Extracting knowledge or meaning from sources and then using these to construct new knowledge or meanings.
Devise practice and/or project-based learning

Encourage students to reflect on knowledge, meaning and experience using e-portfolios, journals, professional learning logs etc

Create opportunities for students to work in the field in teams or in placement with professional colleagues

Create opportunities for students from different disciplinary backgrounds to share and promote understanding of knowledge and approaches

Students apply theory to real-life open-ended problems

Examples from your own practice/experience?

Based on Viewpoints model: http://wiki.ulster.ac.uk/display/VPR/Home
Autonomy

Taking responsibility for own learning in terms of self-organisation, motivation, location, working with others and acquisition of knowledge

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Autonomy

- Design transition activities for all students to master’s level such as: compulsory modules for study skills, ethos, level orientation, support for international students
- Provide early feedback opportunities on assessment/performance
- Set student groups ‘leaderless tasks’ with minimal supervision
- Set students self-assessment and peer-assessment tasks
- Encourage students to actively manage a project on their own and in groups
- Students act as consultants to external organisation, with minimal supervision
- Examples from your own practice/experience?

Based on Viewpoints model: http://wiki.ulster.ac.uk/display/VPR/Home
Acquiring knowledge and using it differently, for example critical thinking, engaging a narrow topic in depth, engaging in up-to-date research, taking a multidisciplinary approach and examining something familiar and presenting it in a new way.
Use group web blogs to encourage debate and discussion

Encourage deeper learning from different viewpoints through interdisciplinarity work to share and promote understanding of knowledge and approaches

Encourage critical thinking with discussion groups promoting differing views

Encourage students to reflect and develop knowledge and understanding using e-portfolios, journals, professional learning logs etc

Encouraging engagement with, and analysis of, up-to-date research

Break down assumptions that ‘tutors know best’: deliberately give students good and bad journal articles to analyse

Examples from your own practice/experience?

Based on Viewpoints model: http://wiki.ulster.ac.uk/display/VPR/Home
Recognising and dealing with complexity of knowledge - including the integration of knowledge and skills, application of knowledge in practice - conceptual complexity, complexity of learning process

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Complexity

- Conduct in-depth reviews of key research papers from various perspectives (for example, practice, relevance to field, methodology)
- Actively encourage personal and/or group reflection using tools such as e-portfolios, journals, professional learning logs
- Encourage students to think and act like external consultants when working with industry or other external organisations
- Create opportunities for students from different disciplinary backgrounds to share and promote understanding of knowledge and approaches
- Examples from your own practice/experience?

Based on Viewpoints model: http://wiki.ulster.ac.uk/display/VPR/Home
Research and Enquiry

Developing critical research and enquiry skills and attributes

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Engage students to work in ‘research nodes’ with academic researchers on key activities including writing, applying for grants, organising seminars.

Encourage students: to read, summarise and critically evaluate key research papers.

Prepare a highly reflective portfolio of course work considering how [subject] scholarship is pursued by others and themselves.

Ask students to write a research proposal and an ethics application to obtain practical experience that will be useful in future research.

Students use ‘informed’ literature to assess and evaluate real-life scenarios.

Examples from your own practice/experience?

Based on Viewpoints model: http://wiki.ulster.ac.uk/display/VPR/Home
Professionalism

Displaying appropriate attitudes, behaviours and values in whatever discipline/occupational area studied (from academic to occupational subjects)

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Professionalism

- Encourage students to engage with external organisations, for example, job placements, in the field in teams with professionals, consultancy or internships.
- Engage students to work in ‘research nodes’ with academic researchers on key activities including writing, applying for grants, organising seminars etc.
- Students undergo reflective practice which allows them to identify level of competence they believe a professional in their discipline would demonstrate.
- Students develop a ‘professional behaviour’ contract.
- Dedicated professional skills modules at beginning of course.
- Examples from your own practice/experience?

Based on Viewpoints model: http://wiki.ulster.ac.uk/display/VPR/Home
Unpredictability

Dealing with unpredictability in organisational contexts - recognising that real world problems are messy and complex, being creative with the use of knowledge and experience to solve problems

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Unpredictability

- Set students leaderless tasks with minimal supervision
- Encourage students to engage with external organisations, for example, job placements, in the field in teams with professionals, consultancy or internships
- Students self-organise and run research teams/nodes with senior researchers
- Students experience real-life issues through simulation-type activities
- Students critically evaluate real-life situations to help them link theory and practice
- Examples from your own practice/experience?

Based on Viewpoints model: http://wiki.ulster.ac.uk/display/VPR/Home
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