The Changing Landscape of Higher Education: Opportunity and Transition

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picture a typical student
Observations from practice

Considerations of the changing landscape and its implications for us

Insights for learning and teaching
'Until we get equality in education, we won't have an equal society'

Sonia Sotomayor, Associate Justice, Supreme Court of the United States
CHANGING LANDSCAPES

and their impact on practice
Curriculum
Pedagogy
Assessment
Student development
Resource and Infrastructure
Regulatory compliance
Learning and Teaching:
Curricula
Pedagogy
Assessment
Advice and guidance
Learning Support
Personal Development
Social, Moral, Spiritual, Cultural development
| National Trust; 50 things to do before you’re 11 ¾ |
The power of education extends beyond the development of skills we need for economic success. It can contribute to nation-building and reconciliation.

Nelson Mandela
and their impact for us now
Regulatory and Funding Environment
UKRI
REF, TEF, KEF
OfS, fees

Global Disruptions
Climate, Population, Globalisation, Resources, Automation, Migration, Urbanisation, Poverty, Health, Education, Economy, Democracy

Trends, Attitudes and Priorities
Increasing business-academic collaboration; innovation; the interdisciplinary imperative; civic responsibility; focus on ‘place’
reasons to believe that we can thrive in this environment or ...... reasons to be cheerful 1,2,3
From Newcastle.
For the world.
research-intensive
committed to Social Justice
elite not elitist
collaborative
careers & employability
innovation and enterprise
CDTs
‘provide all our students with an education for life, that engages, challenges and supports them to discover and fulfil their potential both while they are studying with us and once they have graduated’
Transitions
Global Challenges

“My approach was to get students working independently, critically engaging with what they were studying, and solving problems.”

“These courses are very inclusive, bringing together students from different backgrounds and educational experiences,”

Dr Elizabeth Hauke, Imperial College
Team Based Learning

“I became a physicist because I loved doing physics, not because I loved lecturing”

Tomas Arias, Professor of Physics, Cornell