Invitation to CDTL Student Workshop:

Graduating into the 21st century workplace:
Essential skills for an uncertain world

Dan Bernstein
University of Kansas, USA

7 Oct 2010 (Thurs), 4.00pm-6.00pm, Lecture Theatre 4

Synopsis

Students at my university consistently rate my courses as "less clear" than the average of my colleagues, in part because I got them to solve problems that do not have an immediate or obvious answer. In fact, often it is not clear which skills they should use to analyze and ultimately address the problems.

I will explain why my strategy is good preparation for an uncertain work world that often lacks clear guidelines for what is considered good performance, what skills are needed, or if risk taking is valued. We will discuss the difference between "training" and "education" in your life as a student. We will also consider a growing trend toward less flexibility in some areas of work, and how you can think carefully about the kind of workplace you might want to seek out after you leave the university.

About the Speaker

Dan Bernstein received a B.A. in Psychology from Stanford University in 1968 and a Ph.D. in Psychology from the University of California at San Diego in 1973. He was a Professor of Psychology at the University of Nebraska from 1973 until 2002, when he became Director of the Centre for Teaching Excellence and Professor of Psychology at the University of Kansas.

Dan was a member of the University of Nebraska Academy of Distinguished Teachers, and in 1998, he was a Carnegie Scholar. He was on the Editorial Board of the Journal of Cognitive and Affective Learning and is currently on the Editorial Board of Change, the magazine for higher learning.

Dan has also served as the President of the Society for the Experimental Analysis of Behaviour. His contributions to scholarly and creative teaching have won him several awards – the most recent one being the Fred Keller Award for contributions to Education.

Dan's research focuses on human motivation and learning; he has published many articles as well as edited two books on human motivation. He has also directed a five-university project on peer review of teaching through external review of electronic course portfolios. His recent research interests revolve around the issues related to the use of technology to promote student understanding, students writing, critical thinking and library skills.