

Innovative Teaching Conference

INNO-METHODS for Quality Curricula

University of Trieste
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DEVELOPING INNOVATIVE APPROACHES TO UNIVERSITY TEACHING

Offering students rich educational experiences is creative, intellectually challenging and rewarding, but it is also elusive and complex. This makes it rich territory for the development of myths about how to develop innovative approaches to university teaching. In this keynote, I will argue that the purpose of a university education is to bring students into a powerful relationship to bodies of knowledge that transform their sense of who they are and what they can do in the world.

As these powerful relationships vary according to the students, bodies of knowledge and educational contexts involved, this can make it appear that it is not possible to develop meaningful institutional

approaches to supporting innovative approaches to teaching. I will argue that, whilst effective educational practices do vary according to the students, knowledge and contexts in which education takes place, the principles that underlie a good education are consistent across these settings. I will outline a set of principles that can underpin innovative approaches to teaching that highlight the importance of collective conversations about how degree programmes are designed to give students access to bodies of knowledge that can transform their relationships with the world.

Key-note speaker: **PAUL ASHWIN** Lancaster University

Paul Ashwin is Professor of Higher Education, Department of Educational Research, Lancaster University. He is Deputy Director of the Centre for Global Higher Education, an ESRC-funded research centre involving 10 international universities. Paul's research is focused on the educational role of higher education. His book, 'Transforming University Education: A Manifesto' (2020), argues for a focus on the educational, rather than economic, purposes of university degrees in order to understand their transformational impact on students and societies. He is also the lead author on Reflective Teaching in Higher Education (2015, 2020) written by an international team to support the development of research-informed university teaching.

