Transcript

Title: Education Innovation Exchange Launch
Creator: Education Innovation Exchange
Year: 2024

Audio/video for this transcript available from:
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ROWENA ULBRICK:
Good morning everyone. I'm so excited to be here launching the brand new Education Innovation Exchange. I'm Rowena Ulbrick, Academic Director, Digital Literacies. And I'm your host for today's launch event. I'm sure you've all heard a little bit about the EIX over the past few months. Today is a great opportunity to hear more about what the EIX will be doing and how we're building the exchange to support our educators to deliver a better educational experience.

Before we get going this morning, we would like to acknowledge the Wurundjeri People of the Kulin Nation who are the traditional owners of the land on which Swinburne Australian campuses are located in Melbourne's east and outer east, and recognise that Aboriginal and Torres Strait Islander peoples the inheritors of the oldest continuous cultural traditions in the world. They are the traditional owners and custodians of Australia and its islands, and have been since time immemorial. Throughout our event today, you'll be hearing from a number of the EIX team who'll be discussing our four exciting new branches and what they offer.

We'll be hearing from our Deputy Vice-Chancellor for EEE, Professor Laura-Anne Bull and Pro Vice-Chancellor for Educational Innovation, Associate Professor Llew Mann, And you'll also get to ask some questions along the way as well.

To kick off our proceedings this morning. It gives me great pleasure to introduce Deputy Vice chancellor for education, experience Employability. Laura-Anne Bull has been the driving force in creating the Educational Innovation Exchange. Welcome, Laura-Anne and thank you for joining us to speak about your vision of the EIX.

LAURA-ANNE BULL:
Thanks, Rowena. I'm absolutely delighted to be here today. And I guess the initial vision for the EIX is that it will serve as a dynamic hub where cutting edge technology converges with innovative teaching practices.

We are a university of technology. It will foster collaboration among educators and our students, and it will empower our educators with enhanced resources and support and enable the creation of high quality, impactful learning experiences for our students.

It's about redefining educational, educational excellence. It's about inspiring excellence and driving meaningful change in the way we teach and the way that our students learn, ensuring that they have a student experience that's right for the time of today. It's also about providing a safe space for us to try new things. Again, we're a university of technology, but trying new things in a space where we can fail fast and then ultimately succeed faster.

So I'm really excited to be here today, officially launching the EIX and I'm really looking forward to hearing from Llew and the rest of the team shortly.

So the EIX are fundamentally the vehicle that will turbocharge our approach to educational innovation and will propel us to the moon and beyond. Thank you. Enjoy the rest of this morning's proceedings.

ROWENA ULBRICK:
Thank you so much Laura-Anne, it was great to hear about your insights, about the vision that you've got for the EIX and the size of the opportunity that we have at Swinburne to create an outstanding student experience. We're really excited to be trying something new.

With today's launch, we have speakers joining from each of our campuses in Hawthorn, Croydon, and Wantirna. Let's cross live to them now and get to know the team. Welcome everyone. Great to have you here and can't wait to hear more about how each of you are helping us to shape the EIX.

Joining us from Croydon, we have Pro Vice-Chancellor, Llew Mann, and Senior Lecturer in Educational Futures, Kelly Galvin, who is part of the teaching team for the Graduate Certificate of Learning teaching.

In Hawthorn we're joined by Associate director, Educational Futures Ant Sowards, manager, Educational Capability Antoinette Gwasira and EIX project officer Sandra Woods. Finally, over in Wantirna is manager of VET Leap, Sarah Jellie and manager of Learning design Amanda Megarrell. Thank you all. We'll be checking in with you a little later on.

It's also really great to see our colleagues over in Sarawak who joined the launch as well. Let's now go to Croydon to hear more from Lew. He's going to talk to us a little bit more about the vision for the EIX that he has and the exciting initiatives that we're set to launch.

LLEW MANN:
Great. Thanks, Rowena. I hope you can all hear me. I'm really excited about, both the launch of the exchange and this, this new way of kind of engaging our community, and particularly showcasing the different campuses that we work. So, we are launching the Education Innovation Exchange today. And the exchange as a concept is really around, bringing together and exchanging ideas and knowledges, practices and educational innovations within a supportive environment.

We have a lot of amazing experiences, a lot of amazing practices across Swinburne. The exchange is around bringing those together within that kind of supportive community. Our aim is to be a trusted partner of choice for you all. Across the entire Swinburne community. We are very much a one Swinburne, enterprise. And so we really want to engage across higher education, vocational education, working with our partners in Sarawak, our TNE partners, with Swinburne online and everyone that contributes to the educational experience that we're able to provide to our students through the actions of the EIX.

We really want to demonstrate Swinburne's values of one Swinburne, future focused. And we heard a little bit about that from Laura-Anne before. Engaged, empowered and accountable. Our mission is to transform student learning experiences here at Swinburne in partnership with everyone to do this. though EIX will put the educator at the heart of everything that we do. It's only by when we empower and encourage educators can we actually transform the student experience.

We aim to be a prototype of global best practice in educational innovation, connecting locally, nationally and globally with other, innovation enterprises, innovation units to really turbocharge, what we're able to do here at Swinburne. What you're going to hear, very shortly is, I suppose the new model for how we're going to engage with the university through what we're calling branches within the new Education Innovation Exchange.

We're launching four branches. We're launching a Swinburne Educator Academy, which is the place that you go for professional development, for learning and career development. We're launching the EIX studio, which is where we go to create those student experiences, those student modules, that student resources in partnership with educators. We're going to create an EIX Lab, which as Laura-Anne has mentioned, is the place to prototype and experiment and play with new learning styles and approaches, new technology, new spaces, to fail fast, to experiment, and to really push the university forward.

Most excited from my perspective, we're also creating the agency, which is where we'll co-create educational innovation with our students through a really, important student partnership model we're about to throw to a video that will provide a little bit more information about these different branches. So let's have a watch.

YVONNE NEWELL:
The education innovation studio is a hub for creativity, collaboration and educational innovation.

Teaching is design work and we understand our educators are time poor and so we recognise the need for a dedicated learning design service that adequately supports educators throughout the entire design process. Our specialists will develop content and learning activities with and for educators.

The studio will partner with educators to design and deliver high quality, engaging and original educational solutions that will uplift the student experience and enhance learning outcomes. The studio will be working on projects like the VET transformation project where we've been transforming units and applying templates and universal design for learning principles to ensure a more consistent and improved student experience.

SANDRA WOODS:
The EIX agency is a place to co-create educational innovation with our students. We will be working with both educators and students to give students real world experiences that will prepare them for their future careers. Using the Students as Partners approach, we hope to improve student engagement and retention. We aim to create a sense of belonging and professional purpose for students participating in these professional experiences.

BILAL AHMED (STUDENT):

My experience at EIX has been incredibly enriching. Partnering with my manager allowed me to actively co-create and develop my professional learning. I got a chance to further enhance my skills in research, collaboration, and critical thinking which has prepared me for my future career.

SANDRA WOODS:
A key focus for the agency will be to bring a student voice to conversations and decisions about education at Swinburne. We want our students to become actively involved in the design of their educational experience by providing insights and supporting the development of learning resources and activities that will enhance their student experience.

ANT SOWARDS:
The aim of Swinburne Educator Academy is to bring together educators and the resources they need, and the training and support they need to improve practice across all of Swinburne. We'll be offering formal programs such as our Graduate Certificate of Learning and Teaching Higher Education, support for educators, applying for teaching awards, and Advance HE fellowships. Including, all the way up to, Principal Fellows. It will also be a chance to more informally share practice across different schools, VET, Sarawak, Our TNE education campus providers to allow communities of practice to get established that showcase great learning and teaching and also to allow for more informal conversations about learning, teaching to happen across all of Swinburne

LLEW MANN:
So the, EIX Lab is really going to be the place that we can, innovate and explore and prototype the ways that new technologies, can influence and impact our learning and teaching and our education activities here at Swinburne. As a university of technology, we really want to be thinking differently about using technology to transform our educational offerings, the experiences that our students have, both now and into the future and the lab is going to be absolutely critical to doing this.

Working very closely with IT, with the academic portfolio, with Sarawak and other TNE partners, as well as vendors and other providers outside the university's ecosystem. We want to prototype and explore the role that technology can play in learning and teaching and in education into the future.

It's going to be a place for educators to come and play and experiment, to try before you buy, and certainly adapt into your own units. But it's also a place that we can explore the future frontiers. Where is technology leading us? Certainly around developments in AI, in, assistive technologies, into visualization and spatial technologies.

What we're wanting to do is create, a powerhouse that can explore the roles of technologies in education, and really help take the university forward.

ROWENA ULBRICK:
I hope you enjoy that sneak peak of our four new branches. I'm here now with our team in Hawthorn who's going to give us a little bit more detail about what the branches are all about? We're also we're also opening up our live Q&A now. So if you have any questions throughout the remainder of the launch, Please submit them online using the QR code on screen. We'll be answering them towards the end of the event.

Joining me now We have, Ant, Antoinette and Sandra And to get started it would be really great to hear something from each of you which I know many people watching Today's launch may be thinking, which is how is the EIX different? Ant would you like to get us started. Thank you.

ANT SOWARDS:
Thank you, So I'm Ant Sowards. I'm the associate director of educational futures, here at the Educational Innovation Exchange. I'm going to be talking today very, very briefly about the Swinburne Education Academy, which you've heard a little bit just now about, from our video. In terms of what's new or different, there are new offerings that we can deliver across the university thanks to the establishing of the Swinburne Educator Academy. These include, advance HE fellowship support across the whole university, which I'm really looking forward to. It's also, we are moving to champion all scholarship of learning and teaching activities across the whole university. This will allow us to, in particular to support new education specialists. Who are, you know, will be starting with this very shortly. As well as new offerings.

The big difference, I think, from before is that we're bringing everything together under one framework. The educator capability framework is underpinning everything we do in the Swinburne Education Academy, and that allows us to show that everything we do and everything we encourage our educators and academics to do, will be underpinned by enhancements, the student experience helping link what people do with employability and, the, students understanding why they're doing what they're doing. It will also be linked to, career development for academics and educators. And so this real paradigm shift from really, some disjoint but really good things that are going on there. Can you see the practice professional, development activities such as, the grad cert of learning and teaching. Informal support about

courses and sort of just assessments in units, these are now being brought all together under one coherent, consistent umbrella.

ROWENA ULBRICK:
It sounds so exciting Ant and lovely to hear about that cohesive approach. And we'd love to hear from you Sandra too from the agency perspective, how is the EIX different.

SANDRA WOODS:
Thanks, Rowena. Well, firstly, the agency is a new branch of the EIX, and it aims to be a place where educators and students will co-create and work together, on collaborative innovative, learning and teaching projects. It actually builds on the student experience framework and its principles, and brings in the ethos of partnership and collaboration through a students as partners sort of model and essentially brings the student voice into education

ROWENA ULBRICK:
Fantastic, Thank you Sandra, and so excited to hear about that Students as Partners model. Antoinette, it would be lovely to hear from you and the studio. Some changes.how is it different?

ANTOINETTE GWASIRA:
I'll probably start with the most obvious answer Rowena and that's it's the size I've been personally very excited about the remarkable growth and capacity of our team. I'm so very privileged to lead the educator capability team that will be taking on a lot of what a lot of what the studio will do and just to some impressive numbers the educator capability team used to be a team of eight primarily learning designers and now we've actually grown to a team of twenty four. Alongside our very talented learning designers, we now have instructional designers we have digital learning designers and copy editors. It really just enhances the capacity of the team to actually work more closely and more hands on with our educators. Just very exciting.

I think we can all agree that we all have had struggle, just never having enough time and hours in a day. And as much as our educators are passionate about learning and teaching, we don't always get to actually implement those innovative strategies that we discussed so often in capability development programs. So what we're hoping with in the studio is really actually is, you know, roll our sleeves up and actually work very closely with our educators to actually do the content development aspect that they've been really needing for so long, and the team just did not have the capacity to do that. So that's what I'm really excited about.

But I feel like the best way to illustrate this is actually to share some examples and certainly within the studio being prototyping some examples that might look like an a really great example actually. I won't steal their thunder and talk too much about this project, but the VET transformation project is one such example where, the team and the incredible team are really collaborating with our VET educators to start to uplift and enhance as well as transform our units.

ROWENA ULBRICK:

Fantastic Antoinette and congratulations. This is a huge change and so exciting, the, you know, the capacity that you've now got. I know so many educators are excited about being able to take their ideas from ideation to realization in partnership with EIX So really excited to hear more, to hear a little more about the project that Antoinette was just sharing with us. The VET transformation project, we're going to hear live from Sarah Jellie and Amanda Megarrell in Wantirna.

SARAH JELLIE:

As Antoinette mentioned, the EIX has been delivering programs that support educator capability building. VET LEAP being one such example. Despite developing many great and innovative ideas. Through VET LEAP, many VET educators have been unable to implement and implement them to transform the units time and availability being the key factor. That is, until now, the newly formed EIX studio has embarked on the VET Blended Transformation Project, an ambitious one for its very first project.

Amanda, myself, and the team of instructional and digital designers are collaborating with VET educators in engineering and building qualifications to transform their units of competency in alignment with the eight blended principles in the VET SwinLearn Framework.

We're also focusing on transitioning the online diploma of nursing from Swinburne Online to a Swinburne delivery model. The transformation of the unit starts with understanding the student demographics, the learning resources and materials used to teach and learn, and areas of improvement that the educator would like to make, but they possibly don't have the time or the expertise to do it themselves. We then review the unit profile and the canvas courses to determine what transformation approaches and required.

AMANDA MEGARRELL:

We're taking a targeted approach to unit transformation by categorising into three distinct approaches. Uplift, Build And author, an uplift of the units meets most of the blended principles. Our goals with these units is to review and apply specifically designed VET canvas template to ensure the consistent design across the course and improve the student experience.

A build applies to the units that don't yet meet the blended principles. Often these units only have classroom PowerPoints with no self-paced or further learning materials available. Here we will re-develop the resources supplied by the educators from the formats of PowerPoints, PDFs, and word documents into canvas page designs we'll be incorporating active learning strategies to ensure accessibility and aligning with our inclusive design standards.

Finally, author, where there are some units where externally sourced materials make it difficult to meet the blended principles. In these cases, we take part to the uplift approach and apply the canvas template to ensure consistent student experience.

SARAH JELLIE:
Looking ahead, we plan to continue this transformational work with other VET qualifications as the EIX studio takes off.

ROWENA ULBRICK:
Thanks Sarah and Amanda, Fantastic to hear about the work that you're leading. Ensuring the quality and consistent approach to the student experience and VET and highlighting our capabilities as a dual sector institution.

We're back with our panel now, and now that everyone knows a little bit more about the branches, I'm interested in What success looks like to each of you?

ANTOINETTE GWASIRA:
Thanks, Rowena I think I'm going to steal your words, and just quote you on what you've just said previously, in the sense that the studio is meant to be a space where we rapidly support educators from ideation to creation, to implement, some innovative strategies.
Education with ease. So we're really hoping for that space to actually, thrive in the Innovation Studio, where we can speed up the process, but as well actually alleviate those pressures that educators feel.

So success within that space would really be to design and develop learning experiences that make an impact on student learning at the end of the day, but really also push the boundaries in terms of what we can and cannot do by actually trying out emerging technologies. Another, success factor for me would actually be in terms of, the learning solutions that we produce from that space. Hopefully they really do reflect real life challenges and really prepare students for future careers.

But in the whole and not just for the studio, but the EIX more generally, I'm really hoping that these branches are able to ensure that we are changing the institutional culture and pretty much what Laura-Anne and Llew said before, we want to be risk takers and trying out new ideas. in that space of coming together and really collaborating to push our boundaries in terms of learning and teaching. And obviously, we've only seen a little bit of a prototype of, different types of example that might come out of the studio.

I really want to use this opportunity to invite you all to attend tomorrow's workshop on the studio. We will delve into different examples that might look like, and we really want to hear from educators how best we can support you to really make that space where we push the boundaries. Thank you.

ROWENA ULBRICK:
Fantastic, Thanks, Antoinette. And I think, you know, certainly by creating that safe space to be able to try new things and have that support to take those ideas into actions, I can see how that partnership is a really exciting prospect. I know many people listening today will be interested. Sandra, from the agency point of view, what does success look like?

SANDRA WOODS:
Success for the agency is really dependent on a couple of things. Firstly, collaboration, shared learning and partnership. We mentioned that before between students and educators working together on educational projects, and what that might look like would range from, uplift and improving learning and teaching resources to co-designing group assessments, to gaining insights into how students are currently using AI. Refresh of units and courses. Bringing students into the picture of helping design or redesign learning and teaching spaces and many more opportunities.

It also requires bringing in different student voices and a diversity of voice from VET to higher education. So essentially, for educators, it aims to provide fresh ideas and perspectives. The challenge is thinking, that can lead to innovate, innovation and teaching effective, more effective teaching practices.

For students we're hoping that through active engagement in real, real educational projects, they can build skills and confidence and knowledge through their experiences, but also build a sense of connection and community. And for Swinburne, it aims to promote a culture of partnership and to improve student satisfaction and engagement.

ROWENA ULBRICK:
Thanks Sandra. And some really some really clear benefits there, not just for for students, but for educators as well. And I know, certainly my conversations with educators is that they know, the understanding the student experience better is really important to them, and they don't always know the way of approaching it. So it'll be wonderful to be able to tap into those resources. Thank you for sharing. Ant, what does success look like in the academy?

ANT SOWARDS:
I'm actually going to take it a bit broader, if I may. I'm going to go off script just a tiny bit, you know, as is my way. I, for success, for me. I want to see something that probably starts in the lab where an academic or an educator comes in and try something new, tries a new technology, has input from our agency, our agency, our students come in and say what they think about it. Then they go to the studio and they have some support embedding this into their teaching. And then all the way through that, hopefully the academy is involved. There's communities of practice to discuss what they're doing. There's, the opportunity for members of my team, the educational futures, to have an input into this process.

One thing that we've noticed, by supporting university teaching awards, both internally, school teaching awards Vice-Chancellor's Awards and external awards like Australian Financial Review. Australian Awards for university teaching is that lots will have a great idea. And then they do something and they come to teams like mine and say, I want to put in a teaching award in what I've just described. The embryo of the teaching award started all the way back in the lab, and that we can then plan for. What does this mean in terms of the learning and teaching in your classes? How can we evaluate this and show impact all the way from let's go to the lab, try

new technology with some funding, with some time, without the worry of doing it straight in front of your class just to begin with, you know you've got a bit of time to play.

So moving forwards to where the Swinburne Education Academy gets involved. We mentor that process all the way through, right? Until someone's going for a national teaching award based on an idea from the lab. This to me, would be the real measure of success, seeing it all the way through. This is probably a 3, 4 year process. This is not a quick a quick thing, but I really want us to see that kind of pipeline. And then of course, you know, promotion to full professor after that I think there's a real big impact possible in the new way that the EIX is set up to help all the way through that process.

ROWENA ULBRICK:
I think that's incredibly exciting, to hear Ant, that we can support educators, nurture them, if you like, through the process of career progression. Make it available to everyone that that wants to, having that clear pathway forward of what career progression looks like. To me, that's really inspiring.

ANT SOWARDS:
And this is what we do in a very small way when it comes to our graduate Certificate of Learning in Teaching higher education. That takes theories, you know, in early units, theories of learning and teaching things like that and builds up to a project. And in our project units, we have had people that then gone on to get, national teaching awards and things based on the project they were doing in the grad cert of learning and teaching. So that's one example, that I think really resonates with what we can do across the whole of EIX,

ROWENA ULBRICK:
Brilliant thank you. And very worthwhile pointing out that we're not starting coming from a standing start with this and the work that we're doing. The tremendous work that we're doing, through the Graduate Certificate of Learning and Teaching, is, is going to be built upon by the Academy's work and the lab as well. So that's a lovely segue into telling us a little bit more about The Graduate certificate of Learning and teaching. We're going to cross over to Croydon now with Kelly Galvin of the Educational Futures team.

KELLY GALVIN:
Thanks so much, Rowena. It's a pleasure to talk about The graduate of teaching and learning. And just to build on what, from what Ant was sharing there, I am part of the academy and the educational futures team, and, we help design and deliver this accredited course. It's, it's really enriching for me to be able to work with these, academics and these educators who do have such a passion for being able to provide Swinburne staff with quality driven and, really a course that we, we really aim to foster a community and a sense of a community of practice in a professional network.

So I teach into to the first unit of the Graduate Certificate of Learning and Teaching. And for me personally, it's, it's really inspiring to see how, Swinburne staff and beyond come into this

course thinking about we have this rare opportunity to look at our what do we actually feel that teaching philosophy and practice, where do we want to head with that and do that together, which, then leads into the units that Ant was speaking about.

So the first unit is the foundations of learning and teaching. The second is designing a facilitating learning environment. The third set, assessing and evaluating learning and teaching. All this comes together to be able to to put energy into a final learning and teaching project. So as well as the staff being able to consider and really explore what it's like to have to enhance student learning experience. They also get a very rare opportunity to enter into what it feels like again to be a student. And this opens a lot of, interesting discussion and debate and critique, which we really invite into thinking about how we can continually improve with our learning and teaching scholarship, and to be able to feel where we're heading as educators, as a community, and also to be able to share that knowledge beyond.

So this particular course is open to it's a wonderful course for education specialists, academics and also our professional staff. It is available to staff to be able to engage in at no cost, as ever mentioned. Well, I would mention that it is an online delivery. So there is this opportunity to be able to invite our partners, across Swinburne, for instance, with our Sarawak and TNE campuses. And that allows a really rich, diverse sharing within the graduate certificate and to be able to broaden our perspectives.

So we really encourage you to come and learn more about this particular course. If you have any questions around about the content around time, time, commitment and workload, we would just love to hear from you. And, we'd love to have you part of our community. Part of the opportunity with the course is to connect with the professional network. And we have really heard that that is something that's really valued at a time when education is going through a lot of change.

So I'll hand you back now to Rowena

ROWENA ULBRICK:
Thank you Kelly, Thank you. It's wonderful to hear more about, the community that's been created through the GCLT and also, the opportunity for Swinburne staff and beyond, to engage with the GCLT. Thank you so much. I'd like to take the opportunity to thank all of our wonderful panel members for sharing, more about the EIX branches. They're going to have such a great impact on making life easier and more supportive for educators. So wonderful. Now, we've also had an opportunity over the last few months to be working with a number of students on various projects in the EIX, including running this event today. It's great to see students getting real hands on experience by partnering with our team. And here is what a couple of students had to say.

ZY LIM (STUDENT):
Hi, I'm Zy. I'm an Adobe digital coach here at Swinburne, and working with the EIX team. The EIX has given me plenty of opportunities to expand my knowledge and share my Adobe skills

with other Swinburne students. I've also worked with the EIX on other projects, such as the ECF, where I was able to use my UX skills learned as part of my degree to help develop resources and prototype ideas to support the pilot of the Educator Capability Program. Working with the EIX helped me understand how Swinburne really values education and the hard work being done to create a positive experience for students like me.

TALIA LIEBMANN:
Hi, I'm Talia, an Adobe digital coach and film and TV student at Swinburne. Coaching has given me a great opportunity to work with students and educators from a wide variety of disciplines. I really improved and developed my presentation skills in this role, and I've gained a great appreciation for what it takes to deliver educational materials and teach people new skills. I have enjoyed the chance to learn more about the Adobe Suite, and to find creative solutions to problems and challenges that students bring me to the hub. Working on content creation for the Adobe Hub has enabled me to experiment with new types of video and content production outside of traditional film and TV. Our team has given me a lot of creative freedom to try new ideas for content, which has helped me to develop skills that will support me in my career. After graduation.

LLEW MANN:
Great, Thanks so much Rowena, and it was fantastic again to hear from some of the students that have been working with us over the last few months. To really push the, the design of the EIX forward. We do have some questions that have come in through, the broadcast so far.

The first question, is from, Jeff. Thanks, Jeff.
When you say educators, is this just teaching staff, how do non-teaching and professional staff get involved with the EIX?
It's a fabulous question. So when we, embarked on the Educator Capability Framework project, a number of years ago, I really made a point, that we needed to be as inclusive as possible in framing what that looks like now in the EIX We very much carry that forward. So when we talk about educators, we talk about everyone involved in the educational enterprise. Absolutely. Our academics, our teachers in VE, who are in the classroom, delivering to students. But we know that it takes a whole community to deliver education to our students. So it also includes, the professional staff, those third space professionals that we talk about. Everyone involved in the educational enterprise, there's opportunities for professional development, to get involved for everyone who's related to education.

The next question was, from an anonymous, respondent

it all sounds really exciting, but how can you be sure that we don't replicate PD, other education development sessions that's already happening across the university.

The key idea that we really trying to bring forward with that with the exchange is that we are, helping to create this community, but we're also acting as a broker. We know that we don't, have all the expertise that that, you know, the university has around teaching and learning. And

so what we aim to do is broker relationships connect, different parts of the university and how we actually provide that coherent, and consistent, delivery to our students, to our educators. So it's not necessarily that we're going to be replacing or taking over all those amazing things that are happening, elsewhere. It's more about how do we help it? How do we make it easier for educators to connect with what else is happening in that kind of consistent frame that Antoinette was talking about around the Educator Capability framework?

Next question.

Where's the location for the space?

So we we have some physical, spaces.
We certainly have office spaces in, BA building in Hawthorn, before they eventually knock it down in the next couple of years. We also have some spaces out here in Croydon that, Kelly and I actually coming to you from. But, look, it's very much more trying to be a space, a digital first initiative. How do we engage with people where they're at? The, the big one that we're still working through, with various parties is what the lab is going to look like. We really do want to set up, a physical space as much of the digital and online space for educators to come and play in an experiment. But that's, you know, obviously continue discussions over the next couple of years of what that is actually going to look like.

Just seeing if we've got any other questions coming through. So some more questions.

How will the EIX try to engage students, to join the lab, to join the agency, to join our activities.

Sandra, who you heard from before has been working with a lot of others from across the EEE portfolio who are already engaging students in different models that we could look to adopt. Of how students can get involved. Absolutely. There will be, an expression of interest process where students who are interested in getting involved can kind of, put their names forward. We will we'll bring them on board. And then there's probably going to be, almost a tiered approach where, depending upon the level of engagement, depending upon the level of time and hopefully, the kind of pay we're able to provide students to get involved in some quite complex and complicated projects. Students can apply to do the both different to do to have those different experiences. The other thing that we're really excited about the exchange though, is that for every student that wants to engage, that wants to be part, we are looking at how we provide, professional development and career development for those students through the agency. So part of kind of what they get out of it is that development, if those are factual skills, as they move forward at not just, you know, that kind of more transactional getting out, get it getting their perspectives in, in projects.

Yeah. Next question.
How do we connect with the EIX?
So there's lots of great opportunities in the next couple of months, and into next year to connect with EIX, the most immediate is in the next couple of days, we're running, some very

targeted workshops specifically around the design of the studio and the agency. So tomorrow, we have a workshop, that Rowena is going to provide some details right at the end, for the studio at 11:00 in the morning. And then the agency is then on Thursday. So come along to those, tell us what you think we should be doing. How you would want to engage with those and those activities. More broadly, we will be going out to schools to VE to other areas within the university. To really hear from you about what you were wanting and what you're needing from the EIX. We have already had quite a long process of engaging, with various parts of the university, but we're absolutely going to be continuing to do that in future.

We'll see if we've got some more questions coming through.

Will any mentoring for educators be part of the EIX?

Yes, absolutely. We certainly know from literature, from experiences that mentoring, is a really important part of career development and growth and development of our educators. We are aiming to create, a program through the academy, around that kind of mentoring, approach, as well as a kind of group as well. So, more to come next year once we get, once we get the academy, up and running. But yeah, mentoring in that kind of career development is absolutely a critical part of, of the Academy moving forward.

So that looks like all the questions that we've got.
I will, hand back to you, Rowena, in Mission Control.

ROWENA ULBRICK:
Thank you Llew. All right, everyone, it's finally the time that we've been waiting for. You've heard from a number of different members of the EIX team, and hopefully you'll have a better understanding now of what we're all about. Now, please join me in welcoming back the wonderful team as we prepare to officially launch the Education Innovation Exchange.

10, 9, 8, 7, 6, 5, 4, 3, 2, 1, LIFT OFF

One small step for the EIX, one giant leap for education at Swinburne.

Thank you to everyone for being part of our launch today. We're thrilled to have so many of you along this journey with us, and we're really excited for the next stages of the EIX and what it will bring. Please remember to register for our workshops happening over the next two days, to help us co-design the studio and agency. And if you're on the Hawthorn campus today, we welcome you to stop by our offices on level nine of the BA building over the next couple of hours for a cuppa and a chance to get to know some of our team.

Thank you all again. That's all for now. We hope to see you in the EIX soon.

[END OF TRANSCRIPT]