

# LTE<sub>x</sub>Change Symposium

Thursday 19<sup>th</sup> May 2022

9:00 – 12:30 – via Microsoft Teams

## Making as a learning and teaching methodology

**Associate Professor Clare Dyson**  
**Swinburne University**

How might we engage our staff to innovate in their teaching so our students might engage more deeply in their learning? At Swinburne, we have taken a risky idea and have decided to focus on making as a teaching and learning methodology and have created a series of programs to support staff to embed this into their curriculum.

How might we consider making across all disciplines and why would we focus on this?

Put simply, making as a teaching and learning methodology creates space for authentic artifacts or processes from industry to be embedded into curriculum. It creates opportunities for students to replicate known artifacts, to develop new processes relevant to discipline or to create unknown artifacts that work across forms and disciplines.

- Making involves risk, play and failure and foregrounds these approaches in traditionally anti-risk environments
- Making asks us to look how problem solving affects how we engage with technology
- Making supports a variety of voices (stories): marginal, mainstream, and previously silenced

Making also helps us learn about discipline - it is creating opportunities for students to learn *in the moment of making*. This type of practice-based learning can include:

- Problems that are specific to discipline
- Timeframes specific to disciplines
- Ideas generated from practice

Creating opportunities to support staff to use 'making' as a central teaching and learning methodology makes sense to us at Swinburne. This has been scaffolded across all our Digital Literacies Programs but primarily supported via the Adobe Innovation Grants Program that I will discuss in more depth during this presentation.



## **Biography**

Clare Dyson is a researcher, academic and creative practitioner. Her film works have been screened nationally and internationally and she has toured performance and installation works throughout Australia, Europe, and America. Clare's work crosses disciplinary forms, and she has been the Artist-In-Resident at prestigious venues throughout the world.

Clare trained as a choreographer and moved into installation and design user-experience. She has worked for the New Media Arts Fund of the Australia Council supporting artists to expand practice via unexpected uses of technology, and as an academic she has created curriculum focusing on student agency by integrating new uses of technology and real-world learning within teaching and learning methodologies. Clare's research focuses on co-design modalities and the ethical implications of how we create, teach, and engage. She is currently focusing on the distinctive 'literacies' within education and their impact on student learning, including industry and community engagement. Clare is currently the Associate Professor of Digital Literacies at Swinburne University of Technology leading the Adobe Creative Campus program.