
Fellow Profile



Jason West University of New England

Dr Jason West holds a PhD in quantitative finance along with degrees in science, statistics and engineering. He has published two books and over 50 journal articles on quantitative analysis.

Fellowship title: Approaches to learning and teaching in evolving technology fields to enhance graduate employability

Year completed: 2016

Expertise key words: interdisciplinary, mathematics, finance

What did you achieve?: Traditionally the structure of institutions of higher learning is such that students and staff from one discipline are not encouraged to freely interact with those from others, resulting in ideas and philosophies being confined to, and courses being conducted mainly by, one school. I developed a pedagogical framework for pluridisciplinarity with embedded cross-discipline consilience and project-based learning as an initial step for the construction of an integrated system for students engaged in cross-discipline programmes. Further, I produced a set of tools for the assessment and development of pluridisciplinary fields of study for educators and institutions to ensure access to the range of learning and teaching practices in use and promote continual improvement in these rapidly evolving fields. This includes an integrated e-learning repository and platform that hosts an integrated set of innovative technologies to support dynamic and agile modes of learning and teaching using an online curriculum validation tool. The program conducted masterclasses on pluridisciplinary course development at three Australian universities. Finally, four case studies were prepared for Big Data/Data Science learning and teaching development, based on interviews and workshops focused on graduate employability, strategies and successes.

Since the fellowship I have published peer-reviewed research articles in various journals, developed additional case studies of good practice, conducted several masterclass and seminar presentations on cross-discipline pedagogy and boosted the profile of the online curriculum validation tool. Several US institutions who offer Data Science programs regularly use the online tool to help validate the quality of their programs.

What does the sector need now?: Cross-discipline curriculum development must continue to mesh single-discipline boundaries with cross-disciplinary proficiencies that produce employable graduates with adequate skills and knowledge.



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