

**WESTERN SYDNEY**  
UNIVERSITY



# **FUTURE OF WORK AND CURRICULUM DISRUPTION**

## **Forum 2** **Professional Learning in Changing Contexts**

**The Future of Work  
is changing.**

This forum will explore the futures of disciplines and professions in a digitally disrupted world of work and society. It will examine the future drivers of curricula designed to enable students to thrive in this environment.

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# SCHEDULE


Janice Reid Pavilion (EEa), Parramatta South Campus  
Friday, 1 December 2017

TIME	SESSION	PRESENTER
9:00am - 9:30am	<b>REGISTRATIONS</b> <i>Arrival refreshments</i>	
9:30am - 9:45am	<b>WELCOME TO COUNTRY</b> Darug Elder	Aunty Sandra Lee
9:45am - 10:00am	<b>WELCOME ADDRESS</b> Pro Vice-Chancellor (Learning Transformations)	Professor Simon Barrie
10:00am - 10:45am	<b>KEYNOTE ADDRESS</b> <b>Digital Futures of Professional Work</b> Emeritus Professor of Professional Education University of Stirling, UK  Emeritus Professor of Education, University of Stirling, UK	Professor Tara Fenwick & Professor Richard Edwards
10:45am - 11:15am	Keynote Q&A	
11:15am - 11:40am	<b>MORNING TEA</b>	
11:40am - 12:40pm	<b>ROUNDTABLE DISCUSSION</b> <b>The Future Disciplines and Professions</b> <i>Facilitated by Professor Tara Fenwick and Professor Richard Edwards</i>  <b>Dr Scott Martin</b> - CSIRO Group Leader Applied Physics and Manufacturing Flagship Officer-in-Charge, Lindfield <b>Dr Ann Reich</b> - Professional and Workplace Learning Senior Lecturer, University of Technology Sydney <b>Professor Ned Rossiter</b> - Professor of Communication, Institute for Culture and Society / School of Humanities and Communication Arts, Western Sydney University <b>Lucy Mercer-Mapstone</b> - PhD candidate and Students as Partners Project Advisor, University of Queensland	
12:40pm - 1:15pm	Panel Q&A	
1:15pm - 2:00pm	<b>LUNCH</b>	
2:00pm - 4:00pm	<b>SOUNDING BOARD SESSIONS - Flagship Curriculum Projects</b> <i>WSU staff teams and associated partners pitch their ideas-in-draft for flagship curriculum projects</i>	
4:00pm	<b>CLOSE AND NETWORKING REFRESHMENTS</b>	





“There is no doubt that professional work is being fundamentally transformed in many sectors; professional education that doesn’t transform itself in tandem risks producing a lot of unemployed or very frustrated practitioners. As we think about the future of professional education, we perhaps need to begin by considering more rigorously this question: what capabilities will be needed most – amidst the mix of digital and physical objects, languages, settings and codes – that human professionals of the future can bring? (...) A crucial dynamic is responsibility – critical wise judgement, drawing upon capacities that are uniquely human such as empathy, intuition and caring.” (Fenwick, 2016, p. 150)



HOW DO WE PREPARE STUDENTS FOR THE  
FUTURE OF WORK?  
FUTURE OF WORK?

# KEYNOTE

## Digital Futures of Professional Work

In a wide range of fields, professional work is being transformed by the increasing influence of digital analytics: the massive volumes of big data, and software algorithms that are collecting, comparing, and calculating that data to make predictions and even decisions. Researchers in a number of social sciences have been calling attention to the far-reaching and accelerating consequences of these forces, claiming that many professionals, researchers, policy makers and the public are just beginning to realise the enormous potentials and challenges these analytics are producing. In this talk we set out some key issues particularly relevant to the understandings of professional practice, knowledge and learning posed by the linkages of big data and software code. We outline examples of these digital analytics and their implications for professional work in various domains. Towards sparking some reflection and debate at this forum, we conclude by suggesting implications for curriculum, and issues for educators and researchers focused in fields of professional work.



**PROFESSOR  
TARA  
FENWICK**  
*Emeritus  
Professor of  
Professional  
Education,  
University of  
Stirling, UK*

Tara Fenwick, formerly Head of Education Studies at the University of British Columbia, Canada, moved to the UK in 2010 to be Professor of Professional Education at the University of Stirling. While in the UK she was the founding Director of ProPEL, the international network for research in Professional Practice, Education and Learning based at the University of Stirling, and Associate Director for the Scottish Institute for Policing Research based at University of Dundee. She also sat on Council for the Economic and Social Research Council, the UK's national funding body, and was Chair of the ESRC Capability Committee. Her research has focused on professional work and knowledge, changing professionalisms, cultures of work, and sociomaterial theories of practice and learning. Her recent books include *Professional Responsibility and Professionalism in New Regimes: A sociomaterial examination* (Routledge 2016), *Reconceptualising Professional Learning: sociomaterial knowledges and practices* (with M Nerland, Routledge 2014), *Governing Knowledge: comparison, knowledge-based technologies and expertise in the regulation of education* (with J Ozga and E Margez, Routledge 2014), *Professional Learning in Changing Contexts* (with M Nerland, 2013), and *Actor-Network Theory in Education* (with R Edwards, 2010). A forthcoming book is *Rethinking Actor-Network Theory in Educational Research* (with R Edwards, 2017).



**PROFESSOR  
RICHARD  
EDWARDS**  
*Emeritus  
Professor of  
Education,  
University of  
Stirling, UK*

Richard Edwards is Emeritus Professor of Education, Faculty of Social Sciences, University of Stirling, UK. Between 2006 and 2013 he was Head of the School of Education, University of Stirling. He has researched and published extensively on many aspects of lifelong learning, particularly exploring relations between higher education, workplaces and civic spaces. Large funded projects have included learning through citizen science, multiple literacies in the vocational curriculum, learning outside the academy, the recognition of prior learning, the use of the semantic web for case-based professional learning in higher education, the performative aspects of code in digital education, and curriculum-making in school and college. Interested in the materialities of educational practices and the discourses through which they are framed, his work has been informed theoretically by post-structuralism and actor-network theory. Selected published books include *Globalisation and Pedagogy* (with Robin Usher, 2000), *Learning Outside the Academy* (edited with Jim Gallacher and Ruth Whittaker, 2006), *Rethinking Contexts of Learning and Teaching* (edited with Gert Biesta and Mary Thorpe, 2009), *Improving Learning in College* (with Roz Ivanic, et al., 2009), and *Emerging Approaches to Educational Research* (with Tara Fenwick and Peter Sawchuk, 2011). His current interests include the future of professional work, its relationship with education and its reshaping through digital technologies.

# ROUNDTABLE DISCUSSANTS



**DR SCOTT MARTIN**  
CSIRO Group Leader Applied  
Physics and Manufacturing  
Flagship Officer-in-Charge

Scott Martin leads the CSIRO Applied Physics Group encompassing optics, superconductivity and device development. At the CSIRO's Lindfield Collaboration Hub the diversity of work is always stimulating. The innovation incubator is a dedicated space for deep-tech start-ups and SME's to develop unique, high tech products and devices including world-leading molecular fingerprinting and sensor technologies, and ground-breaking motors that power solar vehicles. The group works with government, organisation and university-industry collaboration. Amongst numerous projects, Scott is developing one of CSIRO's platform technologies into a point of care diagnostic for pulmonary tuberculosis in partnership with the Institute of Microbial Technology in India. Scott moved to Australia from the UK, attracted by the way CSIRO uses science to tackle many industrial and community challenges. He coordinates industry engagement for the Australian Institute of Physics NSW branch and, through the Scientists and Mathematicians in Schools program, he explores the future of cars with students at the Northern Beaches Secondary College's gifted and talented programs.  
T:@scoddule



**PROFESSOR NED ROSSITER**  
Professor of Communication,  
Institute for Culture and Society  
School of Humanities and  
Communication Arts,  
Western Sydney University

Ned Rossiter is a Professor of Communication and a media theorist noted for his research on network cultures, the politics of cultural labour, logistical media and data politics. With Brett Neilson and Tanya Notley, he is currently investigating an ARC Discovery Project on data centres and the governance of labour and territory. He is a Member of the Australian Research Council's College of Experts and in 2016 was a Senior Research Fellow at Leuphana University's Digital Cultures Research Lab, Lüneburg. He is the author of *Software, Infrastructure, Labor: A Media Theory of Logistical Nightmares* (2016) and his new book (with Geert Lovink), *Organization after Social Media*, will be published next year.



**DR ANN REICH**  
Professional and Workplace  
Learning Senior Lecturer,  
University of Technology Sydney

Ann leads the Professions and Learning Research Group within the School of Education and coordinates the Master of Education (Learning and Leadership). Her research interests are in professional and workplace learning and practice, and public sector reform. Ann's research uses practice theory perspectives on professional learning and has included investigating professional learning practices of engineers and the collective learning of health professionals. She is the co-author of *Practice, Learning and Change: Practice-theory Perspectives on Professional Learning*. She is a member of ProPel, an International network of researchers in professional learning and practice who take a critical stance on the future of professions and professional responsibility. She is also a member of the International Committee for Researching Work and Learning, which explores impacts of changes to work and learning. Ann has taught in adult and workplace learning degrees in universities for over 20 years. She previously held professional, policy and manager positions in state and local government, industry training bodies and community services organisations. T:@annreich3



**LUCY MERCER-MAPSTONE**  
PhD candidate and Students as  
Partners Project Advisor,  
University of Queensland

Lucy Mercer-Mapstone is a PhD student at UQ who is deeply involved in the research and development of students as partners (SAP) in higher education. She is the Project Lead for designing the UQ SAP program where she is responsible for co-leading the collaborative design of a university-wide partnership program and for supporting the processes of 11 pilot projects. Lucy has been a co-fellow on an Australian Learning and Teaching Fellowship in SAP and an inaugural co-editor of the International Journal for Students as Partners. She has researched several aspects of SAP initiatives including co-inquiry and co-publication, and co-design of curriculum and teaching resources, and co-facilitation of workshops both nationally and internationally. Reconceptualising the relationships between students and staff based on the core values of respect, reciprocity and mutual learning drives Lucy to make partnership a core aspect of her university endeavours. T:@LucyMercerMaps



# STUDENTS AS PARTNERS

The Learning Transformations team at Western Sydney University is delighted to introduce you to our Future of Work Student Curriculum Partners. These students are working alongside academic and professional staff involved in the 21st Century Curriculum project to support the planning, creative design, and evaluation of the Future of Work.

At this forum, our student partners have collaborated in the design of the afternoon Flagship Curriculum Project sounding board sessions and they will be an important part of the project feedback panel in this session. They will again curate the twitter feed at today's forum. Follow them [@WesternsydU\\_SAP](#) or use the hashtag [#westernsydneyu\\_fow](#) to be part of the conversation. Look out for them in their maroon WSU shirts and engage with them!

This Students as Partners initiative will bring students into a creative conversation about how curriculum is designed, to address the challenges that universities face. Our student partners will read and engage with the scholarly research about the future of work; they will participate in critical and challenging discussions with a range of curriculum stakeholders; they will both question and present their own (and other WSU students') views about the future of university education; lead and facilitate discussions with academics and WSU partners; plan, collect, evaluate and analyse data; produce publications and resources, and engage in curriculum inquiry and co-creation.

The 'Students as Partners' movement is transforming higher education curriculum across the world. Search the [#studentsaspartners](#) hashtag to learn more or read more at the Australian Students as Partners Network <http://itali.uq.edu.au/matthews-studentsaspartners> to keep up to date.

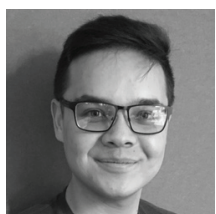
Stay in touch with our Student Partners on Twitter – follow [@WesternsydU\\_SAP](#) or join the conversation [#westernsydneyu\\_fow](#).



**FAY BALLOUK**  
Bachelor of Arts (Interpreting  
and Translation)



**ASHLEY BEATHE**  
Bachelor of Arts (Pathway to  
Teaching Secondary)



**HASSAN RAZA**  
Bachelor of Business/Bachelor of  
Arts



**CHINNU JOSE**  
Bachelor of Law/Bachelor of  
Business



**MARISSA MANTHOS**  
Bachelor of Arts (Pathway to  
Teaching Secondary)



**PAUL MASCELLANI**  
Bachelor of Arts (Psychology)



**KATHY NGUYEN**  
Bachelor of Natural Science

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# **NEXT FORUM: THE FUTURE OF PUBLIC SERVICE AND WORK**

**Wednesday, 7 February 2018**

Western Sydney University  
Peter Shergold Building  
Parramatta City Campus

**Keynote:**

Professor Peter Shergold, Chancellor  
Western Sydney University

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