Thank you Professor Terry

This evening’s event marks the culmination of Curtin’s first Festival of Learning; an event that, for three days, has celebrated the great work already achieved by our staff through our Learning for Tomorrow strategy.

Our vision is to have One million learners engaged by 2017.

It’s an ambitious goal but, we believe, an attainable target that can be achieved by understanding our students will not accept a one size fits all approach to education.

Today’s student is an active and agile learner. They read from a laptop, an iPad, a smart phone or an android, they use a finger more than a pen and they search the virtual globe to find the best course, at the best price.

Why settle for traditional modes of learning, when the internet connects students to experts all over the world?

Connectivity is key for today’s student – who are digital natives. The more connected they are, the more engaged they are, and when they’re engaged, they’re interested, and when they’re interested they learn and want to share what they learn with their friends.

At Curtin, we understand this is the student of tomorrow. To remain competitive and relevant we’ve got to be bold and adopt a flexible, agile, progressive approach to learning - and the technologies, learning environments and partnerships we use to that end.

This is a really exciting time in education. Curtin is at the forefront of this transformation in teaching and learning. It is our intention to capitalise on the opportunities it presents both as an educational institution and as a business.

Our goal is to ensure Curtin is the most sought after provider of education; providing an innovative, richly interactive, personalised learning experience.

Students choose Curtin for learning experiences that prepare them for meaningful careers.

Employers choose Curtin graduates because Curtin graduates are ready for careers, and eager to take on responsibility and continue to learn.

Learning for Tomorrow builds on the 30,000 on-line student enrolments at Curtin. We’ve got more than 50 courses available for students to study from anywhere in the world. Among these are the BA Fine Arts on-line and our Architecture undergraduate
and Masters courses fully on-line – both the first of their kind in Australia, and among a very select number globally.

This evening we launch the transformation of our top 200 courses, so they too will be available for study from anywhere in the world. Flexibility is replacing traditional lecture and tutorial-style formats - with immersive technologies now being incorporated into the student experience.

For those learners wanting an exceptional on-campus experience at Bentley - we have already re-designed and launched more than 40 new technology-enabled classrooms designed for collaboration, and distributed learning using telepresence technology.

This means Curtin will be able to take our courses to the world and share our teaching and research expertise, and bring back the best of the world through our international campus locations for the benefit of learners at Bentley.

Flagship courses in business, engineering, health sciences and humanities will lead our expansion into new international markets, building on our reputation as an international university. From 2016 we’ll offer our first year foundation programs in commerce, HS and Engineering through our new teaching and learning model. In addition to this, Flagship courses in marketing, subsea engineering, computer systems and software engineering, visualization technologies and psychology will lead the way. This is just the beginning of our transformed fleet of courses.

Already, we have a virtual classroom distributing one of our nursing courses to Western Australia’s remote north-west and the inter-professional first year Health Sciences course will be distributed to the Pilbara and other parts of regional WA this year.

Students studying in the School of Media, Culture and Creative Arts collaborate with peers from Zhejiang University, Hangzhou, China. They’re engaged in real-time class interactions to produce a creative web documentary – it’s truly a Global Classroom.

Our time zone, GMT+8, is home to more than one billion internet users. We have extraordinary opportunities to offer richly interactive, synchronous learning using proven technologies.

Learning for Tomorrow is already here.

Our new model for Teaching and Learning will offer the best mode of learning to enable students to meet their learning outcomes. Students will choose to engage with learning through -collaborative F2F classes, interactive on-line activities, virtual classroom workshops, open education resources like MOOCs, or a mixture of all.

Technology enriched environments, distributed learning technologies, gaming, simulations, second life, 3-d technologies and eventually holograms will be employed to actively engage students.
While our goal is to engage one million learners by 2017, we want to ensure all our students enjoy a personalised experience at Curtin and know they’re highly valued members of the Curtin community, regardless of their location or choice of study method.

In personalising the Curtin experience, Learning Analytics are already playing a vital role in helping us to understand what assists our students to succeed. The analytics of integrated large data sets will ensure our students benefit from an outstanding Curtin University education, whether they attend one of our many campuses or choose to study from any location.

In engaging one million learners gaming will play a key role. Three weeks ago we launched the Eco-Challenge 2014 for students 11-17 years as the Australian organiser for UNESCO and others involved in the game. In the first two weeks more than 1500 students enrolled, we had 2,000 FB likes and 300 Twitter followers, 2nd tier Twitter followers numbered no less than 4 million! – Curtin is going viral. In partnership with UNESCO we will launch our own Curtin Global Challenge game later this year, aimed at Leadership development. There has been a paradigm shift in how we think about learning.

Technology enables flexible, scalable and meaningful learning experiences. It’s an integral part of how we engage learners, and so it will be reflected in our graduates, so they have the skills, knowledge, and technical fluency demanded by future employers.

The most sought after graduates will demonstrate personal initiative, community responsibility, leadership, teamwork and cross-cultural awareness, in addition to academic strength.

Through partnerships with some of Australia’s biggest telecommunications, banking, energy and resource sector companies, as well as Government connections at a local, national and international level - Curtin’s insight into the needs of today’s businesses, allows us to hone the scope of our education delivery to meet these needs.

Our Curtin Leadership Centre is ramping up to give all of our students leadership development opportunities, and learners who demonstrate leadership qualities will go on to more advanced leadership training and mentoring opportunities.

It’s important to us to align our graduates’ skills and knowledge with the expectations of tomorrow’s employers. We’re incorporating Work Integrated Learning for all students – either through their curriculum or with fieldwork placement opportunities - to do just that.

In both leadership and work integrated learning we’re concentrating on providing global thinking, so necessary in the modern workforce.

Kristy Tomlinson, who you will hear from in just a moment, is a living example of how far the Work Integrated Learning experience can carry a Curtin student. She’s taken
advantage of the leadership opportunities Curtin has provided to achieve her own personal goals and success, beyond the traditional classroom and academic qualifications.

Tonight we also launch our new Curtin Extra Certificate that will complement student’s academic qualifications. This will formally list and recognise significant accomplishments of students, particularly in relation to Leadership and Work Integrated Learning experiences, that students undertake outside the course requirements.

In Learning for Tomorrow…

Curtin recognises students now have unprecedented choice and they want to learn on their terms, anytime and from anywhere. Curtin is responding to this challenge.

In launching our Flagship programs, and the fleet to follow, our goal is for Curtin to be the most sought after provider of education, providing an innovative, richly interactive, personalised learning experience.

We are responding to industry demands for well-equipped graduates with leadership and work integrated learning opportunities for all. Students will choose Curtin because employers choose Curtin graduates.

With new ways of thinking about learning we will engage one million learners globally, and achieve our strategic vision to be a recognised international leader in education and research.

In many respects, the future has ‘already arrived’ at Curtin.

Let’s take a look at the future: and see what Learning for Tomorrow already looks like at Curtin

Thank you.