

# **93 Reasons Not to Address 'Graduate Attributes'**

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# *Sequence*

- I. Framing – why you are here
- II. Contexts – yours / mine
- III. Experiences adopting
- IV. Getting things to spread
- V. Conclusions / reflections -- cockroach Q

- (Will – now read the abstract)

# *Tell Your Neighbours*

1. Who you are



2. Why at this workshop

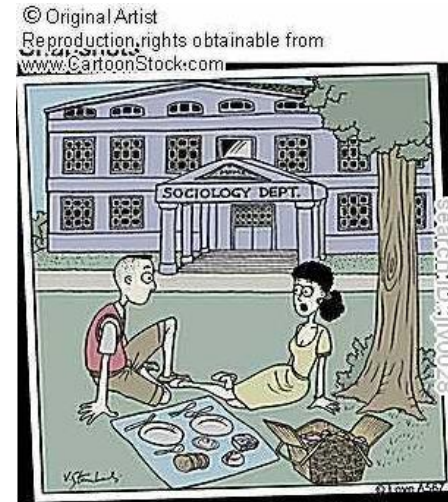


3. “ 47%?! ... #@%^&\*? ”

[http://www.quizilla.com/user\\_images/C/CA/CAT/Catyse/1143222150\\_izshadows2.jpg](http://www.quizilla.com/user_images/C/CA/CAT/Catyse/1143222150_izshadows2.jpg)

<http://www.northrup.org/photos/Animals/low/kangaroo-sleeping.jpg>

# Why I am here



"I love our lunches out here, but I always get the feeling that we're being watched."

- <http://www.topnews.in/files/computer-mouse.jpg>
- <http://dev.nsta.org/evwebs/3368/images/2007-Toyota-Prius-06812221990003%5B1%5D.jpg>
- <http://www.cartoonstock.com/lowres/jlv0028l.jpg>

# Contexts – Yours

- Chat with neighbour ...

Discussion on  
'graduate attributes'  
in UK?

<http://www.itl.usyd.edu.au/GraduateAttributes/images/gaptriangle.jpg>

<http://www.nonprofituniversityblog.org/wp-content/uploads/sisyphus-drawing.jpg>



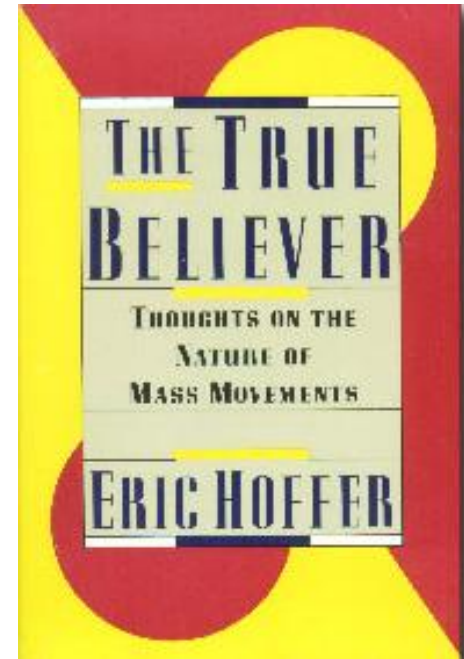
# ***Contexts – mine***

- 40 Australian university lists
- Consulted employers, recent grads
- Formulated by uni's, faculties, disciplines

# *Contexts – mine*

- Top-down pressure → ‘box-ticking’
- Student e-portfolios
- Occasional dedicated subject
- ‘True believers’
  - Industry experience
  - Teaching credential

<http://www.mekong.net/Cambodia/images/hoffer.jpg>



# *Context – back to you*

- Share with your neighbour:

Experience you had as undergrad  
in learning a grad attribute?

1. Ability? (*e.g., teamwork*)
2. Subject?
3. Lecturer?

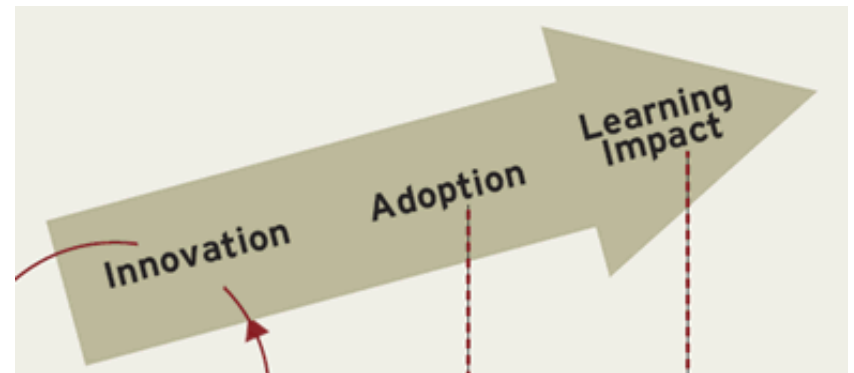


<http://www.cs.bham.ac.uk/about/history/images/1980s.jpg>

<http://library.wcsu.edu/web/about/units/archives/slideshow/1980smicroscopeScience.jpg>

# *Experiences adopting*

- Still in pairs
- An approach you adopted\*
  1. What?
  2. Why appealing?
  3. Hurdles?
  4. Outcomes?



*\*E.g., my uptake of online peer review*

# *Experiences not adopting*

- Still in pairs
- An approach you did NOT adopt
  1. What?
  2. Why appealing?
  3. Hurdles?
  4. Feel about it now?
  5. What would it take to try?



[http://farm1.static.flickr.com/26/37054157\\_84e399d39b.jpg](http://farm1.static.flickr.com/26/37054157_84e399d39b.jpg)

# ***Generalising***

- Pairs form groups of four
- Identify key factors/strategies:
  1. Enabling adoption
  2. Deterring adoption

# *Getting things to spread*

Pairs discuss:

1. Your GA 'invention'

1. Possible hurdles to adoption

1. Strategies to spur adoption



[http://www.concurringopinions.com/archives/images/japanese\\_invention.jpg](http://www.concurringopinions.com/archives/images/japanese_invention.jpg)

# *One or two examples?*

- Approach
- Hurdles
- Strategies
  
- Strategies others suggest?



<http://cioinnervoice.files.wordpress.com/2009/04/office-strategy.jpg>

# *Conclusions*

- Chat with your neighbour:

What can you say about  
stimulating adoption?



<http://dennisgullion.files.wordpress.com/2009/01/f102374encouragement-climbers-posters1.jpg>

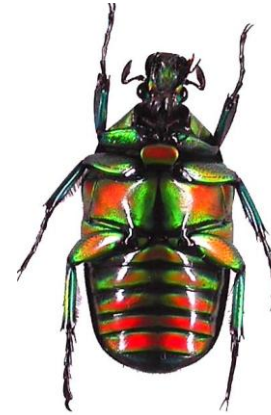
# *Reflection*

Awake as an undergrad ...

Hope to see in class

run by a colleague

that really gets you engaged?



[http://www.asahi-net.or.jp/~pr2m-tnd/specimens/torynorrhina\\_flammea2.jpg](http://www.asahi-net.or.jp/~pr2m-tnd/specimens/torynorrhina_flammea2.jpg)

# *Thank you!*

- Your thoughts on:
    - I. Framing – why you are here
    - II. Contexts – yours / mine
    - III. Experiences adopting
    - IV. Getting things to spread
    - V. Conclusions / reflections
- ... have given me ideas ...