Coast</td>
<td></td>
</tr>
<tr>
<td>Month</td>
<td>Event</td>
<td>Description</td>
<td>Location</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>-------------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>Aus</td>
<td>Australian Society for Music Education (ASME) national conference</td>
<td>Constructing pedagogy: The nexus between artistic practice, research and teaching</td>
<td>ASME: Gold Coast</td>
<td></td>
</tr>
<tr>
<td>HTR</td>
<td>Higher Education Research and Development Society of Australasia (HERDSA) conference</td>
<td>On the edge of learning: Creativity and a pedagogy of uncertainty (roundtable with Philip Poronnik)</td>
<td>HERDSA, Gold Coast</td>
<td></td>
</tr>
<tr>
<td>32nd</td>
<td>32nd Australia New Zealand Association for Music Education Research Conference</td>
<td>Reinvigorating student learning with conversations that enhance identity development</td>
<td>ANZARME, Brisbane</td>
<td></td>
</tr>
<tr>
<td>June</td>
<td>9th International Conference on New Directions in the Humanities</td>
<td>The arts in higher education: Communicating knowledge in innovative ways</td>
<td>Convention Centre, Granada</td>
<td></td>
</tr>
<tr>
<td>May</td>
<td>TILE workshop for postgraduate students</td>
<td>Career planning and awareness</td>
<td>Curtin University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Creativity seminar: TILE presentation for humanities faculty</td>
<td>Creativity in student engagement</td>
<td>Curtin University</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Careers panel for writing students</td>
<td>Careers panel</td>
<td>Curtin University</td>
<td></td>
</tr>
<tr>
<td>April</td>
<td>TILE presentation for whole faculty</td>
<td>Engaging students in ALL of their learning: Implementing the TILE Approach</td>
<td>Glasgow: Conservatoire Scotland</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7th International Conference for Research in Music Education</td>
<td>Reinvigorating student learning: Teaching strategies that enhance identity development</td>
<td>University of Exeter</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7th International Conference for Research in Music Education</td>
<td>Developing Musical and Educational Identities in University Music Students (with Patrick K. Freer)</td>
<td>University of Exeter</td>
<td></td>
</tr>
<tr>
<td>March</td>
<td>Workshops and data collection with education students</td>
<td>Reflective survey followed by TILE tool</td>
<td>UWA, Curtin University</td>
<td></td>
</tr>
<tr>
<td>Feb</td>
<td>TILE introduction visits (5)</td>
<td>Overview and invitation to participate</td>
<td>Griffith University and QUT</td>
<td></td>
</tr>
<tr>
<td>Jan</td>
<td>Education Department of WA 2011 Invite conference</td>
<td>Invited address: Creativity and its role in student engagement</td>
<td>Curtin University</td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>Plenary for the 11th Graduate Conference</td>
<td>The power of nothing</td>
<td>Curtin University</td>
<td></td>
</tr>
<tr>
<td>Nov</td>
<td>Invited lecture for the School of</td>
<td>Creativity and career</td>
<td>Scotland, St Andrew’s</td>
<td></td>
</tr>
<tr>
<td>Management</td>
<td>University</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>July - Oct Case study of music students</td>
<td>TILE workshops (12) over one semester (ECU); Possible selves research (Georgia State University (GSU)) 72 Edith Cowan University and GSU</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>July 29th ISME World Conference – symposium</td>
<td>Life in the real world: Expanding the purview of music careers (with Hannan, M., Perkins, R., Huhtanen, K., Beeching, A., Carruthers, G; Weller, J., &amp; Smilde, R.) 80 Beijing, China National Convention Centre</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29th ISME World Conference – symposium</td>
<td>Expanding understandings of the prior learning, hopes, fears and expectations of commencing Conservatoire students (with Lebler, D., Perkins, R., Carey, G., &amp; Weller, J.) 50 Beijing, China National Convention Centre</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>June SymbioticA 2010 lecture series</td>
<td>Understanding the creative workforce: From education to practice 12 UWA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 2nd international conference of the Int Network for Instrumental and Vocal Teaching</td>
<td>Building the identity framework for teacher development Dublin, Association of European Conservatoires</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan 15th Annual Network of Music Career Development Officers</td>
<td>The teachable moment: Identity development and learning 30 New York</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Chapter 4: Case studies

4.1 Introduction

Chapter 4 presents an overview of the findings from the three major case studies, which will be reported in full as journal articles and at learning and teaching events. The first involved 72 undergraduate and graduate music students at Edith Cowan University (Australia) and Georgia State University (USA). The collaborator in this case was Associate Professor Patrick K. Freer, and the initial findings were reported as a journal article in *Music Education Research*². Case Study 2 was not initially proposed within the scope of the Fellowship; however, it became one of the most significant activities. The case study was conducted at the University of Western Australia with engineering educator Dr Sally Male, and involved 49 second-year students in one of two workshops held at the start of a compulsory unit on motion. This was subsequently expanded to incorporate 140 students and the teaching staff, and it is likely that over 2,000 students at multiple locations will be involved from 2013. The education case study involved 90 students, of whom 66% were graduate students enrolled in a Graduate Diploma of Education (GDE) and the remaining 34% were undergraduate students enrolled in Bachelor of Education (BEd) degrees. A small cohort of graduate students attended one of two focus groups and provided the perspective of the first-year teacher. Unlike the first two case studies, the work with education students and teachers did not include any TILE Approach interventions other than an in-depth reflective survey.

4.2 Learner-generated drawings

One of the features of all three case studies was the use of drawings through which students expressed notions of self and identity. With a focus on the education cohort, the following section draws its background from an article published in the *International Journal of Music Education*³, where the development of this approach was first outlined. A link to the article is provided in the footnotes.

Brand and Dolloff (2002, p. 18) describe drawings as “containers for our thoughts [that] reflect our personal stories”. Initial drawings from the education students were typified by traditional images of the teacher as knowledge giver (see Figure 4.1), and most student drawings focused on teacher–student relationships and the composition of teaching spaces. In contrast, one GDE student (Figure 4.2) illustrated multiple teaching roles but did not include students. Beside the bag, the student wrote the words ‘Always demonstrate high mobility and flexibility’ (Bennett & Freer, 2012a, p. 280).

---


³ The development of this model is reported as Bennett, D. (2012a). The use of learner-generated drawings in the development of music students’ teacher identities. *International Journal of Music Education: Published at OnlineFirst*. DOI: 10.1177/0255761411434498.
Drawings produced by the first-year teachers reflected the challenges and highlights they experienced as new teachers. One teacher described how much she loved teaching and drew herself “being a bit fun and crazy”. Another wrote: “I’ve drawn me holding a bottle of alcohol, next to a pile of papers that have a big F on them”. This participant explained that he was struggling to align his expectations of teaching with the reality of teaching work: “I had high expectations back then … [Now] my expectation is that if it’s a good day they might bring a pen”. A third student drew his brain and explained that the X-axis represented years of teaching from -1 (his GDE year) to 1 (his first teaching year). The Y-axis indicated that he had only begun to learn once he began teaching. The transition to teaching, recognised as a difficult time for new graduates (cf. Chan, Tan & Khoo, 2007), was particularly pertinent in the drawing of one teacher who explained: “I drew myself pulling my hair out because you’re very disillusioned when you start school”. Future work will include TiLE research with transitioning students, drawing from multiple courses of data. Priority will be given to students transitioning into the first year of teaching.

**Figure 4.1:** Traditional image of teacher as knowledge-giver (GDE student drawing)

**Figure 4.2:** Always demonstrate high mobility and flexibility

Drawings were employed with the music case study students as part of the reflective surveys given at the start, middle and end of a semester-long study period (Bennett & Freer, 2012a). Comparison of initial and subsequent drawings suggests movement along the career development continua described by Kagan (1992) and others. In combination with other data, the drawings were illuminating. Figure 4.3, for
example, illustrates a typical example of a student who initially placed career or major study area at the centre of her thinking, whereas later on she drew herself at the centre. Analysis of her reflective journal, survey reflections and drawings confirm that this shift represented the student taking control of her future life and career, formulating her plans with herself at the core.

Figure 4.3: Initial drawing in which study discipline is at the core, and final drawing illustrating the shift to ‘self’.
4.3 Case study 1: Music

Undergraduate and graduate music students: Edith Cowan University (Western Australia) and Georgia State University (USA)

Collaborating colleague: Patrick K. Freer

Case study 1 involved undergraduate and graduate music students at Edith Cowan University and Georgia State University. The collaborator in this case was music educator Associate Professor Patrick K. Freer. The project was reported as a journal article in 2012 (Bennett & Freer, 2012a).

The project involved 72 students at two large urban universities, one in Australia and the other in the United States. The students responded to three parallel surveys that were given at intervals of approximately one month. Music was selected because it has been recognised that the definition of a musician as a performer is woefully inadequate and has little alignment with the careers of most graduates (Bennett, 2008a). Whilst most music degrees strengthen a broad range of skills and knowledge, students need help to think through what they want out of their future lives in music: for example, developing a realistic purview of music careers; considering a range of different roles; and questioning the validity of existing hierarchies. This case study included music performance and music education majors at both undergraduate and post-graduate levels of study.

The poor standing of music education courses is just one element of a hierarchical culture that has a significant impact on music students’ self-esteem. For young musicians, identity formation begins long before higher education (Bernard, 2005; Smilde, 2009; Bennett & Freer, 2012b) and is an important determinant of self-concept. Students are known to mythologise about musicians’ careers and lives, and labels of ‘giftedness’ tend to reinforce performer identities. Within this context and despite offering relatively high security, teaching is often positioned as a fall-back career option. Brand & Dolloff (2002) argue that the same idealism can be seen in music education students, who need opportunities to demystify life as a teacher.

The ability to integrate knowledge from one situation to another is particularly important for graduates entering professions that involve multiple shifting roles within a portfolio of work. As outlined in Chapter 1, negotiation of this complex pattern of work requires a clear sense of self-image and self-efficacy together with social and political competencies. Bain (2005) suggests that identity within professions such as music can be described as multiple identities applied according to task. For these multiple identities to co-contribute to an intrinsically satisfying career, the concept of career has to be considered both subjectively and objectively. Incorporation of the TILE Approach aimed to foster this more inclusive thinking.

Several key themes emerged from the music case study. The first of these was the concept of a ‘disciplinary box’ that related to a fear of trying new things, to holding an unenjoyable role, or to being stuck in a role that did not align with one’s aspirations. Students able to suggest strategies to think beyond this box began to
recognise multiple identities that are simultaneous and complementary. To better understand this we adopted Maehr’s (1983) description of two distinct types of goal situations that have opposite effects on participants. In the ego-goal situation, competitive activities lead to external rewards and labels of talent; conversely, task-goal situations encourage participants to experience challenges for their intrinsic value and in relation to personal goals and values. The stance adopted by each student determined whether students were ‘stuck within’ the box or were thinking of it as a platform from which they could reach for other possible futures. The ability to adopt the latter stance appeared to be heightened by exploring possible selves and futures, both through the reflective surveys and through subsequent class discussion and TILE activities.

Another key theme of this case study was that many students had yet to develop resilience. Students in the performance cohort, notably those located in Australia, tended not to have looked for strengths beyond those associated with the core skills areas of performance or composition. In line with other students who engaged in the Fellowship workshops, music students found it much easier to list three things they felt were weaknesses than three things they felt to be strengths or talents, and often failed to recognise generic skills in areas such as leadership, teamwork and organisation. Even the most outwardly confident students needed encouragement in order to speak about themselves positively. This was further explored later in the Fellowship, working in single sessions with writing students to develop elevator pitches that later became capacity statements. Given that the music cohort was involved for a whole semester, their identification of strengths and capacity was more organic and developed over a number of sessions. These attributes often appeared in their writing, peer-to-peer discussions, or in one of their later drawings as illustrated at Figure 4.4. The positive impact of experiences outside of the classroom environment suggests strong alignment of the TILE Approach with Work Integrated Learning (WIL) frameworks that develop professional competencies and resilience (Billett, 2009). This alignment merits further exploration.

Figure 4.4: Student drawing: me as a musician

“I’m like Batman on the trombone! Practical, cunning, resourceful, bold, busy and good looking”.

The TILE Approach: making the link between future selves and learning
The music case study illustrated the importance of discussing possible selves and sense of purpose with students early in the collegiate years, and the need to support the exploration of multiple possibilities. Facilitating this exploration involves exposure to the discipline in the form of internships and work integrated learning, career panels, and the sharing of practice. The success of the TILE Approach demonstrated that it is possible to start this exploration without additional resources, expertise or time.
4.4 Case study 2: Engineering

Undergraduate engineering students, University of Western Australia
Collaborating colleague: Dr Sally Male

4.4.1 Introduction and approach

The engineering case study was not initially proposed for inclusion within the Fellowship; however, it became one of the project’s most significant activities. The case study arose as a direct result of a Fellowship presentation in Perth, which attracted the attention of UWA engineering educator Dr Sally Male. This followed a visit to the engineering faculty at QUT, hosted by Professor Wageeh Boles, which enabled the TILE Approach to be outlined to the whole staff and demonstrated with a single 2nd year cohort.

For the UWA case study, the specific role of the TILE Approach was to encourage students to adopt presage or foundational thinking in relation to their engineering futures. The case study engaged students in a variety of TILE activities during which they thought creatively about the ‘identity offer’ relating to future lives and careers. The workshops encouraged students to think about self and career both subjectively (the ways in which they might see themselves as engineers and as individuals) and objectively (the ways in which others might see them in the future).

Forty-nine second-year students attended one of two, two-hour workshops conducted at the start of a compulsory course on motion. Tutors and coordinators also attended the workshops so that multiple members of the engineering team could experience the TILE Approach and give informal feedback on its future use within the unit. Each workshop incorporated multiple activities on which students spent no more than 20 minutes. The workshops included whole-class discussion, reflection, brainstorming, small group work in and outside of discipline groups, story telling, and a one-minute paper. Shown on the following page, the workshop was developed in collaboration with Dr Sally Male specifically for the engineering context. Tutors and unit coordinators received an expanded version of the workshop text incorporating both tutor and student versions of each activity so that they would be able to deliver aspects of TILE in the future.

The students returned a total of thirty-seven valid responses and these were coded by a researcher not otherwise involved with the case study. The following section presents a snapshot of the findings, which we continued to explore ahead of a second phase of research later in 2012 and the involvement of multiple institutions in 2013. Analysis of the one-minute papers, which probed aspects of transformative learning, is not included within this report. It is anticipated that full results of the initial engineering case study will be published as journal articles in 2013, and links to the work will be provided on the TILE website.
Workshop outline for tutors and coordinators

How does engineering fit into your life plan? (65 minutes)

Activity 1 Icebreaker (10 minutes)
Whole-class activity: students respond to a series of questions put to the class. After each question, students will be asked to volunteer responses. (Students keep their responses.)
- Name something you like doing: “What do you love to do?”
- Why are you here, taking this unit? (We know they will say that it is compulsory for their course but the discussion will lead from thinking of the unit as a requirement for the course, to thinking about why they are studying engineering, which is much more motivational.)

Activity 2 Career goal post-it
- Write down the one thing you want to be remembered for/to achieve as an engineer. (Students will be invited to share career goals, should they wish to.)
Students will be informed they do not have to hand in responses to the following exercises if they do not wish to participate in the Fellowship data collection. Ethical considerations will be outlined.

Group formation 1 (5 minutes)
Students will form five disciplinary groups: Chemical; Civil; Electrical; Environmental/Mining; and, Mechanical. If one disciplinary group is dominant, members will be asked whether they are also considering another discipline they could join.

Activity 3 Role of an engineer (20 minutes)
Students will individually complete a handout with the following questions. Students will then be encouraged to discuss their responses with the group.
- What does a ________ engineer look like? (Student inserts chosen discipline.)
- What differences are there (if any) between the above picture and you as a person?
- What do you see as the role of an engineer?
- What will your personal role be?
- How will the learning in this unit contribute to your development as an engineer?
- Imagine yourself in 15 years’ time.
- What will you be doing?
- In a sentence, describe what you dream you will have achieved as an engineer over this time.

Having discussed their responses with other students considering the same engineering discipline, students will be invited to summarise characteristics on the whiteboard.

Group formation 2 (5 minutes)
Students will be moved into the groups in which they will work for the semester, as the next activity is designed to help students form effective teams. Groups will consist of one person from each disciplinary group (depending on disciplinary group sizes). Groups will have four or five members.
4.4.2 Initial findings and discussion

**Ice-breaker activity**
Alignment between objective and subjective identities has been shown to influence role satisfaction and retention (Mills & Smith, 2003). This prompted us to challenge students to consider what they might hope to do as future engineers – freely imagining themselves in multiple stories of self (Ylijoki & Mäntylä, 2003). Our hope was that prompting students to ‘look back’ on their future careers would give them the freedom to incorporate intrinsically driven values as well as more extrinsic indicators of success such as financial reward or position.

Each student’s workshop pack included a brightly coloured post-it note. After the ice-breaker, which moved informal discussion from the things students love to do to things they value, students were challenged to write on the post-it note the one thing they wanted to achieve as an engineer. Thirty-two students submitted their notes for analysis, from which four common themes emerged: the need for enjoyable work (n=10), making a difference (n=9), environmental concerns (n=5) and a desire to be ‘well known’ (n=4). Eight students focused on intrinsic satisfaction, with comments such as: “a passion for creating and problem solving.”

The revised engineering degree at UWA includes a course titled *Global Engineering Challenges*, which appears to have heightened students’ awareness of engineers’ responsibilities and potential value to society and the environment. During the TiLE workshop, nine students linked their engineering goal to improving the lives of others or the environment, specifying broad goals such as “innovation/breakthrough in a particular chemical process that improves life/lives”.

---

**Workshop outline (continued)**

**Activity 4 Creating a high achieving group (20 minutes)**
Students will complete the TiLE quadrant handout and then discuss in their groups. The facilitator will ask for some voluntary responses and note the kinds of people who might complement each other. The quadrant will enable students to think about their strengths, weaknesses, likes and dislikes; and to align these with their future thinking. Students will be encouraged to retain a copy of the quadrant sheet so that they can add to it over the course of the project.

**Activity 5 Adapted One-Minute Paper (2 minutes)**
Students will complete the paper and post it anonymously in the ballot box (This one minute paper is designed to help improve the session and also to know whether students experienced threshold concepts during the session.)
- Have you learnt anything transformative in this session? If so, what?
- Will you feel a need to think further about anything raised in this session? If so, what and why?
A number of students in each workshop volunteered to share their goals with their peers, which prompted further examples and discussion. In some cases students were able to explain what had influenced their goals. A show of hands during each workshop illustrated that the task of imagining career and career goals was new for the majority of students, despite a pressing need to select an engineering discipline as their major study from the following academic year. This aspect was troubling for both students and observers from the faculty, and merits further exploration.

Activity two was titled ‘Role of an engineer’ and it drew on the thesis of UWA graduate David Parkinson (2011). The activity was completed as an individual reflection that challenged students to consider a number of questions and issues:

**Role of an Engineer**

1. Name 3 characteristics of a ______________ engineer
   
   (*Insert your chosen engineering discipline in the space.*)

2. What differences are there (if any) between the above characteristics and you as a person?

3. What do you see as a role of a ______________ engineer?

4. What will your personal role be?

5. How will the learning in this unit contribute to your development as an engineer?

6. Imagine yourself in 15 years’ time.
   
   i. What will you be doing?
   
   ii. In a sentence, describe what you dream you will have achieved as an engineer over this time.

Thirty-seven valid responses were received for this activity and an initial scan revealed 42 terms that were used to describe the characteristics of an engineer. The two most common themes were that engineers are creative \((n=16)\) and knowledgeable \((n=12)\). Engineers were also seen as intelligent \((n=6)\), leaders \((n=5)\), independent \((n=5)\), team players \((n=5)\) and innovative \((n=5)\). Differences in the characteristics described for each engineering discipline were evident from student responses and merit further research once a larger dataset is available.

Asked: *What differences are there (if any) between the above characteristics and you as a person?* four students noted no difference and 33 students identified a total of 14 key differences, chief among which was creativity. Many students felt that creativity was not amongst their strengths, and it was later discovered that the students had watched a short video on creativity during an orientation session held the previous week. This highlighted for us that educators are often unaware of the concepts that are troubling for students, and that it is difficult to predict which
activities might present concepts that require a form of scaffolding.

Students next responded to the question: *What do you see as a role of an engineer?* Responses were coded by students’ intended engineering discipline. Most responses related to technical requirements and specialisations: for example, the mechanical engineering students \((n=13)\) generally reflected a need for a technical focus in their role. Design featured in 10 of the 13 mechanical engineer responses \((76\%)\), whilst the remaining three linked to project management and working as part of a team. The seven chemical engineering responses mentioned design \((n=2)\), technical processing \((n=4)\) and testing \((n=1)\), whereas the five civil engineering participants made the link with the design and building of structures. Asked what their personal role might be, responses revealed the eight themes illustrated at Figure 4.5. Also shown, six students \((16\%\) of the sample group) were unable to identify what their personal role might be.

![Figure 4.5: Student response: Personal role as an engineer (count)](image)

More research is needed to tease out these roles in any detail; however, the existing data suggest that many roles do not have a direct alignment with the student’s intended engineering discipline. As an example, none of the three students who envisaged an environmental role were studying environmental engineering.

The prevalence of students’ design aspirations raised concerns among the engineering academics and strengthened support for embedded strategies that raise student awareness of the characteristics of engineering careers. This concern is well documented by researchers in the discipline. Faulkner (2009, p. 332), for example, reports that the reality of work comes as a surprise for many engineering graduates and suggests that the fantasy of engineering work is exacerbated by “the heterogeneous nature of engineering practice and the technicist orientation of engineering education”. Asked what contribution the motion course might make to their development as engineers, students identified knowledge, teamwork and
technical skill development. In line with other student cohorts, the engineering students demonstrated limited understanding of the study pathways available to them or the application of their course (a compulsory course on motion).

The final question challenged students to imagine themselves in 15 years’ time and to write: i) what they would be doing at that time, and ii) a description of what they ‘dream’ they would achieve as an engineer. Responses to the first of these questions were grouped into 13 themes, with only two students unable to imagine themselves 15 years into the future. The most significant themes were working on significant projects ($n=15$), having an impact on others ($n=6$), high income ($n=6$), and being happy in their work ($n=6$). The responses reflect both intrinsic and extrinsic drivers.

Responses to the second part of the question elicited 15 common themes, the most significant of which was a high-level leadership role. Again, students included both intrinsic and extrinsic factors in their responses, mentioning work/life balance, enjoyable work and mental stimulation. Students had already written a career goal on the post-it note and had had the opportunity to hear some of the career goals voiced by their peers. A comparison of the two sets of responses will be undertaken once further workshops have been conducted.

The ‘plotting your preferences’ TILE tool was successfully adapted to help the students form high-achieving groups: first by identifying their own strengths, weaknesses, likes and dislikes; and then by working as a team to identify the generic and specific skills and attributes required for the required team-based project. The adapted tool is included at Appendix C.

**Future work in engineering**

Belief in one’s potential to realise a goal or an outcome has long been aligned with engagement and achievement (Bandura, 1997) and it presents particular challenges for engineering educators, whose students need to look beyond established perceptions of how engineering looks or behaves. Students can construct their futures based on only what they know or can imagine. This can limit their thinking to lives and careers that are out of line with both the reality of engineering work and their personal goals. Whilst the TILE workshops began the process of developing possible selves, they also raised a number of troubling issues for both faculty and students.

The engineering case study led to TILE workshops with around 200 engineering students at UWA, and it is anticipated that facilitator and unit coordinator training will lead to the Approach being embedded within the degree program. At the time of writing, discussions are being held with two other Western Australian universities, one Queensland university and one USA university, with the intention of adopting a collaborative approach to engineering career development across all institutions. This much larger sample will enable the interrogation of issues such as gendered experiences and expectations; perceptions and misperceptions about the characteristics of engineering work; course and career choice; attrition; and pedagogical approaches to developing engineering identity among students.
4.3 Case study 3: Education

4.3.1 Background

It is often assumed that the process of ‘becoming’ a teacher begins early - often well before entrance to institutions of higher education. For many students this is true; however many others undertake teacher training for a variety of reasons that may or may not include teaching as a primary career goal. This has a significant influence on the structure and delivery of teacher training and on the ability of students to ‘become’ teachers, particularly within the intensive one-year structure of a Graduate Diploma of Education.

Unlike the other two case studies undertaken within the Fellowship, the education case study did not involve any interventions other than the reflective questions posed within the survey itself. Building upon considerable work with education students in the Arts, for whom teaching is often positioned as a ‘fall-back position’ (Bennett 2008b), the intent of this case study was to better understand the backgrounds, identities and intentions of education students from multiple disciplines and across two universities, and to consider whether active reflection on these issues might be beneficial for students in the future.

4.3.2 Demographics and approach

The education case study involved 90 students, of whom 66% were graduate students enrolled in a Graduate Diploma of Education (GDE) and the remaining 34% were undergraduate students enrolled in Bachelor of Education (BEd) degrees. In the majority of cases the GDE students had completed generalist Bachelor of Arts or Science degrees. The students were located at either the University of Western Australia or Curtin University and were surveyed during their first semester of study (GDE students) or during the first semester of their final year of study (BEd students). The major study areas of the sample are shown at Figure 4.6.

![Figure 4.6: Major study areas of the education sample](image)
The case study also included focus group interviews with eight teachers who had graduated the previous year and were in their first year of teaching. The voices of these teachers are included throughout the following discussion.

Consistent with the general trend of 2:1 female-male teaching recruits, 71% of the student cohort was female. Many education students embark on teaching as a second career or following a period out of the workforce, thus they are often older than the typical undergraduate student. This was reflected in the wide age range of the sample, with just over half of students (54%) less than 25 years of age and the remainder aged 25-30 (19%); 31-40 (9%); 41-50 (13%) and 51+ (1%). Seventy-one percent of the sample was born in Australia. Three of the international students (from Korea, Bhutan and Japan) were studying in Australia with the aim of returning to their own countries to teach. Two other students, both migrants from South Africa, were updating their teaching qualifications in order to obtain teaching positions in Australia.

Students were surveyed within class time and were required to complete the survey questions as a pre-cursor to the group discussion that followed; however, students were not obliged to participate in the study and did not need to submit their completed survey questions for analysis. Group discussions were not recorded and did not form part of the case study. The survey instrument was formatted to provide plenty of space for comment and reflection, and it included the following questions:

### Section 1: Your background

1. What is your degree program and major? (e.g. Grad Dip Ed in secondary science)?
2. What, if any, other formal qualifications do you hold, and what were the years of study?
3. What is your work history?  
   *Please include paid and unpaid roles, including home duties and periods of unemployment.*

### Section 2: Your decision to undertake teacher training

4. In terms of professional identity, how do you currently answer if someone asks ‘What do you do?’
5. On the continuum below, please place a cross to mark the point at which you began to think about becoming a teacher:

<table>
<thead>
<tr>
<th>0-1 years</th>
<th>5 years</th>
<th>10 years</th>
<th>15 years</th>
<th>20+ years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6. What factors prompted your decision to undertake teacher training?  
*Please tick all that apply* (Adapted from Evans, 1994)

<table>
<thead>
<tr>
<th>Factor</th>
<th>Importance of this factor on your decision making</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very</td>
</tr>
<tr>
<td>Career change</td>
<td></td>
</tr>
<tr>
<td>Community work</td>
<td></td>
</tr>
<tr>
<td>Desire to be a teacher</td>
<td></td>
</tr>
<tr>
<td>Family circumstances</td>
<td></td>
</tr>
<tr>
<td>General interest</td>
<td></td>
</tr>
<tr>
<td>Job security</td>
<td></td>
</tr>
<tr>
<td>Lack of other work</td>
<td></td>
</tr>
<tr>
<td>Money</td>
<td></td>
</tr>
<tr>
<td>Promotion/higher position prospects</td>
<td></td>
</tr>
<tr>
<td>Recognition</td>
<td></td>
</tr>
<tr>
<td>Regular income</td>
<td></td>
</tr>
<tr>
<td>Requirement for existing role</td>
<td></td>
</tr>
<tr>
<td>Status and respect</td>
<td></td>
</tr>
<tr>
<td>Taking risks</td>
<td></td>
</tr>
<tr>
<td>Other <em>(please specify at 6.2 below)</em></td>
<td></td>
</tr>
</tbody>
</table>

6.2 Other factors

6.3 For me, the three most important factors in question 6 are:

6.4 For me, the three least important factors in question 6 are:

**Section 3: Your plans and expectations**

7. Do you intend to teach full time?

7.2 If no, what are your intentions in relation to your teaching work?

8. What is your primary teaching goal?

9. In what contexts and locations do you intend to teach, and for what period of time?

10. What would you *like* to be doing three to five years from now?

11. What do you *expect* to be doing three to five years from now?

12. To help us understand your idea of yourself as a teacher, please draw yourself and describe what you have drawn.
4.3.3 Case study findings

This report presents a snapshot of the findings related to three aspects of the survey: participants’ intention to teach; factors influencing the decision to become a teacher; and primary teaching goal. The full findings will be reported as journal articles once a series of focus group interviews has been completed.

4.3.4 Participants’ intention to teach

Twenty-five per cent of respondents indicated they had made the decision to become a teacher less than two years prior to the survey. Shown at Figure 4.7 this was common to both graduate and undergraduate students. The rate of indecision was also relatively consistent between the two universities and between students from multiple majors, suggesting an alarming rate of uncertainty amongst education students.

![Figure 4.7: Point at which students had made the decision to become a teacher (%)](chart)

The first-year teacher cohort also considered the point at which they had made the decision to teach. One of the focus groups included four teachers, none of whom had had a straightforward journey to teaching. One female teacher “always wanted to be a teacher. But not until I had kids”. She had undertaken a GDE as a result of failing an academic course in her Masters degree. Unable to graduate until the following year, she “became a teaching while waiting”. The second female teacher had always wanted to teach, but when it came to choosing a degree course she recalled thinking: “I’m really smart. I’d rather do something that I’d be better at”. Realising mid-way through her physiotherapy degree that teaching was her preferred path, she had undertaken the GDE program after graduation. Of the two male students, one began thinking about being a teacher “when we started the degree in 2010! … I realised I had no money … I need an income. What was the quickest way I can get it? One-year Dip Ed”. The second male teacher had not pursued medicine because the cost of the degree was too high. His goal was “to go back and do that one day”.

Question 6 asked the GDE students about their rationale for undertaking teacher training. Students were presented with a list of factors adapted from Evans (1994) and were asked to rate factors according their importance. The responses were treated as a five-point Likert scale, with values assigned to reflect order of importance as follows: Not very (1); Fairly (2); Medium (3); Quite (4); and Very (5). Shown at Figure 4.8, the highest weighting was given to desire to teach, general interest and job security. Least important were lack of work, as a requirement of current role, and promotion.

![Figure 4.8: Factors influencing the decision to undertake teacher training](image)

Fifty-six per cent of the combined student cohort was aged less than 25 years, suggesting that many students had gone on to higher education as school-leavers. As such, it was unsurprising that little weight was given to factors relating to existing work (for example, the potential for promotion within a current role). More surprising was the relatively young age of the GDE cohort, the average age of which was 27.6 years compared with the average age of the BEd cohort (23 years). Forty-one per cent of the GDE cohort was under 25 years of age, suggesting that many students had embarked on Graduate study soon or immediately following completion of their undergraduate degrees.

Having completed the chart presented as Q6, participants were asked to name the three most important and least important factors in their decision to undertake teacher training. The most important factors emerged as a desire to teach (n=60), job security (n=43) and general interest (n=36). The least important factors were lack of other work (n=56), a requirement of current role (n=44) and promotion, closely followed by risk-taking, status and respect. These findings align with the responses to Q6. The data suggest that intrinsic drivers such as interest and a passion for the work are more dominant than extrinsic drivers such as financial reward and
recognition. This adds weight to the suggestion that exploration of the fit between self, career and identity is a crucial and often neglected aspect of teacher education.

4.3.4 Primary teaching goal

The final question explored here relates to participants’ primary teaching goals. This was an open question that sought to explore what types of teaching engagement students were seeking after graduation. It appears to have been a difficult one for students to consider. Only 17% of respondents gave an answer and it is likely that the difficulty posed by this question relates to the short timeframe in which students have been considering a career as a teacher, as discussed earlier. Responses were coded using NVivo and suggest seven common themes, shown below at Figure 4.9.

Figure 4.9: Primary teaching goal (% occurrence)

The comments grouped as the theme ‘Making a difference’ related to student achievement, motivation and interest and to broader goals such as community improvement, including nine students who identified working overseas. A selection of these comments is shown below.

1. “To help students learn, develop understanding and progress towards achieving their goals in life.”
2. “Help those less fortunate (work overseas).”
3. “Enthuse students into science and maths.”
4. “To become a dynamic, effective and responsible teacher who is able to encourage students to be enthusiastic and creative learners and responsible and healthy individuals within their community.”
Five participants hoped to find part-time teaching work that would accommodate their family responsibilities and one participant positioned teaching as a role that would support his development as an artist. Six students reported that they did not intend to work as teachers at the end of their teacher training.

Whilst it is argued that the process of becoming a teacher begins “long before people ever enter a faculty of education” (Weber & Mitchell 1995, p. 5), this was far from the case for the students and teachers involved in this case study. As one of the first-year teachers told the focus group: “It was a last-minute snap decision. I didn’t want to be a teacher. Really didn’t want to be a teacher”. The majority of case study participants indicated that they had in fact made their decision less than a year before completing the survey, and only 17% of students felt able to communicate a primary teaching goal.

Kagan (1992, p. 146) has suggested that novices “who enter the classroom without clear images of themselves as teachers are doomed to failure”. Moreover, teacher development theories assume that the decision to become a teacher has already been made. They do not, therefore, take into account the people who engage in teacher training without having thought about teaching in relation to their future lives and careers. The case study findings suggest that many students have yet to reach the starting point of existing developmental continua, despite being close to graduation. They indicate the urgent need to refine models such as Kagan’s three phases of novice teacher development, placing it within a possible selves framework and incorporating two preliminary steps such as those shown at Figure 4.10.

![Figure 4.10: Refinement of existing developmental theories (Bennett, 2012a, p. 13)](image-url)

<table>
<thead>
<tr>
<th>Explore existing self</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Explore own and others’ interpretive horizons and critically question existing hierarchies;</td>
</tr>
<tr>
<td>2. Experience teaching as an integral and successful component of career;</td>
</tr>
<tr>
<td>3. Acquire knowledge of students;</td>
</tr>
<tr>
<td>4. Reconstruct self-identity;</td>
</tr>
<tr>
<td>5. Adopt procedural routines for teaching and management.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Understand possible selves</th>
</tr>
</thead>
</table>

Figure 4.10: Refinement of existing developmental theories (Bennett, 2012a, p. 13)
4.3.5 Closing comments

As discussed, the development of both self-regulation and self-esteem is strongly related to envisioning the future self. The Fellowship case studies reveal that the authentic voice expressed by students often differs from expected or traditional career trajectories, even within accredited programs such as engineering; indeed, it was common to find that students had not thought through the alignment of their degree courses and their future lives, even into their final year of study. The same opacity about goals and aspirations, and about how these might relate to learning, were prominent within all three case study groups. Whilst single interventions with the engineering students opened valuable conversations, the semester-long TILE engagement with music students began to have a significant impact on their agency and engagement. These experiences illustrate the value of working with students on the development of self and identity as a core component of their studies.

Higher education students need to creatively explore possible futures, even (or especially) the unorthodox ones, and to do so with the support of peers and mentors. This notion is reinforced by the idea of educational spaces as safe environments in which exploration can occur unhindered, and it is particularly important within the first year experience. The open nature of the TILE Approach enables this exploration and has been found to be effective with large classes. At this point, implementation of TILE has been limited to face-to-face teaching situations. Further development will be needed in order to meet the needs of students engaged in other modes of learning, including online learning environments.
Chapter 5: Outputs related to the Fellowship

5.1 Book


5.2 Book chapters


5.3 Related journal articles


2012


2011

5.4 Refereed conference proceedings

2012

2011

2010

5.5 Presentations, reports and invited papers

Plenary addresses, presentations and symposia

2012
- Bennett, D. Non-traditional research: Challenges, opportunities and the role of the library. Presentation for the 2012 WAGUL [WA Group of Libraries] Research Day, University of Western Australia, June.

2011
- Bennett, D. Creative approaches to student engagement. Lecture for the Curtin Corner Lecture Series, John Curtin Institute for Public Policy, Curtin University, November.
  - Bennett, D. Identity and student learning. *Griffith Graduate Symposium*. Guest speaker, Griffith University, Brisbane, November.
- Bennett, D. Constructing pedagogy: The nexus between artistic practice, research and teaching. Invited presentation for the HERDSA Rekindled Forum, UWA, Perth, October.

- Bennett, D. Planning a career with a ‘good fit’. Invited presentation for Engineering students and staff, Queensland University of Technology, Brisbane, September.

- Bennett, D. Identity development and student learning. Invited presentation for the Work Integrated Learning and Transition Out Community of Practice group, Queensland University of Technology, Brisbane, August.


2010


- Bennett, D. (2010). Creativity and career. Invited lecture for the School of Management, St Andrew’s University, Scotland, November.


Conference presentations/panels


2011


2010

5.6 The TILE Approach Website

The Fellowship’s Community of Practice (CoP) was established on a dedicated website. At the start of the Fellowship an environmental scan identified best practice in relation to some of the issues being explored, and resources identified through this process became part of a databank hosted on the website. Higher Education colleagues were invited to join the CoP from the start of the project. Other members joined as a result of project events, learning and teaching events, presentations, web searches or via word of mouth recommendation.

The website at www.thetileapproach.ning.com became a central part of the TILE online community network, which attracted 221 members over the course of the Fellowship. Membership at the time of writing is shown at table 5.1:

Table 5.1: Locations of TILE online community network

<table>
<thead>
<tr>
<th>Breakdown of members by region or country</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Americas</td>
<td>21</td>
</tr>
<tr>
<td>Asia</td>
<td>7</td>
</tr>
<tr>
<td>Australia</td>
<td>160</td>
</tr>
<tr>
<td>Europe</td>
<td>6</td>
</tr>
<tr>
<td>New Zealand</td>
<td>1</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>26</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Breakdown of Australian members</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT</td>
<td>2</td>
</tr>
<tr>
<td>NSW</td>
<td>29</td>
</tr>
<tr>
<td>NT</td>
<td>1</td>
</tr>
<tr>
<td>QLD</td>
<td>43</td>
</tr>
<tr>
<td>SA</td>
<td>5</td>
</tr>
<tr>
<td>VIC</td>
<td>13</td>
</tr>
<tr>
<td>WA</td>
<td>70</td>
</tr>
</tbody>
</table>

The Fellowship community evolved in a blended form - consisting of both online and offline members. Whilst the website served as a useful resource in terms of accessing TILE tools and resources, accessing or adding to the databank and member-to-member communication, much of the dialogue around the project occurred via email, Skype and face-to-face.

The Fellowship adopted Star and McDonald’s five-phase model in order to support what was naturally a member-driven community: *Initiation-creation-infancy-maturity/sustaining-re-creating* (Star & McDonald, in press). The model ensured that the network could function effectively in any domain and according to the needs of
its members. Members shared their contact details (Figure 5.1) and created their own personal page. Some members included their location on a member map, which enabled members to search for people in the same region (see Figure 5.2).

Figure 5.1: Extract of the members’ page on the TILE website
The blended community meant a lack of control, which was unsettling at times as it was impossible to know who was adopting the TILE Approach and in what contexts it was being employed. By mid-way through the Fellowship it was common to meet people outside of the online community who were delivering or had observed the TILE Approach within their programs: for example, a chance meeting at a London conference revealed that three UK universities were employing TILE tools in their classes, having learned of them from a community member. Whilst this fluidity was not ideal in terms of collating usage data per se, stepping back and simply learning to listen to people’s experience of the TILE Approach seems to have encouraged further engagement. This experience aligns with the ‘letting go’ that characterises effective communities, wherein activity and engagement is participant-owned in the form of a joint enterprise (see O’Donnell et al., 2003; Wenger, 1998). Feedback will continue to be collected into the future and is already shaping discipline-specific tools as well as prompting improvements and extensions to the published tools.

Phase Three of the project occurred post-Fellowship and included defining future goals and funding in collaboration with interested partners. A major initiative to arise from this is a multi-institutional collaboration to incorporate the TILE Approach into engineering education across institutions. In 2013 we anticipate the involvement of over 2,000 students. An additional cohort in the USA will enable us to see how the Approach might work for engineering students within a different education system.
5.3 Refined set of tools and strategies

For many graduates, remaining employable and doing so in a way that is intrinsically satisfying will include periods of work linked by periods of learning. Mirvis and Hall (1996, p. 80) call this “learning a living” and suggest that the most important attribute for graduates is a willingness and ability to keep learning; but where does the motivation to learn come from, and can it be fostered? This section of the report describes the tools and strategies referred to as ‘TILE tools’ because of their focus on Teaching, Identity, Learning and Engagement.

The tools were trialled with multiple student cohorts, whose feedback was integral to their design and delivery. Trials were conducted by the Fellow and by several collaborators who provided feedback, suggestions, and in some cases new TILE tool ideas. Most of the student participants were aged between 23 and 28 years. As older adolescents or ‘emerging adults’ they were undergoing the latter stages of cognitive and affective development, with corresponding changes to brain structure and function (Steinberg, 2005). Obviously the construction of identity requires consideration of both work and the self, and it would be easy to suggest that both of these elements can be accommodated within traditional degree courses; however, there are two immediate problems: first, as Gabb, Tinberg and Weisberger (2011) suggest, older adolescents tend to focus on immediate concerns and identities – the things that are in front of them; second, their ability to imagine multiple futures is limited by multiple factors including experience, perception, influences and both intrinsic and extrinsic motivational drivers. The implication is the need for students to be given the time and encouragement to create broad purviews (previews) of their future lives and careers, and to do this without fear of admonishment.

Within this context and with a particular focus on identity development and the exploration of possible selves, the tools enabled collaborators to investigate whether explicit exploration of salient identity might encourage students to become more agentic learners: that is, “learners who are pro-active and engaged in making meaning and developing capacities in ways that are intentional, effortful and are actively critical in constructing their knowledge” (Billett, 2009, p. 2). Some of the tools had been employed and refined by the author over a number of years; however, prior to the Fellowship none of them had been written in a form that could be shared with others, and none had been trialled other than in the Fellow’s own classes. In addition to these tools, colleagues began to contribute their own tools and ideas to the project. These came from many different disciplines and for the most part they were adapted to suit a generic audience. The common element was a creative approach to student engagement with a focus on possible selves. The tools were designed to be simple in appearance and implementation, packaged in such a

---

4 Development of the TILE tools was reported in Bennett, D. (2012b). A creative approach to exploring student identity. The International Journal of Creativity & Problem Solving, 22(1), 27-41. Details are reproduced here with the permission of the editor.
way that any academic could implement them without needing to undertake further research or reading. For ease of use, the tools are hosted on the website and organised into broad groups. At the time of writing, six broad groups were featured: Identity, preferences and goals; Challenges and inspiration; Skills and attributes; Networks; Learning from biographies; and Pedagogy: inspiring ideas. The TILE tools and their contributors are listed below:

TILE tool 1: Conceptualising careers (Rosie Perkins, UK)
TILE tool 2: Plotting your preferences (Janis Weller, USA)
TILE tool 3: More than a name (John Freeman, Australia)
TILE tool 4: Finding your mission (Angela Beeching, USA)
TILE tool 5: Careers panel: How did you get here? (Dawn Bennett, Australia)
TILE tool 6: Developing an ‘elevator speech’ (Astrid Baumgardner, USA)
TILE tool 7: Volunteer challenge (Glen Carruthers, Canada)
TILE tool 8: The lifestyle quiz (Janis Weller, USA)
TILE tool 9: Speed networking (Dawn Bennett, Australia)
TILE tool 10: Networking I – circle building (Janis Weller, USA)
TILE tool 11: Networking II – Keeping track of your circles (Janis Weller, USA)
TILE tool 12: Who else do you know? (Michael Hannan, Australia)
TILE tool 13: Getting to know your dream job (Dawn Bennett, Australia)
TILE tool 14: Learning from biographies (Rineke Smilde, the Netherlands)
TILE tool 15: Biography – following your passion (Dawn Bennett, Australia)
TILE tool 16: Looking back on a future career (Salle Male and Dawn Bennett, Aust)
TILE tool 17: Networking for the benefit of others (Angela Beeching, USA)
TILE tool 18: Turning on the careers light (Dawn Bennett, Australia)
TILE tool 19: What’s your persona? (Angela Beeching, USA)
TILE tool 20: Expanding the skill set (Michael Hannan, Australia)
TILE tool 21: What’s that image? (Lisa Tee, Australia)
TILE tool 22: 12 tips for forming an effective group (Gerald Klickstein, USA)
TILE tool 23: Getting a head start (Rosie Perkins, UK)
TILE tool 24: Plotting your preferences to create effective groups (Janis Weller, USA; Dawn Bennett, Australia)
TILE tool 25: Skills and attributes III: Skills audit (Angela Beeching, USA; Dawn Bennett, Australia)

The inclusion of identity and self has the potential to engage students in a process of active knowing, linked with and challenging the real world. As Barnett (2009) explains, to thrive in a world of super-complexity students need to develop dispositions needed for conceptual and ontological uncertainty. Whilst these dispositions resemble the goals of the TILE tools, it is Barnett’s idea of ‘active knowing for being’ that engages the whole person and elevates them from the abstract.

Craft (2002, p. 19) explicitly linked resourcefulness to creativity, coining the term ‘life-wide creativity’ and explaining that creativity “is no longer an optional extra.
The kind of creativity being valued is a generative approach to ongoing problem-identification and problem-solving, rather than a kit-bag or pre-ordained tools for life”. Rather than ‘teaching students the answers’ or requiring them to find definitive answers, the TILE Approach encourages propositional, provisional knowledge and begins to equip students with the skills and confidence to critically test and expand that knowledge. This is often a learning curve for educators as well as for students, and added to this is the lack (most often absence) of curricular time dedicated to self-development. Thankfully the experience of the TILE community has been that it is possible to successfully apply the TILE tools within existing courses of study.

The tools have proven most effective in opening the door to learning that engages students in problem seeking than problem solving. Indeed, one of the most unexpected findings has been the impact of the tools on educators, who have found themselves in the same self-reflective mode as their students and have reported a personal benefit in addition to increased student motivation.

Tools relating to networks
One group of tools concerns the development and maintenance of professional networks and teamwork. The basis for this set is the need for graduates to integrate knowledge from one situation to another (Fouad & Bynner, 2008). This requires a clear sense of self-image and self-efficacy relative to the tasks associated with work, including social interactions and political competencies.

Identity development during higher education progresses toward an outward view of identity incorporating the professional and social affirmation of peers and colleagues within a widening sphere (Harré, 1984). Recognising this, the networking tools incorporate a ‘speed dating’ activity in which students develop and practice their ‘elevator speeches’, first in the relative safety of the classroom and later at events attended by visitors and potential employers. Students gradually develop and refine the skills they need to describe and promote themselves, and more confident students have been challenged to present different selves or to role-play potential business interactions. Fostering conversations with a widening sphere of people prompted the inclusion of circle-building exercises and strategies for making and managing new connections. Not surprisingly, students have noted increased self-confidence as a result of the activities. Case study students reported that they were able to more clearly identify themselves as professionals and were starting to imagine themselves in different professional contexts.

Tools relating to inspiring ideas
The experience of this Fellowship suggests that an important and neglected aspect of student engagement is students’ ability to transform information and content into future-oriented strategies and tools. A useful construct here is self-determination theory (Deci & Ryan, 1985), which suggests that student motivation and engagement is heightened when they consider an activity to be meaningful and important. This lends support to the argument that simple actions such as providing a rationale for
undertaking a task can be powerful motivational tools. Whilst this seems obvious, the rationales experience throughout the Fellowship tended to be external to the learner: for example, completing an assignment in order to gain a % mark or because it represented foundational knowledge (“you need to know this”). Unless rationales had been discussed during class time, students had rarely thought through even the most student-centred rationales. To address this, TILE workshops drew on Jang’s (2008) advances to self-determination theory by considering internalised extrinsic motivators, which occur when someone has identified with the rationale and has adopted it as part of self. This type of cognitive framing was found to be particularly useful when students were undertaking tasks or whole units of study perceived as uninteresting or irrelevant, even when there was a student- or future-centred rationale.

It goes without saying that captivating the full attention of students is essential. For some lectures, including those that are heavy in content and/or delivered as traditional lectures to large classes, this can be challenging. It can also be challenging to engage students in difficult thinking about their futures. Students who learn through visual and auditory stimulation really appreciate carefully chosen images or video clips that are linked to the topic of the lecture. TILE tool 21 (from Lisa Tee) creates conceptual signposts for students to follow, using an image that has been carefully selected to depict a key concept and providing students with the opportunity to question and reflect on that image and its relevance to the lecture ahead. Future work will seek to expand the tools in this area.

**Tools relating to student transitions**

The Fellowship recognised the scarcity of research concerning the identity development of students as they transition from university to work (Greene & Saridakis, 2008). As higher education seeks to meet the changing needs of its stakeholders, including graduate workers, it has become apparent that the issue of transition is not limited to the transition into higher education. The transitions within and from education are subject to growing scrutiny, and at each point of transition students need to take an active role in the development of their self-identities. Taking the example of doctoral students, little is known about identity during the vulnerable early career phase of academic life (Åkerlind, 2005), at which time graduates can find themselves “severely frustrated” (Bazeley, 2003, p. 259) by the shortage of new academic positions, increased casualisation and increased competition. For this reason, further post-Fellowship work is being undertaken with graduate research students. Tools within this set are being developed from the case study data and will be published on the website in 2013.

**Tools relating to identity, preferences and goals**

Determining ‘relevance to future’ or a ‘sense of purpose’ provided the trigger for encouraging students to think creatively about their future lives and careers, and this led to the realisation that few students are accustomed to such open-ended, boundaryless thinking. Whilst the Fellowship indicated the value of encouraging
students to think creatively about their futures, it had less alignment with the traditional idea of solving problems. In essence, the need for students to learn how to manage (perhaps even to embrace) uncertainty suggests the need to equip them with the disposition to identify problems rather than seeking always to solve them. Alongside this is acceptance that knowledge is for the most part ephemeral.

Graduates in many disciplines face complex and changing work environments and responsibilities, and in many cases self-identity is radically challenged by work that involves multiple and diverse roles. In line with changes to the world of work, which were discussed in Chapter 1, there is growing awareness of the need for individuals to adopt multiple or fluid professional identities, to be able to create multiple stories of the self (Ylijoki & Mäntylä, 2003), and to imagine and position themselves within each of these stories. The tools in this group focus on the development of such stories, challenging students to generate a broad and inclusive definition of success driven intrinsically rather than hierarchically, and which can be at odds with the dominant culture. Tools incorporate case studies on significant role models; role-play with peers; and research into the characteristics of work within the discipline. This strategy is closely aligned to theories on intrinsic motivation and self-determination.

**Tools relating to self-esteem**

The development of self-esteem is common to all of the tools developed through the Fellowship; however the research was mindful of the often contradictory evidence about the effects of self-esteem: for example, there is much debate about the correlation between self-esteem and risky behaviour (Mullan & NicGanhainn, 2002) and bullying (Baumeister, Campbell, Krueger & Vohs, 2003). Whilst it is generally accepted that the causality between self-esteem and performance has yet to be reliably demonstrated, there is little argument that “people with high esteem are more willing than others to choose their own strategies, and are more responsive to situational cues indicating when to persist and when to move on to a more promising alternative” (Baumeister et. al., 2003, p. 36). This link to resilience, persistence and self-direction was the critical aspect of self-esteem taken into account over the course of the Fellowship.

As outlined in Chapter 1, the motivation to learn corresponds with students’ conceptualisation of their strengths, interests and goals. As such, learning effectiveness relates directly to the development of students’ self-schemas and, in turn, to their level of resilience, motivation and engagement. Tools that explicitly addressed self-esteem include a lifestyle quiz about preferred income, patterns of work, activities and physical locations; activities to identify existing strengths and interests; and challenges and inspiration to develop stories about dream jobs, passions and abilities. Work on the TiLE tools and resources will continue into the future.
Chapter 6: Recommendations

Higher education attainment rates are fundamental to the Australian Government’s reform agenda, and student engagement remains a central theme within this discourse. The Bradley Review’s (2008) recommendation for a renewed focus on student engagement was contemporaneous with research on issues such as attraction, retention, the changing expectations of students, measures of engagement, learning models, and the importance of the first year experience (see for example ACER, 2008; Coates, 2005; Kift, 2008; Krause & Coates, 2008; Lizzio & Wilson, 2006). Despite this attention, student engagement (as measured through the Australasian Survey of Student Engagement (AUSSE)) remains lower than comparable countries and was once again identified as a cause for concern in 2011 (Lomax-Smith, Watson & Webster, 2011).

Contributing factors from a sector-wide perspective include the changing academic workforce, massification, increased accountability, and the unequal treatment of teaching and research. These factors are central to contemporary higher education discourse. Less discussed, and receiving no attention in either of the more recent Higher Education reviews, is the extent to which students understand the relevance of their learning and how this understanding might be enhanced. This is likely to have particular relevance to non-traditional students, including those who are the first in their family to attend university and who are more likely to face additional hurdles.

As stated at the start of this report, the central proposition of this Fellowship was twofold: that learners’ personal and professional identities are crucial to their success as both students and future workers; and that the explicit development of these identities within higher education is for the most part absent. The experience of the Fellowship has strengthened this position and informs the recommendation that self and identity should be adopted as core components of all higher education programs.

A number of crucial agendas coalesced during the course of the Fellowship. These include:

- Student mental wellbeing, particularly the formation of identity at each point of transition;
- Assurance of learning, from graduate attributes to the ability of students to become agentic, lifelong and life wide learners; and
- Career development learning that links students, industry, the professions and universities.

Each of these agendas is central to transforming Australia’s higher education system, from enhancing the student experience to evidencing learning outcomes and meeting the needs of an increasingly diverse student cohort and an increasingly complex labour market. The incorporation of self and identity would logically bring together these divergent interests and build upon recent Australian Learning and Teaching Council (ALTC) and Office for Learning and Teaching (OLT) work. This is an
opportunity to synthesise and strengthen a number of valuable and complementary approaches, including those developed through the work of grants and Fellowships such as those listed at Appendix B.

In light of the Fellowship recommendation, three initial steps are proposed for consideration by the Office for Learning and Teaching:

1. Establish a network of higher education learning leaders to foster crucial research and scholarship, deliver professional learning for educators and administrators, and ensure the explicit acknowledgement of student identity within courses, at learning and teaching events, within graduate attribute statements, and within the policy discourse.

2. Commission further crucial work to facilitate, enable and enact the inclusion of self and identity within Australian higher education programs; and

3. Through this work, further develop practical tools and strategies relating to student identity, and ensure that they are freely available for all educators.

The TILE Approach community should be retained and expanded to support the work of this collective, to foster communication with other learning and teaching networks, to support the incorporation of an identity element within future Office and Learning and Teaching initiatives and programs, and to provide a forum for the dissemination of best practice.
References


Appendix A: Ethics

Ethical approval was obtained from Curtin University prior to commencement of the Fellowship and was granted the approval number “MCCA-18-10”. Ethical approval was subsequently renewed until October 2012. Reciprocal or distinct ethical approval was obtained from other institutions as required and according to each institution’s protocol.

Students who engaged in survey reflections or focus group interviews each received a participant information sheet that described the research background, participation details, ethical statement and contact details. Participants were advised that they could withdraw from the study at any time without prejudice or negative consequences. Where a reflective survey or TILE workshop was conducted in class, students were under no obligation to submit their written responses for inclusion in the Fellowship study.

The information sheet also contained a confidentiality statement as follows:

Your responses are completely confidential and anonymous. This means that they cannot be traced back to you in any documentation emerging from this research. Research documents will be secured in a locked cabinet, and computer data will be secured through the use of passwords. Access to data will be restricted to the research team. Lecturers and tutors will not see your responses.

The consent form is included on the following page.
Consent form

I have been informed of and understand the purpose of the study.

I have been given the opportunity to ask questions about the study and my participation.

I understand that I can withdraw my participation at any time without prejudice or negative consequences.

I understand that results will be published in the form of a report, academic papers and presentations. No information that might identify me will be used in published material.

Based upon the above information, please indicate your consent to participate in the study by completing the statement of consent below:

I, ___________________________ (name) agree to participate in this study, titled: *Reinvigorating student learning with embedded learning and teaching strategies that enhance identity development*

Signed: _____________________________

Date: _____________________________

I would like to receive copies of any reports or papers arising from this study

Yes □ No □

If ‘yes’, please write your email address below.

Email Address: _____________________________
Appendix B: Indicative network members

**Assuring Learning** (OLT Strategic priority project)
Team Leaders Romy Lawson (JCU) and Tracy Taylor (UTS)
http://assuringlearning.com/index.html

**Assessment of Higher Education Learning Outcomes (AHELO)**
http://www.acer.edu.au/research/he/assessment-of-higher-education-learning-outcomes-ahelo

**ALTC Learning and Teaching Standards Project Peer Review and External Moderation of Coursework**
Team Leaders Kerri-Lee Krause (UWS) and Geoffrey Scott (UWS)

**Assessing and Assuring Graduate Learning Outcomes (AAGLO)**
Team Leaders Simon Barrie (University of Sydney); Clair Hughes (UQ); Geoffrey Crisp (RMIT) and Anne Bennison (UQ)

**Assuring Graduate Capabilities**
Australian Learning and Teaching Fellow Beverly Oliver (Deakin)
http://boliver.ning.com/

**Practical leadership for developing and sustaining first year learning environments that facilitate the success of a diverse student population**
Australian Learning and Teaching Fellow Keithia Wilson (Griffith)

**Articulating a transition pedagogy to scaffold and to enhance the first year student learning experience in Australian higher education**
Australian Learning and Teaching Fellow Sally Kift (JCU)

**National standards for psychological literacy and global citizenship**
Australian Learning and Teaching Fellow Jacky Cranney (The University of New South Wales)
http://www.psychologicalliteracy.com
Appendix C: Published TILE tools

TILE tool 1: Conceptualising careers (Rosie Perkins, UK)
TILE tool 2: Plotting your preferences (Janis Weller, USA)
TILE tool 3: More than a name (John Freeman, Australia)
TILE tool 4: Finding your mission (Angela Beeching, USA)
TILE tool 5: Careers panel: How did you get here? (Dawn Bennett, Australia)
TILE tool 6: Developing an ‘elevator speech’ (Astrid Baumgardner, USA)
TILE tool 7: Volunteer challenge (Glen Carruthers, Canada)
TILE tool 8: The lifestyle quiz (Janis Weller, USA)
TILE tool 9: Speed networking (Dawn Bennett, Australia)
TILE tool 10: Networking I – circle building (Janis Weller, USA)
TILE tool 11: Networking II – Keeping track of your circles (Janis Weller, USA)
TILE tool 12: Who else do you know? (Michael Hannan, Australia)
TILE tool 13: Getting to know your dream job (Dawn Bennett, Australia)
TILE tool 14: Learning from biographies (Rineke Smilde, the Netherlands)
TILE tool 15: Biography – following your passion (Dawn Bennett, Australia)
TILE tool 16: Looking back on a future career (Salle Male and Dawn Bennett, Aust)
TILE tool 17: Networking for the benefit of others (Angela Beeching, USA)
TILE tool 18: Turning on the careers light (Dawn Bennett, Australia)
TILE tool 19: What’s your persona? (Angela Beeching, USA)
TILE tool 20: Expanding the skill set (Michael Hannan, Australia)
TILE tool 21: What’s that image? (Lisa Tee, Australia)
TILE tool 22: 12 tips for forming an effective group (Gerald Klickstein, USA)
TILE tool 23: Getting a head start (Rosie Perkins, UK)
TILE tool 24: Plotting your preferences to create effective groups (Janis Weller, US; Dawn Bennett, Australia)
TILE tool 25: Skills and attributes III: Skills audit (Angela Beeching, USA; Dawn Bennett, Australia)

The TILE Tools are licensed under Creative Commons.

Except where otherwise noted, this work is licensed under http://creativecommons.org/licenses/by-nc/3.0/
How we think about our careers is an important part of our professional development and can help us to work out what we really want to do. Figure 1 (below) encourages us to think about career as a multifaceted concept, rather than simply a ‘9-till-5’ job. What we term ‘objective facets’ of career include: (1) the time spent on different activities; and (2) the proportion of income generated from these activities (recognising that these may well be different). What we term ‘subjective facets’ include: (3) how a person identifies themselves (how they see themselves), and (4) their vision for the future.

Figure 1: Conceptualising ‘career’ (Mills, 2004)

Take a moment to consider these four elements in relation to your future career. You may like to use the following questions to guide you, or to pose to your friends.
VISION
- What are your aims for the future?
- Where would you like to be in five years’ time? In ten years’ time?
- Why do you want to achieve these things?
- How long have you wanted to achieve these things?
- What counts as success for you?

IDENTITY
- How would you describe yourself? For example, if you had to write what you ‘do’ on a passport application, what would you write?
- How do you feel comfortable describing yourself? Is this the same as your answer to the above question?
- Where do you see yourself ‘fitting’ in your chosen profession?
- What are the things that are most important to you professionally, and why?

TIME
- How do you spend most of your time? What different activities do you do?
- How is your time divided across the week? Are you satisfied with this?
- How do you imagine spending your time when you graduate? How do you want to spend your time when you graduate?

MONEY
- Are you already taking paid work? If so, how does this reflect the time you spend doing the activity? Why do you do this?
- Do you feel that your time is well rewarded?
- How do you imagine earning your living when you graduate? How do you want to earn your living when you graduate?
Thinking about the answers to these questions may help you to see your career in a different light, and make you more equipped to bring together what you do (your objective career) with what you want to do and identify with (your subjective career). It doesn’t matter if you struggle to answer some of the questions; just thinking about them, and your responses to them, should be useful. Try to return to these questions regularly, taking note of (or recording) your answers so that you can see if and how they change over time. This will support you in understanding your professional aims and aspirations and how they fit with you as a person and as a graduate.


TILE tools form part of an Australian Learning and Teaching Council Fellowship. The tools are available to all members for use in teaching and mentoring. Contributions, feedback and new network members are always welcome, as are research collaborations. For more information, please contact Professor Dawn Bennett at d.bennett@curtin.edu.au
Plotting your preferences

Contributed by Janis Weller

McNally Smith College of Music, Minnesota

Instructions

‘Plotting Your Preferences’ is a simple activity that helps students to pinpoint strengths, identify possible future directions, and perhaps learn a bit more about themselves. The activities listed in each square may be related to their field of study or they may be more general in nature.

There are two student handouts for this activity. On the first, for the lower right square titled Things I struggle to do and don’t like, ask students to consider things they must do even if these are not an especially good fit for them (not just things they could avoid entirely). Students need to write several examples in all four squares before moving on to the analysis process below.

This activity works as a self-reflection, but it is really effective as an in-class activity with students working in small groups. If you have a whole class complete the activity, it can be fun to have students call out activities they included in the bottom right quadrant, and ask who else might take those things on. This can lead to more formal discussions about teamwork.

Ask students to revisit these answers regularly.
Plotting your preferences – student handout 1

<table>
<thead>
<tr>
<th>Things I like and do well</th>
<th>Things I don’t like but do well</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Things I like but find difficult to do</th>
<th>Things I don’t like and struggle to do</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TILE member Janis Weller can be contacted at Janis.Weller@mcnallysmith.edu

TILE tools form part of an Australian Learning and Teaching Council Fellowship. The tools are available to all members for use in teaching and mentoring. Contributions, feedback and new network members are always welcome, as are research collaborations. For more information, please contact Professor Dawn Bennett at d.bennett@curtin.edu.au

You will find a version of this tool, for creating high-achieving groups, on the website www.thetileapproach.ning.com
Analysing the results – student handout 2

The upper left quadrant, *Things I like and do well*, obviously identifies activities in life that are a very good fit, and ideally could be the focus of future career activities.

- Can these activities generate sufficient income to sustain you?
- How can you move in that direction and how will you fill in the gaps in the meantime?

The upper right, *Things I don’t like but do well*, is one of life’s interesting conundrums. Perhaps you are very good at organising events, just not that interested in doing so. Or perhaps you got excellent grades in maths, but are just not that intrigued by the subject. You could, however, consider items in this square when thinking about a possible ‘day-job’ to make money. Activities you are adept at tend not to be energy drains and may be tasks that others are willing to pay you to do. Bingo! Ideal day-job. You can work, make some money, and still have energy left to pursue your true passions.

The lower left box can be more problematic. *Things I like, but find difficult to do* can present real challenges in our lives—something to strive toward and improve on, or perhaps something you just find frustrating. What will you do with the items in that box?

Finally, the lower right, *Things I don’t like and don’t do well*. The activities in this box can take up considerable time and energy in our lives. One solution? There may be tasks on this list that you can hire others to do for you. It could be worthwhile to hire someone to clean your apartment, do your taxes, or shovel snow off your sidewalk. Some of those skills may land in that person’s upper right square, after all. You may even be able to trade or barter services, using your skills to help someone else.
More than a name

Contributed by John Freeman

Curtin University, Australia

I think we’re on dangerous ground when we assume that performance texts, no matter how personal they seem, offer a reliable image of any given writer’s life. A performance text is always in some ways invented, a construction. This TILE tool comes from performance studies, but it is easily adapted for other disciplines.

I find it useful to ask students to write a list of all the names they are known by, and to think about how they came by these names; to consider how our different names make us feel, and how they make us behave; to consider too which names best describe or define us.

Writing projects tend to emerge pretty smoothly out of this, because once we start thinking about which version of our selves we are dealing with, and which audience we might be writing for, we are already a long way towards constructing a text based around identity. Conversations, too, about differences and overlaps between self and identity come out of this.

Physicalisation also emerges, because we start to think about the ways in which the names we are called suggest the ways we are seen. Proxemics comes into this, because we might naturally wish to be closer to certain people who have ‘named’ us than others, and sometimes for very different reasons.

To add a little formality, I often develop this by asking students to write a narrative based on a significant moment that happened to them under one of their particular names, and to do so without using the letter ‘e’, and without getting around this by misspellings or writing phonetically. There are several precedents for the use of
lipograms in literature (though fewer in performance). As with any exercise, this can be developed, and any aspect can be denied: in a performance this may encompass instructions such as no downstage movements; no looking at spectators; no speaking unless accompanied by a movement; or no volume above a whisper.

I find often that concentrating on what they are being denied makes it easier for students to avoid feeling overly indulgent in terms of the content of their writing, so that the formality of the exercise allows the content to flow.

On many occasions this approach has resulted in work that links with Augusto Boal’s* ideas of forum theatre, so that the writing and acting out provides an opportunity to revisit the past and, through the work, to identify power relationships and to explore ways that things could have been different, and so might perhaps be different in the future.

That is about how I’d describe this exercise. It is easier to do than talk about, because what’s at the heart of it is that students are able to bring their own agendas to the fore.

(*There is a basic description of Boal’s ‘Theatre of the Oppressed’ at http://en.wikipedia.org/wiki/Forum_theatre)

TILE tools form part of an Australian Learning and Teaching Council Fellowship. The tools are available to all members for use in teaching and mentoring. Contributions, feedback and new network members are always welcome, as are research collaborations. For more information, please contact Professor Dawn Bennett at d.bennett@curtin.edu.au

TILE member John Freeman can be contacted at john.freeman@curtin.edu.au
Finding your mission

Angela Beeching, Beyond Talent Consulting, Boston, Massachusetts;
Dawn Bennett, Curtin University, Australia

Whether we think about the following questions on our own, in discussion with others, or even in written form, they are important philosophical questions for everyone to consider. They are important because the answers have profound practical implications for the career choices we make and the amount of satisfaction we are likely to gain within those careers. It is important to remember that questions such as these should be revisited regularly throughout life.

1. What do you want your career to achieve?
2. How do you want to connect with others through your work?
3. How can your work become a valued service to a community?
4. Have you been inspired by examples of work becoming a force for change?
   If so, describe them and reflect on the meaning they might have for your own career.
5. What is your mission? In other words, what do you most value? How do you want to contribute to making the world a better place?
Headstone activity

A fun (though macabre) way to think about this is to think about how you would like to be remembered. What would you like your obituary to say? What would you like someone to say at your funeral? What would you like written on your headstone?

TILE tools form part of an Australian Learning and Teaching Council Fellowship. The tools are available to all members for use in teaching and mentoring. Contributions, feedback and new network members are always welcome, as are research collaborations. For more information, please contact Professor Dawn Bennett at d.bennett@curtin.edu.au

TILE member Angela Beeching can be contacted at Beyond Talent Consulting: http://angelabeeching.com or http://twitter.com/AngelaBeeching

TILE member Dawn Bennett can be contacted at d.bennett@curtin.edu.au

TILE tools form part of an Australian Learning and Teaching Council Fellowship. The tools are available to all members for use in teaching and mentoring. Contributions, feedback and new network members are always welcome, as are research collaborations. For more information, please contact Professor Dawn Bennett at d.bennett@curtin.edu.au
Careers panel: How did you get here?

Contributed by Dawn Bennett
Curtin University, Australia

An effective and fun way to learn about interesting careers is to host a careers panel. Invite three to five faculty members, graduate students or industry members to be on a panel. These sessions generally take between 60 and 90 minutes and they work best if the room is small enough not to need microphones. The sample questions on the handout provide some useful examples, but challenge students to supplement these with at least three of their own. Ask them to think about what they really want to know!

This TILE tool is available as a pdf and as a word document so that you can customise it for your own classes. I also have a set of questions specifically for music students. Let me know if you would like a copy of the music set, and if you develop a set for your discipline please consider sharing it with the network.

TILE member Dawn Bennett can be contacted at d.bennett@curtin.edu.au

TILE tools form part of an Australian Learning and Teaching Council Fellowship. The tools are available to all members for use in teaching and mentoring. Contributions, feedback and new network members are always welcome, as are research collaborations. For more information, please contact Professor Dawn Bennett at d.bennett@curtin.edu.au
Careers panel sample questions

What do you wish you had learned when you were an undergraduate?
Where do you want to be in five years’ time?
What do you want to be doing in five years’ time?
What was your first paid job in __________? (Insert your study discipline here)
What was your worst ever experience in ____________?
If you won the lottery this week, what would you change about your work?
Who are your heroes?
What did you do in the year after graduation?
What skills do you think all ____________s need?
What attributes do you think all ____________s need?
What would you change about ________ degrees?
What graduate study do you recommend, and why?
How many different jobs have you held at any one time?
What do you most love to do in ___________? Why?
What, if any, are the negatives of working full-time in ____________?
What kinds of job-related things do you read?
Which networks do you engage in, and why?
What are the pitfalls of working as a ____________?
What are the good things about freelance life?
If you could go back in time to when you were 20, what would you do?
How would you define a ____________ if you were asked to create a dictionary entry?
What do you do to relax?
What do you recommend we do whilst we are studying, to get ahead?
What is your dream job?
What in ____________ do you hate doing, and how do you avoid it?
How do you practice, maintain or improve your skills?
Do you have any regrets about your career so far?
How do we get people to hire us or buy our product rather than someone else’s?
If you had the keys to Dr Who’s TARDIS, where would you go and why?
Who is the most useful person you ever met in ____________ and why?

Your questions (what do you really want to know?)
1.
2.
3.
Developing an ‘elevator speech’

Contributed by Astrid Baumgardner, USA

Networking is one of the key tools that can make the difference between a good career and a great career. Many people shy away from networking or fumble around when meeting new people because they do not know what to say about themselves. They are missing an opportunity to connect with the very people whom need them! The secret is in crafting a short and powerful “elevator speech”.

The most effective elevator speeches are succinct, carefully crafted messages that immediately tell someone why he or she needs to hire you. An elevator speech should tell the listener:

1. What you do;
2. Who your target audience is;
3. What need you fill for them; and
4. What result you would like from this encounter.

This type of elevator speech focuses on your target audience: what they lack, what they need and why you are the best person to solve their problems or fill that important need. This type of message is more likely to encourage your listener to talk to you, find out more about what you do, have another meeting and eventually hire you or refer you to someone who will hire you.

Here is my Elevator Speech:

“As a professional life and career coach and lawyer, I help professional musicians and artists to achieve the career success, financial security and life balance that they long to have.”

Depending on whom I am meeting or where I am, I will then add:

“How would you like to find out more about coaching?” Or:
“Let’s set up a meeting so that we can see how coaching might help you.”
To create your Elevator Speech, answer the following questions:

1. What do I do?
   Consider what you do. Then think about how you distinguish yourself from the other people in your niche and what makes you unique and memorable.

2. Who is my target audience and what do they lack?
   Visualize your ideal audience member. What is that person’s occupation? What demographic does that person fall into? What does that person love to do? What is missing from that person’s life? What challenges does he or she encounter? What would make that person’s life better?

3. What need do I fill for my target audience?
   Now that you have some better insights into your target audience what they are lacking, think about how you fill the need of that audience and what skills or talents you have that they need.

4. What would I like from this encounter?
   The last part of the elevator speech helps you to take this contact to the next level. What are you looking for? A meeting? A name of someone who can help you? A resource? ASK!

Put these elements together using the following template:

As a _______________________ (describe yourself), I help ___________________ (your target audience) to ________________________ (describe the need that you fill for your target audience) so that they ________________________ (the benefits that they derive)

Here’s what I would love for us to do: ______________________________ (your goal from this encounter).*

* You may want to amend this to a less direct text such as “It would be terrific to see how/whether we might…”

Write your draft pitch here, then read the next page.

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
You can refine your Elevator Speech in a few ways:

- Change any long words or jargon into the language that your target audience will understand;
- Cut out unnecessary words;
- Finalize your speech by making sure it is no more than 90 words long (excluding the last sentence on your goal from this encounter); and
- Practice your speech in front of a mirror so that you are comfortable with the message and you feel authentic when saying it.

Now you are ready to connect with the people who need you most!

**Challenge**

Transform your pitch into a 100-word biography and insert it into your CV.

---

Astrid Baumgardner, JD, PCC is a certified professional life coach and lawyer working with musicians and artists to help them achieve authentic professional, personal and creative success. She is also the newly appointed head of Career Strategies at the Yale School of Music and a lecturer teaching a course on Careers in Music. For more information, please visit [http://www.astridbaumgardner.com/](http://www.astridbaumgardner.com/) where you can sign up for her free blog and newsletter.

To see the document online as it appears on Astrid’s website, please follow the link: [http://astridbaumgardner.com/articles/56-create-your-elevator-speech](http://astridbaumgardner.com/articles/56-create-your-elevator-speech)

---

TILE tools form part of an Australian Learning and Teaching Council Fellowship. The tools are available to all members for use in teaching and mentoring. Contributions, feedback and new network members are always welcome, as are research collaborations. For more information, please contact Professor Dawn Bennett at d.bennett@curtin.edu.au

---

The TiLE Approach: making the link between future selves and learning
Volunteer challenge

Contributed by Glen Carruthers
Wilfrid Laurier University, Ontario

Many of our students are involved in community activities. What can they learn from these experiences, and how can volunteering contribute to their self-concept? Volunteering is not only a great way to gain skills and experience; it also builds valuable networks and enables students to consider the shape they would like their future work to take.

Follow the volunteering challenge with detailed discussion about students’ experiences including likes and dislikes, abilities and required skills. These discussions can reveal crucial work and lifestyle preferences, and can highlight the relevance of new skills and learning.

Possible discussion topics include:

- Hours of work
- Working with people (clients, children, aged people, diverse cultural groups etc.)
- New skills
- Stress
- The experience of being ‘managed’
- Working as part of a team
- Monotony
- Building new networks
- Finding new passions

Except where otherwise noted, this work is licensed under http://creativecommons.org/licenses/by-nc/3.0/
Volunteering challenge – student handout

It is extremely useful to include on your résumé volunteer activities that range from community and mentorship to administration. Here are some examples of activities in which you might become involved:

- Create a list of local community-based organisations (everything from community bands to summer camps for children). Are professions in your field of study involved in these organisations and, if so, in what ways are they involved? Is there a role for you to play in these organisations?

- Volunteer to lead activities at a local community centre, home for seniors, pre-school, etc. Seek professional guidance in planning these activities and keep a journal of your successes and failures.

- What community outreach activities are organised by professional organizations in your area (schools, colleges, theatres, choirs, community legal services, community kitchens)? Is there a way for you to become involved in these activities?

- Organise one or two activities that will benefit the community in which you live. Seek support for these activities by preparing a grant application and by soliciting local businesses for one-time funding.

Reflection

- What was great?
- What do you never want to do again?
- What new things did you learn?
- What do you need to learn?
- How does the experience influence your career and life planning?

TILE member Glen Carruthers can be contacted at gcarruthers@wlu.ca

TILE tools form part of an Australian Learning and Teaching Council Fellowship. The tools are available to all members for use in teaching and mentoring. Contributions, feedback and new network members are always welcome, as are research collaborations. For more information, please contact Professor Dawn Bennett at d.bennett@curtin.edu.au

www.thetileapproach.ning.com
The lifestyle quiz

Contributed by Janis Weller

The lifestyle quiz, contributed by US colleague Janis Weller, is a stand-alone activity that works with students from undergraduate students to doctoral candidates. It is easily incorporated into any discussion about possible career paths and futures. I recently employed the quiz with a class of student teachers, asking them to think about what their responses might mean for their career planning. We had not planned for this to become an open discussion, but the following week that’s what happened!

The quiz is contained within the three-page handout to follow.

TILE tools form part of an Australian Learning and Teaching Council Fellowship. The tools are available to all members for use in teaching and mentoring. Contributions, feedback and new network members are always welcome, as are research collaborations. For more information, please contact Professor Dawn Bennett at d.bennett@curtin.edu.au

Furthermore, TILE member Janis Weller can be contacted at Janis.Weller@mcnallysmith.edu
The Lifestyle quiz

Career decisions have an enormous impact on one’s daily life. The quiz will get you thinking about the lifestyle choices that could make you happy and productive. Any answer could be right for you, but some choices might work better than others in certain jobs and careers. Some of your expectations and requirements may change as the years go by, and others will be more consistent. So take the quiz to learn a little more about yourself and how your career might become a ‘good fit’. You may be surprised.

**The lifestyle quiz**

1) My ideal workday would:
   a) Start at 9:00 a.m. and end at 5:00 p.m.
   b) Start at noon and end at midnight
   c) Be different every day
   d) Something else ______________________________________

2) My ideal schedule would include:
   a) Travel as much as possible
   b) Occasional travel, but mostly working in one town
   c) Work that gets me home to my own bed every night

3) I would be willing to take the following number of interviews, auditions or temporary contracts before I landed a permanent job:
   a) 1 - 3
   b) 4 - 10
   c) As many as it took

4) It’s December. I’m a freelance professional with a family to support, so I:
   a) Refuse to accept holiday work (it’s the holidays!)
   b) Pick and choose a few things and sacrifice a few presents for the family
   c) Postpone family holiday activities to get as much paid work as possible
For each of the following questions, choose the statement that most accurately describes your attitude:

5) I prefer* to:
   a) Be the master of my own schedule and priorities
   b) Take direction from others
   c) Work as part of a team
   d) Work with small groups
   e) Work with larger groups
   f) Work alone
   g) Work with public clientele
*You may like to mark more than one work style, to take into account different tasks or circumstances

6) My lifestyle preference is:
   a) The good life: nice car, eating out at restaurants, owning a home;
   b) Whatever works: driving a 10-year-old beater, mac ‘n’ cheese, renting a cheap apartment;
   c) Movin’ on up: starting out on a shoestring is okay, but I want the best eventually.

7) I thrive in the following environment:
   a) High energy, high stress situations;
   b) Laid back and safe situations;
   c) Changing environment that isn’t too crazy but isn’t guaranteed peace and quiet, either.

8) I would be happiest with:
   a) Regular pay (both amount and frequency) and steady work;
   b) A free schedule that doesn’t tie me down even if it doesn’t guarantee steady income;
   c) A steady part-time job that doesn’t pay all the bills, but it’s a start.

9) My attitude toward compromise is:
   a) I’m really easy-going; whatever people need is fine;
   d) I’m pretty set in my ways once I’ve made up my mind;
   e) I’ve got strong ideas, but I’ll listen to yours;
   f) I don’t.
10) I take rejection and:
   a) Work even harder (it challenges me);
   b) Back off to recover (rejection is hard for me);
   c) Keep on going as if nothing happened (it doesn’t bother me).

11) My organisation skills are:
   a) Unbelievable—I always know where every scrap of paper is, where I need to be and when;
   b) Not so hot—I can get by with a great performance, so who will notice if I’m late?
   c) I’m working on them;
   d) I’m random, and at peace with chaos.

Now review your answers—

- Is the security of regular hours and regular pay important to you?
- Do you enjoy lots of variety and freedom?
- Do you work best with clear structure and expectations?
- How resilient are you?
- How motivated are you?
- In your profession is the work mostly over the weekends, evenings and holidays, when many other people are playing? If not, would you prefer it to be?
- What is your interpersonal style: how well do you ‘play with others’?

How do your responses relate to work within your chosen field? Keep this in mind as you continue to plan both study and work.
Speed networking

*Contributed by Dawn Bennett*

*Curtin University, Perth, Australia.*

Speed dating has been around for many years as a forum for developing new personal relationships, but the concept is often applied in the development of business relationships and other networks. It can provide the basis for activities through which students try out different skills and develop confidence, either with peers in the safety of the classroom, or out in the real world!

If your students developed an elevator speech, encourage them to polish the 30-second version for a speed networking activity. The speed dating approach can work in countless situations: for example, to:

1. Help students find innovative projects;
2. Identify common interests within groups of students, faculty or researchers;
3. Develop new networks;
4. Enable students to practice pitching their ideas or products to clients;
5. Enable students to pitch their ideas or products to business, agents etc.

A few pointers:

- Give the information to your groups ahead of time so that they can prepare.
- If students are trying out their presentation skills, create small groups and let them start with a topic they know really well. Encourage students to give each other constructive feedback so that they are developing those skills as well.
- If you’re inviting business people or other visitors, ask what they are looking for and encourage your groups to research their visitors’ interests in advance.
- Always allow students to rehearse their pitch with peers before they face strangers, and remind them to speak slowly and clearly.
- Provide refreshments after the event. This encourages attendance and provides an informal space networking. It can be a vital time for people to further a potential connection.
- Always have water at the tables.
The TILE Approach: making the link between future selves and learning

- Provide regular breaks. We find that 20 minutes’ worth of 3-minute pitches is saturation point!
- Allow time for people to move between tables or change presenters.
- If you are inviting a PowerPoint slide from each participant, make sure they save it in the same version of PPT you use, ask them to keep it simple, make sure they submit only a single slide, and give them a ‘send by’ date.

The traditional approach for speed dating is to have the room set with a row of tables. Every three minutes, the people on one side of the table move along one seat and talk to a new person. If you are adopting this approach:
- Make sure your students have a business card or similar to give to each person they talk to.
- Have everyone wear a nametag so they can be identified when you break for networking.
- Make sure there is plenty of space between your tables.
- Think carefully about noise levels – space, music and background noise.

There are lots of approaches to speed dating activities. I once went to a conference that included two 40-minute ‘speed networking’ sessions. To participate, delegates submitted a single PowerPoint slide on which was written the project/idea title and their contact details. These were compiled into a single PPT presentation and each person was given 3 minutes. After 2 ½ minutes a bell rang, and at 3 minutes the microphone was turned off! Contact details were housed on the conference website, and each session was followed by morning tea so that ideas could be followed up.

There follows an example of a speed research activity run at Curtin University with TILE colleague Suzette Worden. We were expecting only about 40 people and so we adopted a similar format to the one above. The invitation (text as below) was sent out by email, and the single PowerPoint slides were later compiled and published on our website so that people (including those who couldn’t attend) could access them. Our three-hour activity attracted 15 presentations and resulted in four new proposals, one of which spanned five different schools.

Our focus was on fostering new research ideas and collaborations, so please feel free to use and adapt the text for your own purposes. Please share your invitations and feedback with the TILE network - particularly if you develop invitations for visiting business people, agents etc. The text we used (below) was sent out by email a month before the event:

Except where otherwise noted, this work is licensed under
http://creativecommons.org/licenses/by-nc/3.0/
Please join us for our first combined event of 2011. The event’s focus is ‘speed research’ and there are three key objectives, namely to:

- Share research ideas and interests in an informal setting;
- Identify colleagues with similar interests;
- Identify and locate assistance as required; and
- Create a project strategy and secure seed funding to enable the project.

The afternoon will be structured into four sections:

1. **1pm**  Introduction
   - 1.10 - 1.40 Three-minute speed research presentations
   - 1.40 - 2pm Open space networking, tea and coffee

2. **2pm**  Introduction and update
   - 2.10 - 2.40 Three-minute speed research presentations
   - 2.40 - 3pm Open space networking, tea and coffee

3. **3pm**  Introduction and update
   - 3.10 - 3.40 Three-minute speed research presentations
   - 3.40 - 4pm Project strategies and funding applications

4. **4pm**  Close, followed by cheese and wine

**What is speed researching?**

We are using the ‘speed dating’ model! Each proposer has three minutes to present an idea to the group. We can fit 6 presentations into each half hour slot, after which there is an open space for making contact with presenters and potential collaborators. Presentations can be about an interest, existing project, idea, question, call for collaborators, proposal, or call for specific help.

**What should you do?**

1. Register so that we know how many people to expect. Please come along – this will be great event if everyone comes. Register with (person) at (email)
2. Think about what you would like to say and what you would like to achieve, and remember you have only three minutes!
3. Create a single PowerPoint slide that includes a title and your contact details. Send this to (person) by (date). Slides will be shown during the presentations and will be published on the website. Please don’t include any media files, and keep the slides simple. Save as PPt 2007 or earlier.
4. Volunteer to help if you can find the time (setting up, tidying up afterwards, compiling the PPt slides – all small jobs).

**When and where?**

- Room/Address
- Date(s)
- Time
- Parking
Networking I: circle building

Contributed by Janis Weller

This TILE tool is about developing a network of professional contacts. Maintaining these contacts is the most difficult part, and that will be covered as Part II. Janis and I have both found that engaging students in network building has multiple benefits in terms of future planning. For example, their elevator speech or pitch becomes real when they think about delivering it to one of the circles, often requiring multiple versions of their speech. Thinking about who they know or want to know, and about how they might interact with each person or business, influences everything from promotional materials to motivation. The thing I have been most excited about is watching students gain the confidence to walk across a crowded room and introduce themselves to someone new. Magic!

TILE member Janis Weller can be contacted at Janis.Weller@mcnallysmith.edu

TILE tools form part of an Australian Learning and Teaching Council Fellowship. The tools are available to all members for use in teaching and mentoring. Contributions, feedback and new network members are always welcome, as are research collaborations. For more information, please contact Professor Dawn Bennett at d.bennett@curtin.edu.au

www.thetileapproach.ning.com
It’s not just who you know, it’s who knows you

A living, evolving, working network of professional contacts forms the vital core of an emerging career, and it’s never too early to start. The old adage, ‘it’s not what you know, it’s who you know,’ has a powerful ring of truth, but in practical application ‘who you know’ doesn’t take the process far enough – you can have a database or phone full of professional acquaintances, but if you don’t actively stay in touch with those contacts they will not do you much good over time. Developing professional contacts and keeping track of them is easier than ever in today’s mobile and digitally connected world, but it is also important to create workable systems for managing your circles of contacts and keeping them fresh. This TiLE tool will provide some ideas for starting these processes.

Everyone has many circles of connected colleagues, friends, family and community, any of which may prove useful for developing a career. Sometimes these circles overlap and other times they are distinct from one another. Developing an intentional approach to building these circles of contacts, along with an effective contact management system that fits your career aspirations and your lifestyle, will prove invaluable as you launch your career and sustain it over time. The next section provides a step-by-step circle building process.
Circle-building: Getting started

Start by drawing circles on a large piece of paper and name each circle for a group of people you are connected to. For example:

- Teachers
- Current college
- Jobs: co-workers, bosses
- Family
- Professional colleagues
- Hobbies/sports

Here are a few more categories to help you get started.

- Summer festivals, camps and university clubs
- Previous schools you have attended
- Social media contacts
- Professional organisations
- Friends of friends
- Church
- Professional services (doctors, dentists, attorneys)
- Community contacts
- Random meetings

After adding as many circles as you can think of (you can always add more later), choose one circle to work with first and begin building out the categories of people.
you know. For example:

Once you have figured out the major categories of potential contacts within a circle, start identifying people you already know within that category, along with those you do not yet know but may be interested to meet. Continue that process throughout all the layers of circles within one of your large categories before going on to another. Through this process, you will begin to realise how many contacts you have already made, and how many potential connections are virtually at your fingertips to develop. Keep adding names without judging an individual’s likelihood of being helpful to your career at this time. Look for points of connection between your circles too. This exercise is an easy and graphic way to realise the breadth of circles.
you already have, and at the same time to identify some places where you might want to develop circles more actively.

There is no greater resource in building and sustaining a career than personal relationships developed over time. To build and develop your circles, it is vitally important to be out in the world on a regular basis. Here are a few quick suggestions for setting up your future circle building:

- Attend concerts and go to shows, on and off campus;
- Volunteer to help with events on campus. Host a reception, staff an information table, tutor fellow students, become a peer advisor, join an advisory committee, help plan events, volunteer for things;
- Attend open business seminars and lectures in your field;
- Join and become active in relevant professional organisations;
- When you’re in a group, make a conscious effort to meet (and also reconnect) with people. If that sounds outside of your comfort zone, try reaching out to just one other person in the room. Introduce yourself, ask questions, and be a good listener. Repeat;
- When you meet someone you would like to know better, suggest a follow-up meeting over coffee or lunch;
- Always send thank-you notes or emails after meetings; and
- Stay in touch with brief ‘thinking of you’ emails every once in a while with those you do not see regularly.
Sometimes students resist this sort of conscious connection making and complain it feels like fishing for new contacts you can ‘use’. Remember that circle building is a two-way street. You are not simply tapping other professionals for their contacts and expertise; you also bring your own expertise and contacts to the conversation. As an active member of the professional community, as well as a good listener, you will inevitably have much to offer others. So in actual practice, circle building simply means building professional relationships and friendships. It is rarely clear which connections will ‘pay out’ over time, or if ever. Some new connections evolve quickly into working relationships; others simmer for years. Quite often, they evolve in directions you could never have predicted, and that is half the fun. Do not get too invested in any one contact or their perceived value to you. Above all, take good care of your circles – they are the heart and soul of your career.

In addition, build your circles with a personal reputation as someone who is a dependable colleague, a hard worker, punctual, fun to spend time with, and goes the extra mile when necessary, so others will want you as an important part of their circles. In the long run it always pays off to be authentic, honest and personable in your personal interactions. In a highly competitive world almost everyone is accomplished. There are expectations of quality, to be sure, but your potential colleagues are also interested in a low-maintenance, dependable colleague. One additional thought: judiciously avoid losing a contact over a dispute or disagreement. Regardless of who is ‘at fault’, the end result of burning a bridge with anyone can be very difficult to repair and can have long-lasting negative consequences.
Networking II: Keeping track of your circles

Contributed by Janis Weller, McNally Smith College of Music, Minnesota

This TILE tool is about maintaining a working network of professional contacts, and it follows on from the first networking tool (TILE tool 10). Janis and I have both found that engaging students in network building has multiple benefits in terms of future planning and the development of self-concept.

Keeping track of your circles

At first, your circles may feel quite manageable in an organisational system as simple as your mobile phone. Initially you will know all your colleagues pretty well, know their stories, and know their strengths and weaknesses. But project your career out five years into the future. Now your circles look like a juggler’s hoops in flight. Maybe you attended a conference or a summer festival and met dozens of new people in a short timeframe. Some of your new contacts will be people you worked with once, others you may have met casually, still others you may work with regularly. Many of the people you have met may know other people in your various orbits, but can you work out who knows whom?

Figuring out workable systems to manage and safeguard your contacts simply and efficiently will pay big dividends as your career develops. The key is choosing systems (yes, more than one—more on that soon) that you can sustain, given your personality, lifestyle, and professional needs. For some, that contact list may be focused on a mobile phone, others may prefer a spreadsheet or database, or a notebook of business cards. You may also try a social media site such as LinkedIn (www.linkedin.com). Whatever you choose, be sure you have sufficient backups.

Most contact management systems fall into one of three general categories: digital,
online, or hard copy. Some of these overlap, and you will want to back up your lists of contacts in a couple of different formats to protect this valuable asset. What if your computer crashes? Your bag is stolen? You drop your phone in a puddle? Valuable information central to your career could be lost in a moment without careful backup. So consider developing multiple, flexible circle management systems.

Digital systems are computer-based word processing, database, or spreadsheet methods for organising your contacts. These take some time to set up initially, but are often fairly easy to maintain and are especially handy to reorganise according to your needs (by name, specialty, city, or other criteria). These files are most easily retrieved if you have easy access to a computer, carry your laptop with you most of the time, or can synchronise your smart phone with your computer. If not, you may want to consider your computer as more of a backup system and go with more portable methods. You can back up digital files with hard drives or zip drives, as well as via inexpensive Internet storage systems (such as Google Docs, iDrive, and many others) for your most valuable information, particularly handy when travelling. You might even consider printing important files occasionally.

Business cards never go out of style and are an important circle building career tool. Ranging from virtually free versions available online to expensive custom-designed and printed versions, they fit easily in your wallet and are an effective way to share your contact information (and collect that information from others). Find a simple, professional-looking design through the online providers, or if you’re lucky enough to know a graphic designer, consider bartering for some design services to create a personalised look for your business card. In general, keep the information on your business card simple as well: your name, what you do, and contact information (mobile, email, website) is usually sufficient. Keep your business cards with you at all times, not just when you’re officially ‘on the job.’ Opportunities to share them can, and often do, happen anytime. If you are interested in paperless systems, consider taking a quick phone photo of each new business card and store them virtually.
Other old-fashioned paper-based systems appeal to some, and can be handy and reliable as well. An address book is easy to carry in your bag, and a Rolodex or notebook can organise the business cards you collect along the way if you like the hard copy route. Just as with your digital storage, be sure to have a backup for your hard copy systems.

To summarise circle building:

• Seek out opportunities to meet new people and reconnect with long-term friends/family/colleagues.

• Build relationships for the long term (and do not burn bridges, no matter how tempting it might be sometimes).

• Be a good colleague—a strong individual who is reliable, pleasant, on time, and prepared.

• Keep your contact lists organised and accessible in more than one format.

• Explore and make use of social media in personally and professionally appropriate ways.

It is never too soon to start.

TILE member Janis Weller can be contacted at Janis.Weller@mcnallysmith.edu

TILE tools form part of an Australian Learning and Teaching Council Fellowship. The tools are available to all members for use in teaching and mentoring. Contributions, feedback and new network members are always welcome, as are research collaborations. For more information, please contact Professor Dawn Bennett at d.bennett@curtin.edu.au

Except where otherwise noted, this work is licensed under http://creativecommons.org/licenses/by-nc/3.0/

The TILE Approach: making the link between future selves and learning
Who else do you know?

Contributed by Michael Hannan
Southern Cross University, Australia

If you have completed the circle building tools with students, they will have begun the process of identifying existing and potential professional networks. The following exercises are designed to help with the development and maintenance of these networks. Students should re-visit both activities at least every six months, considering the development of new networks and maintenance of the current ones.

TILE member Michael Hannan can be contacted at michael.hannan@scu.edu.au

TILE tools form part of an Australian Learning and Teaching Council Fellowship. The tools are available to all members for use in teaching and mentoring. Contributions, feedback and new network members are always welcome, as are research collaborations. For more information, please contact Professor Dawn Bennett at d.bennett@curtin.edu.au
If you have completed the circle building tools, you will have begun the process of identifying existing and potential professional networks. The following exercises are designed to help with the continued expansion and maintenance of this network.

**Activity**

Refer to the following list and use it to expand the list of people in your professional network. Again, group the names into categories with a new circle for each.

- Your peer group
- People you work with regularly
- People you know who are able to fill in for you
- Contacts at organisations that have employed you in the past, even once
- Professionals at current and previous work experience locations, including coordinators
- People whose work has influenced you – are they contactable?
- Mentors and potential mentors
- Past and present teachers, lecturers and speakers
- People who have reviewed your performance
- Editors (if you write for the press)
- Designers who have done work on your promotional material, merchandise and website, etc.
- Contacts at media organisations used to advertise your services/products
- Your students or clients
- Contacts at schools and businesses
- Your fans
- Your online social network ‘friends’
- Your online discussion groups
- Online connections through networks such as LinkedIn
Having incorporated these lists (circles) of people into your professional network, reflect on the following questions:

- Are categories relevant to your work missing from the list?
- Are there any categories you feel are irrelevant to your career progress and development? Justify your responses.
- Where are the gaps/weaknesses in your professional network?
- Make a realistic list of network contacts you would like to have and indicate what advantage you believe you would gain from them. What can you do to develop these contacts?
- How much do you know about the professional networks of the people in your network? Would you be able to tap into these other networks, perhaps by offering to share network information?
- Having assembled your list of contacts in your network can you think of possible projects/partnerships that bring together members of the network who you have not grouped with before?
- Are you up to date with contact information about all your network contacts? How do you keep in touch with the members of your professional network?
- What sources of information are you aware of to help expand your network: for example, industry directories, trade magazines, associations?
- Do you participate in any online social networks? How does this participation support your career? Have you investigated any social networks other than the one(s) you currently participate in?
Getting to know your dream job

Contributed by Dawn Bennett

Curtin University, Western Australia

Research activity

Key into the information sources for the location/s in which you would like to live and work. Over a six-month period, track opportunities that interest you. Read the local headlines and find out what the music scene is like. Look up organisations with which you would like to work and check their websites on a regular basis. The following questions relate to a music performance goal, but you can tailor the following questions for any discipline.

TILE tools form part of an Australian Learning and Teaching Council Fellowship. The tools are available to all members for use in teaching and mentoring. Contributions, feedback and new network members are always welcome, as are research collaborations. For more information, please contact Professor Dawn Bennett at d.bennett@curtin.edu.au
• How many positions did you find over the six-month period?
• Where were they?
• What were the salary ranges?
• Now consider the two best positions, factoring in locations in which you would like to live and work.
• What is the average salary in each location?
• How much would it cost to live there?
• What other expenses might there be?
• Can you find out how many people applied for the position?
• Once each position is filled, look at the website to find out what experience the successful applicants possessed.
• Be brave! Contact the person who secured the work and ask whether you could meet for a coffee. By asking about the person’s experience and drive, seek advice about what you will need to do to reach your goal. Ask whether there are opportunities to volunteer, and whether a mentoring relationship is possible.
• Finally, map out what steps you need to take in order to reach your dream job. Consider each step as a rung on a ladder.
Lifelong learning can be described as a concept spanning an entire lifetime in a process of “transforming experience into knowledge, skills, attitudes, values, emotions, beliefs and the senses” (Jarvis, 2002, p. 60). This learning includes the knowledge, skills and attitudes that extend well beyond formal education. In a world of rapid change, people come under the influence of circumstances that create new experiences and challenges from which they can continue to learn throughout their lives. The lifelong learning concept goes further than ‘permanent education’ - its innovative dimension lies in a new approach to the process and context of learning.

It is clear that graduates need to be lifelong learners in order to adapt to continuous change. This encompasses more than just taking courses in the framework of continuing professional development. It is clearly important to establish how new graduates can strengthen their identities as entrepreneurial and reflective professionals. One of the most powerful ways of illustrating this is with the narratives of professionals with diverse career paths.

The musician profiles were developed for a book with Common Ground (please see http://www.thetileapproach.ning.com for more information), and we share one of them here as a TILE tool. It is our hope that TILE colleagues will share similar accounts from other disciplines so that we can build a biographical resource. When working with biographies it is useful for students to develop questions that will guide their reading. Whilst these could be developed through some of the other tools, particularly those focused on identity, preferences and goals, the questions overleaf may give students a head start.

Sample questions

1. What might be the value of lifelong learning for you personally?
2. What does this biography suggest you might need to do in order to keep learning?
3. What differences, common issues and links can you make to your own biographical account?
4. Identify and reflect on the crossroads—key decision points—in your personal and professional development, and then consider:
   a. Who played a significant role at these times?
   b. To whom did you go for advice?
   c. What can you put in place for the next time you face a major decision?
5. Biographical accounts raise a number of challenges and opportunities: for example, innovative collaborations, work within other sectors, diverse locations, and different modes of work. Look for examples of these and reflect on what might be of interest to you.
   a. What interests you, and what can you do to make this a reality?
   b. What is the first step, and when will you begin?
6. Biographical accounts often tell us something about the interests, passions and motivation of the people involved. What is the relationship between your interests and your future work?
7. What might you look like as a professional?

TILE member Rineke Smilde is Professor of Lifelong Learning in Music & the Arts at the Prince Claus Conservatoire in Groningen and the Royal Conservatoire in The Hague. Rineke can be contacted at: c.a.smilde@pl.hanze.nl

TILE member Dawn Bennett can be contacted at d.bennett@curtin.edu.au

TILE tools form part of an Australian Learning and Teaching Council Fellowship. The tools are available to all members for use in teaching and mentoring. Contributions, feedback and new network members are always welcome, as are research collaborations. For more information, please contact Professor Dawn Bennett at d.bennett@curtin.edu.au

Except where otherwise noted, this work is licensed under http://creativecommons.org/licenses/by-nc/3.0/
Biography - Following your passion

Contributed by Dawn Bennett, Curtin University, Australia

To use this TILE tool, please refer to the TILE tool Learning from biographies. This is the first of the musician set written for Life in the real world: How to make music graduates employable (Bennett (Ed.), Common Ground, 2012).

Angie is a violinist who trained and worked in Europe before returning to Australia to raise her young family. Her work in Europe and Australia spans orchestral and chamber music performance, teaching, and a quartet which combines poetry, stories and music to provide innovative concerts and workshops for children and adults. Her career has been underpinned by an overwhelming passion for music, and she has explored her interests in diverse ways.

I don’t think you really discover that passion, what your strengths are, until you’ve been through a whole lot. Performing was what I loved doing most. I’d always seen teaching as something that would happen alongside the performing, not ever take front seat because I have too much fun performing. But you have to fix what you’re doing around where you are, which you can always do as a musician because there’s always work for you, wherever you are. You have to go out and make it through.

I knew at the age of twelve that this was what I was going to do. That was the first time I sat in a really big symphony orchestra and I was so in love with the feeling of being part of something so great and that has never, ever left me. And it never occurred to me for a single moment after then, what else can I do with my life? I just knew. I didn’t think I was particularly madly talented. It was just what I loved and that was what I was going to do. I had a complete, single-minded passion for what I was doing. I feel very, very lucky and privileged that I had wonderful teachers right from a very young age who instilled a love of music and the need to learn to value
that creativity. That to me is most important.

I came to realise, when I started working exclusively in small groups in a chamber orchestra or a string quartet in Hamburg, that I didn’t have to deal with that whole orchestra hierarchy and structure and the frustrations you have with not being able to use every minute of every rehearsal constructively—because that used to drive me nuts. And so I worked just with the string quartet and we were single-minded about what we did, and the music was absolutely paramount. And I mean once that’s in your blood you can’t stand fluffing around.

I chose to come back to Australia and I discovered within a very short time that I wasn’t going to have enough performing to keep myself happy, so I knew I was going to have to create it. So I did. I’d always made up stories with music, read stories and recorded them with suitable music, sort of illustrating them to make it really fun to listen to, colourful music, and kids used to love it! And somebody said, ‘You should do this for a living’ and I said ‘Yeah sure’, you know. But by the time I realised it was really good, there were a lot of commercial things like that on the market and so I missed the boat. But the idea was good. I always had great ideas but never really followed them through. So I thought, ‘if I’m not going to follow this idea through, this is my last chance. I’m gonna give it a go’.

So, I could see how wonderful it was for my kids to be read to, and to listen to poems and stories. And I saw children who were hardly ever read to. It’s such a wonderful thing to be able to lose yourself in a story, or in words, poems or music. We have such a duty to give back what we can to children, especially those not in privileged places, where you can find the most creative, wonderful people. So we decided to see how we’d go with performing poetry and string quartets. Sounds pretty dorky, but it’s amazing when you do it in a fun, visual way and turn it into stories. I combined my passions of words, poetry, music and working with children into the one thing. And I could have a lot of fun by dressing up, playing barefoot on hot days, which is fantastic. I mean where else can you play the Shostakovich string quartets barefoot on a hot day? And it just develops all the time.

We do workshops with children. If they want to commit to doing a project over a month or two months we do a performance, then two of us go in, our actor and myself, and while he’s working with one class I’m working with another, and at the end of the project we weave a whole story together. We work like maniacs in between. The last show we did was within five weeks with eight classes and about 160 children all performing. With the next project I’m going to get the kids to get an audience, so ‘you have to make posters, you have to go and talk, you have to go into the community, you have to let everybody know’. So we’re teaching them the whole
caboodle, which is what we had to learn the hard way!

Then, seeing how much the teachers and adults love it, we’ve developed programs for adults, which is the icing on the cake because it’s a difficult market to break into. Putting on concerts or performances you have to go into the whole entrepreneurial thing of finding venues and getting an audience together. Grant applications, story of my life, writing a million grant applications. I found myself doing things that I never thought in a million years I would be doing. But I do get very upset when people ask when they first meet you, ‘What do you do? Oh you’re a musician, oh that’s lovely’. Well it is lovely because you’re doing what you love and it’s a way that you can earn a living. But it’s bloody hard work, bloody hard work. And so much of that work does go unpaid, and you just have to take that into account. But the thing is we will do it whether we get paid or not because we have to do it to exist. That’s what it boils down to in the end.

And for me, well I got to the stage where I knew I didn’t want to be in an orchestra. I just had to create something where I thought I could make a difference. I’d had more than 20 years working in really good orchestras with great conductors and great people, so I had a lot to draw on. I can look back and say, ‘Oh wasn’t that great!’ But I don’t have the real desire to do that sort of work any more. I don’t need that any more. I’m really happy to see other people going there. Social networking and inspiring kids with crazy ideas, that seems to be what I’m best at and it’s what I love doing. I’ve worked out a way to make it my life.

TILE member Dawn Bennett can be contacted at d.bennett@curtin.edu.au

TILE tools form part of an Australian Learning and Teaching Council Fellowship. The tools are available to all members for use in teaching and mentoring. Contributions, feedback and new network members are always welcome, as are research collaborations. For more information, please contact Professor Dawn Bennett at d.bennett@curtin.edu.au

Except where otherwise noted, this work is licensed under http://creativecommons.org/licenses/by-nc/3.0/
Looking back on a future career

Contributed by Sally Male, University of Western Australia,
Dawn Bennett, Curtin University

This activity was developed for TILE Approach workshops conducted with engineering students at the University of Western Australia. The tool drew on the work of UWA graduate David Parkinson (2011), and it challenged students to look back on their future careers. I have since run variations of this with writing and theatre students as a personal reflection and also as a class discussion. It can take anything from ten minutes (as a discussion) to an hour (as a personal reflection followed by group work and class discussion).

This tool can be particularly pertinent for students needing to decide on their major field of study. Our second year engineers needed to choose their engineering discipline for specialist study from third year, and for some of them this was the first time they had positioned themselves as a particular type of engineer. Similarly, the final year writing students needed support to imagine themselves in a range of possible roles after graduation.

Having identified some characteristics of work within their field of study, students engaging in this TILE tool are challenged to consider what information they draw upon to form this picture or preview. They then consider perceived differences between this picture and themselves, often identifying areas of weakness or self-doubt. Moving to their personal role, students imagine what they would like to achieve. The question of how the learning in their unit or course might contribute to this future challenged students to consider what, other than credit points, they wanted to gain from their learning. We often assume that the relevance of each learning experience is clear to students, and in fact this is rarely the case.

When we ran this as a personal reflection, we followed by teasing out some of the responses and discussing them as a class. On one occasion we asked engineering students in each discipline group to collate their responses on A3 sheets and to report as a group. This enabled us to identify common themes and differences and to tease out any potentially harmful misconceptions. The template included here retains the engineering focus as its context. It can be easily adapted for other disciplines and we would love to hear about how it is used.

Role of an Engineer

1. Name 3 characteristics of a ______________ engineer?
   (Insert your chosen engineering discipline in the space.)
   1. __________________________________________________________
   2. __________________________________________________________
   3. __________________________________________________________

2. How do you know?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

3. What differences are there (if any) between the above characteristics and you as a person?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

4. What do you see as a role of a ______________ engineer?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

5. Why are you considering choosing this engineering discipline?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

6. What will your personal role be?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
7. How will the learning in this unit contribute to your development as an engineer?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

8. Imagine yourself in 15 years’ time.
   i. What will you be doing?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

   ii. In a sentence, describe what you dream you will have achieved as an engineer over this time.

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

TILE tools form part of an Australian Learning and Teaching Council Fellowship. The tools are available to all members for use in teaching and mentoring. Contributions, feedback and new network members are always welcome, as are research collaborations. For more information, please contact Professor Dawn Bennett at d.bennett@curtin.edu.au

TILE member Dr Sally Male can be contacted at sally.male@uwa.edu.au

TILE member Dawn Bennett can be contacted at d.bennett@curtin.edu.au

Except where otherwise noted, this work is licensed under http://creativecommons.org/licenses/by-nc/3.0/
Networking for the benefit of others

Contributed by Angela Beeching, Manhattan School of Music

Angela has been a long-time member of the TiLE community and recently posted an attractive alternative to the usual networking ideas. In this TiLE tool we encourage students to network for the benefit of other people. Not only is this an effective self-promotion tool; it also seems to alleviate much of the embarrassment students feel when they first approach networking. I am going to incorporate this in the next ‘meet the employer’ session and also into our speed dating activities.

Angela’s post describes how her friend, composer/bassoonist John Steinmetz, observed someone networking at a conference and realised the person "wasn't promoting his own work so much as connecting people with each other. As a result, everybody stopped by to say hello to him." The observation was made that helping other people to connect increases one’s value “to the ecosystem”.

Angela remarks that is a great way of thinking about your entire career. If you focus on yourself, you may view other people as competitors rather than colleagues; however,

“if on the other hand you see your mission as being a partner in building the creative life of your community, you may become not just a better collaborator and citizen but a happier person! Not only that, you may also find more opportunities. By focusing on the needs of others, you will naturally notice in what ways you can be of service—both as a person and as a professional.

“Let's remember that the measurable value of our work lies in its perceived value by others. As John reminds us, we are part of an ecosystem. Our quality of life is all about our relationships within our interwoven communities: our web of family, friends, colleagues, business contacts, customers, and clients.”
Angela’s challenge is to encourage students to turn their attention from themselves and their own career goals to the needs of those around them—their professional community. They need to shift their focus and see what happens.

You can see more of Angela’s work here. Her email address is angela@beyondtalentconsulting.com

TILE tools form part of an Australian Learning and Teaching Council Fellowship. The tools are available to all members for use in teaching and mentoring. Contributions, feedback and new network members are always welcome, as are research collaborations. For more information, please contact Professor Dawn Bennett at d.bennett@curtin.edu.au

Except where otherwise noted, this work is licensed under http://creativecommons.org/licenses/by-nc/3.0/
Turning on the careers ‘light’ with undergraduate students

Contributed by Dawn Bennett

Curtin University, Australia.

This is a crazy workshop and it explains (in case you were wondering) why I keep a purple feather boa and a Viking helmet in my office! I have run this workshop with arts and education students and it has terrific results every time. It is a wonderful workshop to run at the start of the academic year.

Perhaps the most important attribute for graduates is a willingness and ability to keep learning. That is an attitude that takes time to develop, but we can kick-start it with activities such as this one. The message for students is to think outside of the square, recognise that success means to be intrinsically satisfied with what you do, and to open every possible door by engaging with all of their courses, career counselling sessions, work experience opportunities etc.

The workshop was designed for music students and it is easily adaptable for other disciplines. Please let me know if you try it. I have found groups of three or four students to work best.

Before the workshop, for which you need at least a couple of hours, students will have looked up the word ‘doctor’, ‘artist’, ‘engineer’ etc. in a dictionary. Use this as a springboard for an initial discussion. Music students will have looked up the word ‘musician’ in Groves and will have found that it isn’t there. We will have used that as a prompt to talk about how students would define a musician for themselves.
Materials

Archive box, bags or packs containing an assortment of the following items:
- Feather boa
- Viking helmet
- Sample contract
- First aid kit
- Blank business plan, business card, calculator, organizer
- Passport application form
- Grant application
- Marketing materials
- Telephone
- Teddy bear
- Apple
- Beginner book or teaching schedule
- Blank Diploma/certificate
- Crystal ball
- Some music notes/tools
- Toy trumpet

List of personal attributes (for example, the UC list at: http://ss.ucalgary.ca/co-op/sites/ss.ucalgary.ca.co-op/files/Personal_Attributes_Checklist.pdf)

I use present bags, paper shopping bags, shoe boxes etc. to gather the materials. It is more interesting if each group gets to open a package and it keeps everything together for the next time.

You can use just about anything. I always throw in something new and it’s great to see what students make of it. However, some things are always there and have a particular purpose. For example, the feather boa represents the passion that drives a career; the Viking helmet represents strength; and the 1st aid kit represents the need to stay physically and mentally well, and also the need to plan one’s work to ensure that workload is manageable at all time, hence time management.

You also need one scribe sheet per group. The sheet will be given to the scribe and has three columns: 1) Role/activity (what you might be doing); 2) skills; and 3) attributes.
Format

1. Begin by asking students what they love to do. Give examples of your own likes and dislikes both within and outside of the profession, and students will join in with their own views.

I use this as both class discussion and (later) as personal reflection. Questions posed for reflection:

   What is a successful musician/engineer/architect/lawyer etc?
   What skills are required to build and sustain this career?
   Where will they fit into this purview?

2. Activity to get everyone loosened up and thinking:
   Students divide a piece of paper into 4 boxes and title the boxes skills, attributes, likes and dislikes. They write 3 things in each box and then put the paper aside. No one else needs to see it.

   Hint: Whilst they are doing this, do it yourself.

3. A package is given to each group, which has assigned a scribe.
   Some packages relate most to skills, some to attributes and some to activities or roles. Some are obvious and some less so. The challenge is to think about how each item relates to their current and future lives, and write at least one word in each column.

   Scribes have 3 columns to complete: Role/activity (what you might be doing), skills, and attributes

   After 3 minutes, the groups pass their package to the right. This process is repeated until each group has worked with several packages.

   Hint: suggest that students think about planning lives, rather than careers.
   This will help them think more broadly as they respond to each package.
   Have a break after this part of the activity.
4. The words from the scribe charts are now transferred onto a flip chart/white board and everyone contributes and discusses what’s there, often with much hilarity. It works really well if the students use their smartphones to upload responses to an electronic whiteboard or group site.

*Here are some real examples of student responses:*

**Viking helmet:** being a good actor; commitment; costume/set design; strength; dedication; resilience; vibrant personality; prostitution as a fall-back career (we didn’t discuss this one further)…

**Teaching schedule:** education; working well with others; confidence; patience; being loud; being able to explain what you know; making a living.

5. As a follow-up, send the results to students individually, by email (or refer them to the group’s site/wiki). Task them to consider each of the packages and the words put against them, and to compare these to the words they wrote at step 2. The reflective task, which doesn’t have to be shown to anyone else, is to develop these boxes in light of the workshop and activities. Most students will swap words around and add more. This is a useful moment to explain that they will be swapping and changing throughout their careers. They can also mark areas that need development, those at which they are strongest, and so on.

*This of course leads to career action plans.*

TILE member Dawn Bennett can be contacted at d.bennett@curtin.edu.au

TILE tools form part of an Australian Learning and Teaching Council Fellowship. The tools are available to all members for use in teaching and mentoring. Contributions, feedback and new network members are always welcome, as are research collaborations. For more information, please contact Professor Dawn Bennett at d.bennett@curtin.edu.au

Except where otherwise noted, this work is licensed under
http://creativecommons.org/licenses/by-nc/3.0/
What’s your persona?

Contributed by Angela Beeching

Manhattan School of Music

This TiLE tool comes from US colleague Angela Beeching, who directs the Center for Music Entrepreneurship at Manhattan School of Music. The tool uses a holiday to think about identities and personae. It encourages students to ‘try on’ different personae and imagine themselves in multiple professional contexts. The activity could lead to the development of career action plans. For more information about ‘trying on’ different identities, please refer to the readings tab on the TiLE website.

Angela has provided sample questions for students who are already working and for those ‘traditional’ students who have yet to work. Please let us know how students receive this TiLE tool!

What’s your persona?

In the mood for Halloween? This year the holiday got me thinking about costumes and assuming new identities. Halloween can be an opportunity to act in character and "try on" a new role, perspective, persona, career, or life. Maybe we should give each other permission to do this more than once a year?

Outside of Halloween and costume parties we each, in a sense, adopt a persona (our ‘professional’ self) to deal with career-related interactions. The persona we adopt is typically our ‘responsible adult’ self mixed in with our sense of whatever is appropriate in the moment.

Unfortunately, sometimes this professional persona can be at odds with whatever we consider to be our ‘true’ self. This can happen when we stifle our dreams to take on a job or a career path to satisfy others: a parent, spouse, or a mentor. Or it can happen in positions or work situations that aren’t a good fit. And sometimes we simply outgrow our habitual work persona.
Sample questions:

Set 1: for people already working

1. What is the persona you’re adopting to get through your professional work this week?
2. Do you wear it lightly or does it chafe against your more natural self?
3. Can you experiment with bringing more of your natural self to your work?
4. While you may not be able to immediately change your work situation, you can change the persona you bring to it. Why not experiment with adopting an improved version: What’s the best version of yourself you’d like to bring to your work? How does it differ from the usual version?

Set 2: for students yet to begin work

1. When you imagine your future work, what is the persona you imagine adopting?
   a. What does it look like?
   b. What personality traits are needed?
   c. Which of these do you have, and how will you develop the others?
2. Imagine adopting this persona: What does it feel like? Do you wear it lightly or does it chafe against your more natural self?
3. Can you imagine being BOTH your natural self and the professional you aspire to become?
4. Can you bring more of your imagined future professional persona behavior to your current work as a student?
   a. How and when will you do this?
   b. What are the difficult aspects of this?
   c. How do you think it might change your interactions with others?
5. What’s the best version of yourself you’d like to bring to your work?

Repeat this for other types of possible work, and then reflect on what you found. Note some of the characteristics of the different ‘selves’ you adopt for different situations. Write a short action plan in which you commit to some steps needed to achieve your goals.

Angela Beeching is the director of the Center for Music Entrepreneurship at Manhattan School of Music and author of “Beyond Talent: Creating a Successful Career in Music” published by Oxford University Press. She also maintains a thriving private consulting practice: visit http://BeyondTalentConsulting.com and read her “Monday Bytes” blog.

TILE tools form part of an Australian Learning and Teaching Council Fellowship. The tools are available to all members for use in teaching and mentoring. Contributions, feedback and new network members are always welcome, as are research collaborations. For more information, please contact Professor Dawn Bennett at d.bennett@curtin.edu.au
Expanding the skill set

Contribution by Michael Hannan, Southern Cross University; and Dawn Bennett, Curtin University, Australia

Introduction

What does it take to be a great actor, geologist, academic or chemist? This TILE tool incorporates a brainstorming exercise, some research on ‘discipline role models’, and a self-assessment. It is even more effective if students have attended a careers panel (see TILE tool 4) and thought about their preferences (see TILE tool 2).

The brainstorming exercise takes only 10 minutes. Organise the students into groups and challenge each group to come up with a list of what it takes to be a great composer/pharmacist/lawyer/teacher etc.). Have them email the list to you so that you can be sure it doesn’t get lost!

The research task concerns a discipline hero – someone the students admire. If possible, give the task early in the semester so students can gather information over a number of weeks. Students can explore the person’s work ethics, expertise, personal values and work experience. They may be able to find interviews, a CV or a biography online. They may be able to contact their discipline hero and ask some questions about what the work really involves and what it takes to be successful.

Student might be able to ask how the person defines success (they are often surprised at the answer). In some disciplines it is also possible to look at historic figures to see what their lives and work looked like. Again, students can often find that historic discipline heroes experienced hardship and failure along the way. Depending on the class size and time constraints, students might report back to a small peer group, online as a post or video blog, or to the whole class. The important thing is to encourage them to dig deep! At the end of the research task, hold a second brainstorming task. Email each student a copy of their original list and ask
the students to amend it, discussing what is new with their group.

The self-assessment enables students to apply what they have learned to their own planning and professional identities. Areas identified by students as weak but relevant should be positioned as personal challenges – things to work on rather than barriers. Similarly, strengths and interests contribute to self-efficacy and become sought-after attributes in team activities.

The self-assessment to follow comes from music academic Michael Hannan at Southern Cross University. You don’t necessarily need a detailed list such as this one, but it’s a great idea to at least add some of your own ideas to the lists produced by the students. Ideally, share some experiences from your own career and the careers of others with whom you have worked, and allow the students to ask questions. The self-assessment is best completed individually as a guided reflection, although in some classes students like to talk through what they have written. Sometimes talking through just the items marked weak or irrelevant leads to some terrific discussion and confidence building. Ask students to keep an e-copy of their work, because it will come in very useful each time they consider different future roles.

TILE member Michael Hannan can be contacted at michael.hannan@scu.edu.au

TILE member Dawn Bennett can be contacted at d.bennett@curtin.edu.au

TILE tools form part of an Australian Learning and Teaching Council Fellowship. The tools are available to all members for use in teaching and mentoring. Contributions, feedback and new network members are always welcome, as are research collaborations. For more information, please contact Professor Dawn Bennett at d.bennett@curtin.edu.au
Self-assessment – music example

Make a list of your own musicianship and allied skills and rate them on a scale of one to five, with five being highly developed skills. Refer to the lists generated in class and the source list below, and then rate each of these skills first in terms of how relevant you think they are to your career, and then in terms of how developed they are.

<table>
<thead>
<tr>
<th></th>
<th>Current skill level 1 – 5</th>
<th>Relevance 1 - 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Business skills</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge of industry structures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career planning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intellectual property</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard contracts (for performance, recording, publishing, agency, management, merchandising)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Negotiation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-promotion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public relations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Networking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audience development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small business management (business structures, financing, market analysis, marketing, marketing technologies, business planning, insurance, business communications, office management, office technologies, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project management (planning, team building, quality control, budgeting, sponsorships, grant applications, conflict management, time management, project evaluation)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Performance skills</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instrumental or vocal technique</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playing by ear</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Memorisation (of music learnt by ear)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Memorisation (of notated music)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music score reading (interpretation of notation conventions)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sight-reading (fully notated music)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sight-reading (chord charts)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sight-singing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transposition by ear</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transposition from notated music</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to keep a rigid tempo in performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to maintain good intonation in performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance practice knowledge (of music from different periods, genres or cultures)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensemble performance skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improvisation skills (style-based)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### The TILE Approach: making the link between future selves and learning

<table>
<thead>
<tr>
<th>Repertoire knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rehearsal skills</td>
</tr>
<tr>
<td>Music direction skills</td>
</tr>
<tr>
<td>Conducting skills</td>
</tr>
</tbody>
</table>

#### Stagecraft skills
- Stage planning
- Stage etiquette
- Stage movement and gesture
- Communication with fellow musicians and crew
- Communication with the audience
- Visual image

#### Technology skills
- Live sound reinforcement
- Lighting and projection
- Sound design
- Stage management
- Sound recording, editing, signal processing, and mixing
- Music production
- Sound and lighting systems design

#### Other technologies
- Multimedia
- Website design
- Graphic design
- Desktop publishing

#### Aural recognition skills
- Intervals
- Rhythm and metre
- Harmony
- Identification of instruments and performance techniques
- Frequencies: Cycles per second of tones
- Electronically-produced audio signal processing [effects]
- Tempo: Beats per minute [bpm]
- Textural and structural techniques

#### Notation skills
- Chord chart writing
- Scoring
- Transcription skills (notating performances from recordings)
- Music notation software programming skills

#### Theoretical understandings
- Music analysis methods
- Harmonic theory
- Acoustical theory
- Music cognition
- Historical knowledge
- Knowledge of other musical cultures
### Composition skills
- Orchestration and arranging
- Electronic orchestration (programming)
- Composition techniques (of different periods and genres)
- Lyric writing
- Synthesis
- Synchronisation of music to image

### Generic skills
- Written and oral communication
- Creativity
- Social interaction
- Leadership
- Computer literacy
- Information searching
- Critical analysis/evaluation
- Cultural awareness
- Professionalism/ethics
- Understanding of social justice/ethics
- Reflective practice

### Teaching skills
- Teaching approach
- Knowledge of materials and resources
- Ability to engage and motivate students
- Ensemble direction
- Class and parent management
- Organisational and small business skills
- A good attitude
Captivating the full attention of students from the very start of a lecture, and sustaining this engagement throughout the lecture, is essential for motivating and invigorating student learning. For some lectures, such as those that are content driven, this can be most challenging.

Students who learn through visual and auditory stimulation really appreciate carefully chosen images or video clips that are linked to the topic of the lecture. In this TiLE I would like to share the idea of using the concept “What’s that image?” in the title (first) slide of a lecture. This strategy encourages the development of questioning minds and provides an overview of the key concepts, creating conceptual signposts for students to follow. Using an image that has been carefully selected to depict a key concept, and providing students with the opportunity to question and reflect on that image and its relevance to the lecture ahead, ensures that students know what to expect from the lecture at the very beginning.

What’s that image?

Carefully choose an image or short video that has direct relevance to the topic.
covered. At the start of the lecture, engage students by getting them to evaluate the image and ask what they see in it. You can make it challenging by using an abstract image that relates to the topic to be covered. For instance, if I am covering a lecture on antidepressants I often show the image below:

![Image](image_url)

*From the Cunningham Dax Collection of Psychiatric Art in the Mental Health Research Institute of Victoria*

Encourage students to volunteer their answers. You may at this stage provide a little reward for those who participate. Chocolate always works well! This will be the start of developing students’ awareness of what they are about to learn, and over time it will encourage self-directed learners and critical thinkers.

Follow the discussion by using the image to summarise the key concepts of the lecture, and relate these concepts to students’ courses of study and to their future work. In this way, you are demonstrating the usefulness and relevance of the
The TILE Approach: making the link between future selves and learning

learning ahead.

Using an image at the beginning of each lecture provides a COMPLETE picture of content and concept. If audiences/students are captivated from the start, there is a good chance they will stay engaged.

Please feel welcome to use this TILE. Have a go, and if you do I would love to hear from you. I would also love to know what you do to engage students all the way through a lecture: How do you do it? Do you use an image? Do you use video? Do you use a map? Do you use role-play?

TILE member Lisa Tee is a past recipient of the Australian Learning and Teaching Council Award for Teaching Excellence in Biological Sciences, Health and related studies. She can be contacted on l.tee@curtin.edu.au

TILE tools form part of an Australian Learning and Teaching Council Fellowship. The tools are available to all members for use in teaching and mentoring. Contributions, feedback and new network members are always welcome, as are research collaborations. For more information, please contact Professor Dawn Bennett at d.bennett@curtin.edu.au

12 tips for forming an effective group

Contributed by Gerald Klickstein
Group work is a necessary component of student and professional life for which students need to develop skills. This TILE tool addresses key things to consider when forming a group, partnership or team. The tool can be used for discussion prior to group assignments and also to help students build career skills.

The tool is adapted from the popular blog written by Gerald Klickstein. Gerald can be contacted at klickg@msn.com

TILE tools form part of an Australian Learning and Teaching Council Fellowship. The tools are available to all members for use in teaching and mentoring. Contributions, feedback and new network members are always welcome, as are research collaborations. For more information, please contact Professor Dawn Bennett at d.bennett@curtin.edu.au
12 tips for forming an effective group

If you have worked regularly with a group, you know how magical effective group work can be. You have probably also learned that group dynamics can get tricky. Whatever challenges collaborating individuals face, they’re simpler to overcome when partnerships are founded with agreed-upon objectives and ground rules. So, to help groups succeed, I have put together 12 basic questions for prospective members to discuss as they consider whether to team up.

Before you weigh these questions with potential colleagues, do some work together to verify that your abilities and interests match. Also, ensure that all of you come with solid reputations for professionalism (punctuality, preparation, courtesy and integrity). Within your group, consider which of the following questions are relevant to your situation:

1. What are your individual goals, and how will working with a new group fit your plans?
2. Will your group exist for a finite period or will you collaborate indefinitely?
3. Will you structure yourselves as an egalitarian group, a leader-run group, or some sort of hybrid?
4. What is your mission? That is, what sorts of activities will you undertake, and how will you brand yourselves?
5. Where and when will you work?
6. Where and how frequently will you showcase your work?
7. Do you have commitments that could cause scheduling conflicts?
8. How will you meet any equipment needs?
9. Which of you will oversee things such as your group’s schedule, website, social media and deadlines?
10. How will you manage bookings, marketing, and travel?
11. If you make money as a group, how will you administer your rights and business affairs?
12. What are some possible names for your group, and who will own the name?

Remember, if you intend to launch a professional partnership but have little experience in your industry, your prospects for success will increase if you consult a mentor during the formative process and as your group matures.
Getting a head start

Contributed by Rosie Perkins

‘Getting a head start’ incorporates four challenges designed to get students thinking about their futures. Each challenge can form the basis of group discussions, research topics or reflections. They also work really well as short, targeted discussions or 3-minute papers. Challenge 4 includes mention of subjective and objective careers.

You can find more information about this in TILE tool 1: Conceptualising careers.

Rosie Perkins is a Research Associate in the Centre for Performance Science at the Royal College of Music in London. She can be contacted at rosie.perkins@rcm.ac.uk

TILE tools form part of an Australian Learning and Teaching Council Fellowship. The tools are available to all members for use in teaching and mentoring. Contributions, feedback and new network members are always welcome, as are research collaborations. For more information, please contact Professor Dawn Bennett at d.bennett@curtin.edu.au
**Engage in as many activities during higher education as possible, including both activities relating to your study discipline, and activities that just sound fun and rewarding**

Why? This makes you better equipped for a diverse range of career types and enables you to develop new skills and confidence, and discover and try new possibilities.

How? Pursue diverse activities outside, or in parallel with, your specialism.

When? Right now! Find out what is available inside and outside of your school, community and professional networks. Look online and offline. Find out whether your institution offers course credit for community/service activities.

---

**Challenge 2**

*Challenge your aims and plans*

Why? You probably have a Plan A right now, so what is your Plan B? Have you thought what you really want your career to look like? Even writing down some of the things you’re certain of can help you turn down or rethink opportunities that don’t fit with your aspirations. These decisions can prompt you to reconsider what you actually want from your career.

How? Give yourself space to think through and talk over what is important to you. Enlist the support of significant people such as friends and family, teachers, mentors, lecturers and peers.

When? Right now! Ask yourself what you want from your career every time you make a decision or undertake one of these challenges.
Challenge 3

*Take ownership of your learning*

**Why?** You need not scrap your dreams if you feel that they are becoming unachievable. You do, though, need to know what your goals are and how you plan to achieve them.

**How?** Identify what you need to do to achieve your aims. Seek out opportunities to do this, or, if existing opportunities are not there, create your own.

**When?** Right now! If you know what you want from your learning, you are much more likely to achieve it.

---

Challenge 4

*Work out what ‘career’ success means to you*

**Why?** Success is so often assumed to be one thing or the other, but knowing what it is for you will help you make key career decisions.

**How?** Consider again the objective and subjective elements of your career and how these match up for you: what is most important to *you* in *your* career?

**When?** Right now! Remember, however you define success you will still need to be diverse, flexible and open-minded in order to respond to your career as it changes over time.
Plotting your preferences to create effective groups

Contributed by Janis Weller, McNally Smith College of Music, Minnesota;
Dawn Bennett, Curtin University, Australia

Instructions

‘Plotting Your Preferences’ is a simple activity that helps students to pinpoint strengths, identify possible future directions, and perhaps learn a bit more about themselves. The activities listed in each square may be related to their field of study or they may be more general in nature. The original TiLE tool was published in 2011 and we subsequently realised its value in helping students form effective groups. It works beautifully.

There are two student handouts for this activity. On the first, for the lower right square titled Things I struggle to do and don’t like ask students to consider things they must do even if these are not an especially good fit for them (not just things they could avoid entirely).

Start by asking students to call out something they would include in the bottom right quadrant, and ask who else might take those things on. Public speaking generally finds its way into all four quadrants for different students, and is a fairly safe bet to get the ball rolling. Have students work with the people who will be in their project teams, starting with an individual attempt to place three things in each quadrant before comparing responses with their teammates.

Ask students to think about the task set for their team and to think about some of the things they may need to know and do. Who will devise the timeline? Present for
the group? Schedule the meetings? Edit or write a report? Take the lead on the stats?

The second handout, unaltered from the original TILE tool, enables students to analyse their responses. This may be something students take away as a personal reflection. I often ask students to target one or two things in the lower quadrants as personal development challenges they will tackle over the next semester. Some students have taken a copy to a work placement, adding text as they experience new things. Keywords in the top quadrants have later been built into their capacity statements.

TILE member Janis Weller can be contacted at Janis.Weller@mcnallysmith.edu

TILE member Dawn Bennett can be contacted at d.bennett@curtin.edu.au

TILE tools form part of an Australian Learning and Teaching Council Fellowship. The tools are available to all members for use in teaching and mentoring. Contributions, feedback and new network members are always welcome, as are research collaborations. For more information, please contact Professor Dawn Bennett at d.bennett@curtin.edu.au
Creating a high-achieving group – handout 1

<table>
<thead>
<tr>
<th>Things I like and do well</th>
<th>Things I don’t like but do well</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Things I like but find difficult to do</th>
<th>Things I don’t like and struggle to do</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Things to think about:

1. Imagine the group project. What skills are required?
2. How does this unit fit within your current commitments?
3. In light of these, what roles can you contribute to the group?
4. Which things would you prefer not to do?
**Analysing the results – handout 2**

The upper left quadrant, Things I like and do well, obviously identifies activities in life that are a very good fit, and ideally could be the focus of future career activities.

- Can these activities generate sufficient income to sustain you?
- How can you move in that direction and how will you fill in the gaps in the meantime?

The upper right, Things I don’t like but do well, is one of life’s interesting conundrums. Perhaps you are very good at organising events, just not that interested in doing so. Or perhaps you got excellent grades in maths, but are just not that intrigued by the subject. You could, however, consider items in this square when thinking about a possible ‘day-job’ to make money. Activities you are adept at tend not to be energy drains and may be tasks that others are willing to pay you to do. Bingo! Ideal day-job. You can work, make some money, and still have energy left to pursue your true passions.

The lower left box can be more problematic. Things I like, but find difficult to do can present real challenges in our lives—something to strive toward and improve on, or perhaps something you just find frustrating. What will you do with the items in that box?

Finally, the lower right, Things I don’t like and don’t do well. The activities in this box can take up considerable time and energy in our lives. One solution? There may be tasks on this list that you can hire others to do for you. It could be worthwhile to hire someone to clean your apartment, do your taxes, or shovel snow off your sidewalk. Some of those skills may land in that person’s upper right square, after all. You may even be able to trade or barter services, using your skills to help someone else.
Skills and attributes III: Skills audit

Contributed by Dawn Bennett and Angela Beeching

How much do you know?

Very often, people have a skewed perception of their own abilities. They may take their skills and experience for granted, or they may have an exaggerated sense of other skills.

To take a closer look, list the skills you have, both professional and personal. Write these down and include a brief example of how you have used each skill. Be sure to include essential skills and experience such as leadership, organisation, communication, computer and research skills, as these are all extremely relevant to managing a career. If you have the opportunity, discuss the results with other people.

Next, find ten jobs in your field and look at the criteria. What are the most common selection criteria? How would you respond to these? You will find a sample list on the next page.

Think about your student and community involvement, part-time work, voluntary work and other activities. Ask yourself some questions: for example,

- Do you lead teams?
- Do you organise events?
- Do you meet deadlines?
- Do you work independently?
- Do you have to be flexible in order to balance everything?

How do other people address these criteria? Do you have these skills? You might be surprised!
Common selection criteria: How much do you already know?

- Ability to maintain confidentiality
- Ability to work as part of a team
- Ability to work independently
- Ability to work under pressure
- Ability to find creative solutions
- Attention to detail
- A flexible and adaptable approach to work
- Computer skills
- Interpersonal skills
- Organisational/planning skills
- Supervisory skills
- Good written and oral communication skills

TILE member Dawn Bennett can be contacted at d.bennett@curtin.edu.au

TILE member Angela Beeching can be contacted at Beyond Talent Consulting: http://angelabeeching.com or http://twitter.com/AngelaBeeching

TILE tools form part of an Australian Learning and Teaching Council Fellowship. The tools are available to all members for use in teaching and mentoring. Contributions, feedback and new network members are always welcome, as are research collaborations. For more information, please contact Professor Dawn Bennett at d.bennett@curtin.edu.au

Except where otherwise noted, this work is licensed under http://creativecommons.org/licenses/by-nc/3.0/