International Expert Dr Jenni Case is visiting UWA and will deliver a series of events on different aspects of Engineering Education

More about the speaker
Prof Jenni Case is Assistant Dean for academic development in the Faculty of Engineering and the Built Environment at the University of Cape Town (UCT). She teaches in the undergraduate chemical engineering programme in the Department of Chemical Engineering. Her research on the student experience of learning has been widely published and she received the UCT Distinguished Teachers’ Award. Jenni acts as coordinating editor for the international journal Higher Education and is the founding president of the South African Society for Engineering Education.

FASE Lunchtime Seminar
Date: 17 April 2012
Time: 1:00pm - 2:30pm
Venue: Seminar Room, Oceans Institute

Exploring the links between education research, scholarly teaching and the improvement of student learning: What knowledge do we need?
In this talk, Jenni draws on more than a decade of education research and teaching in chemical engineering to focus on the central issue of improving student learning in engineering education. Illustrating these points through a range of innovations at the second year level in chemical engineering, she contrasts the knowledge obtained through education research with that obtained through the scholarship of teaching. The central questions that guide this talk are the following:
- What are the big challenges in teaching in the disciplines? What questions should we be researching?
- What knowledge is needed to practice scholarly teaching? Can education research provide this knowledge?
- What kind of teaching is needed to support high quality student learning?

ECM Faculty Seminar
Date: 19 April 2012
Time: 1:00pm - 2:00pm
Venue: Mathematics Lecture Room 1, Mathematics Building, room G17

A social realist approach to researching student learning in higher education: Exploring engineering education.
Many contemporary concerns in higher education focus on the student experience of learning. With a larger and much more diverse intake than ever before at the same time that funding for higher education is being cut back in some parts of the world and at least limited elsewhere, questions are being asked afresh around the purposes of higher education. This talk puts forward a social realist approach to researching student learning, illustrating its potential value by an exploration of student learning in engineering education. Employing Margaret Archer’s social realist theory, student narratives are employed towards developing a realist understanding of the underlying mechanisms that constrain and enable student success.

Target Audience
All UWA researchers and their research students who have an interest in the field of Engineering Education, are invited to participate. Attendance is free to UWA staff, their students, and UWA guests. Participants are encouraged to sign up to all three events as this will provide them with a complete picture of Engineering Education.

Registration
In order to register your attendance at any of these events, please contact Ilse Lorenzen by 3 April 2012 at:
Email: ilse.lorenzen@uwa.edu.au