

Building lifelong learning dispositions using the “Learning Journeys” approach and platform

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<https://cic.uts.edu.au>



Acknowledgment of Country

I would like to acknowledge the Gadigal people of the Eora Nation upon whose ancestral lands our City campus now stands. I would also like to pay respect to the Elders both past and present, acknowledging them as the traditional custodians of knowledge for this land.



In the next hour...

- **Learning Dispositions**
- **Learning Power** as a construct
- The Learning Power **survey** as a tool to provoke reflection
- The **Learning Journeys** platform as a self-directed enquiry
- Integrating this into your **teaching**

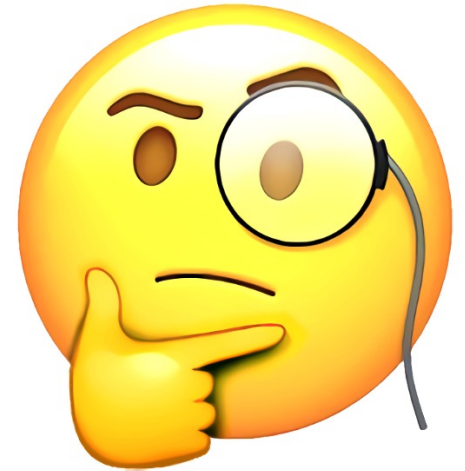
Kickoff exercise...

Think about the **most effective learners** you've taught / worked with

Not necessarily the highest grade scorers,
but the ones who are **effective real-world learners**

Possibly those **most likely** attract an employer's eye

What **qualities** did they have?

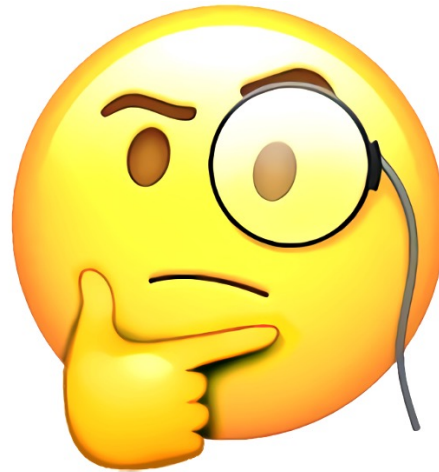


Type a list privately for 1 minute...

When I give the signal, paste your list into the Zoom chat...

“Learning Dispositions”

It's strange...
that in most schools and universities
we have no language to talk about



learning to learn

We need tools that build our readiness to be...

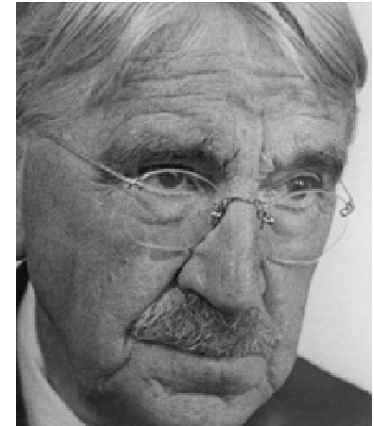
stretched out of our comfort zones
and equipped to handle **uncertainty**

(aka “learning”)

Knowledge, Skills & Dispositions

“Knowledge of methods alone will not suffice:
there must be the desire, the will,
to employ them.

This desire is an affair of personal disposition.”



John Dewey

What are learning dispositions?

“A disposition is a tendency to exhibit frequently, consciously, and voluntarily a pattern of behavior that is directed to a broad goal.”

“one of the most important dispositions to be listed in educational goals is **the disposition to go on learning**. Any educational approach that undermines that disposition is miseducation.”



Lilian Katz

Lilian G. Katz (1993). *Dispositions: Definitions and Implications for Early Childhood Practices*. Urbana, IL:ERIC Clearinghouse on Elementary and Early Childhood Education. 1993 <https://eric.ed.gov/?id=ED360104>

Knowledge, Skills & Dispositions

“It’s more than knowledge and skills. For the innovation economy, **dispositions** come into play:

readiness to collaborate;
attention to multiple perspectives;
initiative;
persistence;
curiosity.”

Larry Rosenstock



High Tech High
San Diego
hightechhigh.org

LearningREimagined project: <http://learning-reimagined.com>

Larry Rosenstock: <http://audioboo.fm/boos/1669375-50-seconds-of-larry-rosenstock-ceo-of-hightechhigh-on-how-he-would-re-imagine-learning>

Knowledge, Skills & Dispositions

“One of the key issues emerging from these findings was the **learner’s orientation towards the unknown, uncertainty and ambiguity**, and their tendency to either **retreat from it or move into it**. The former effectively precludes deep learning, and the latter is the beginning point for it.”

Ruth Deakin Crick & Chris Goldspink



Deakin Crick R. and Goldspink G. (2014) Learning Dispositions, Self-theories and Student Engagement, *British Journal of Educational Studies*, 62,1,1-17. DOI: <http://dx.doi.org/10.1080/00071005.2014.904038>

Learning Dispositions

a lot of interest in how to cultivate these for lifelong/lifewide learning

When presented with learning opportunities, dispositions capture **relatively enduring tendencies** in the way that students behave

Even so, student responses can be **contextual** too

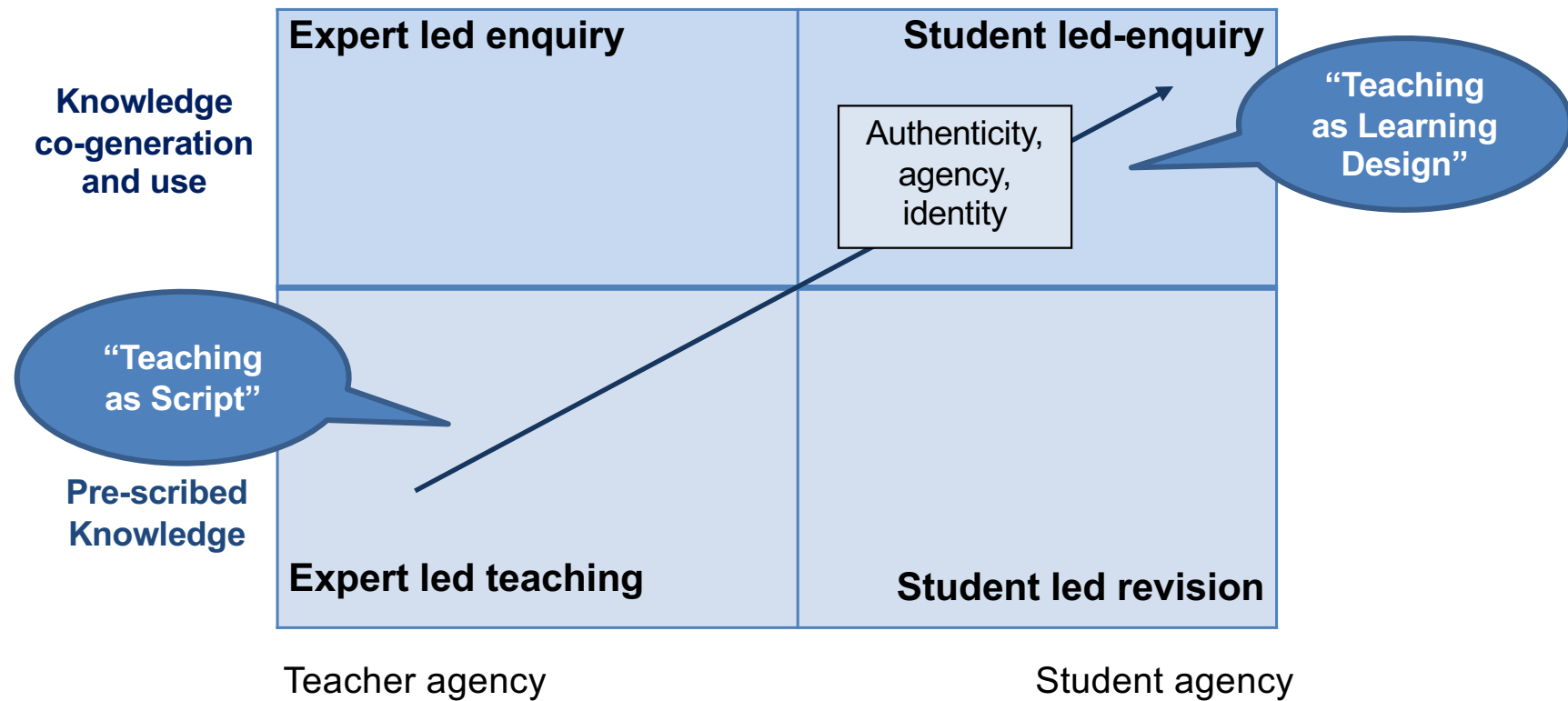
Learning dispositions seem to be tied to **sense of identity, agency and hope**

Educators focus on **malleable dispositions** that are important for developing **intentional learners**

Dispositions which – critically – learners can **recognise and develop in themselves**

From transmission to learning design

The Knowledge-Agency Window (Ruth Crick)



“Learning Power”

Personalised feedback with a Learning Power profile

~20min, 65 item survey

A language for learning dispositions
Interactive spider diagram + resources

Learning Power Survey

Answer Key

1. No, not at all like me
2. Not very much like me
3. A little like me
4. Quite like me
5. Quite a lot like me
6. Yes, very much like me

1. There is at least one person close to me who has helped me to learn.

1 2 3 4 5 6

2. I like talking through challenging problems with friends.

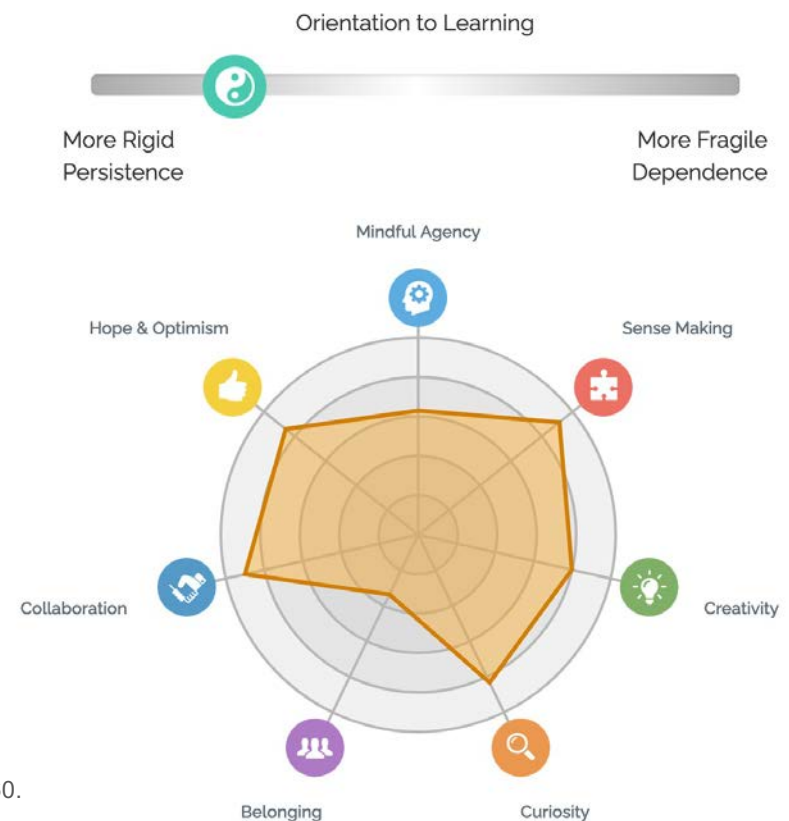
1 2 3 4 5 6

3. I need positive comments from a teacher in order to keep trying.

1 2 3 4 5 6

4. I enjoy a challenge.

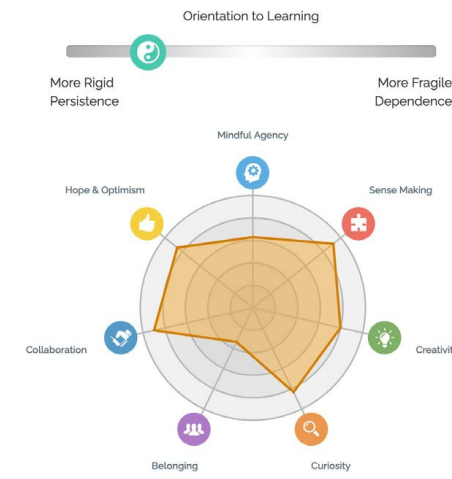
1 2 3 4 5 6



Deakin Crick, R., Huang, S., Ahmed Shafi, A. and Goldspink, C. (2015). **Developing Resilient Agency in Learning: The Internal Structure of Learning Power.** *British Journal of Educational Studies*: 62, (2), 121-160.
<http://dx.doi.org/10.1080/00071005.2015.1006574>

1. Provides a language for talking about **learning to learn**

(very similar to leadership qualities — because YOU should become the ‘leader of your own learning’)



2. Provides a mirror: a snapshot in a context on **how you see yourself as a learner**

Dimensions of Learning Power

Positive	Negative
Mindful Agency	Unaware, passive, mindless
Hope and Optimism	Stuck and static
Sense-making	Data accumulation
Creativity	Rule bound
Curiosity	Passive
Collaboration	Independent or Dependent
Belonging	Isolated, split off, lonely.
Openness to learning	Closed, brittle or fragile & dependent

Where did the Learning Power construct come from? (2001-04)

3 year project to identify the most important qualities shown by effective learners in schools, to devise a valid assessment tool

Experts & Practitioners consulted on overall process



Meta-analysis of the literature (empirical + theoretical)



Expert Workshops (policymakers + scholars)



Leading Practitioner input to survey questions



Survey design iterations and refinement



Factor analysis on survey data (N=2000)



Seven factors identified

*Reanalysis of
40,000 profiles led
to refinements
(2015) in current
version*

How the survey questions map to Learning Power dimensions

Deakin Crick, R., Huang, S., Ahmed Shafi, A. and Goldspink, C. (2015). **Developing Resilient Agency in Learning: The Internal Structure of Learning Power.** *British Journal of Educational Studies*: 62, (2), 121-160. <http://dx.doi.org/10.1080/00071005.2015.1006574>

Dimensions of Learning Power

MINDFUL AGENCY

is taking responsibility for your own learning. It's about how you manage your feelings, your time, your energy, your actions and the things you need to achieve your goals. It's knowing your purpose - then knowing how to go about achieving it; stepping out on the path towards your goals.



TABLE 5: Mindful agency scale¹

I know that if something is important I can find a way to learn it	Agency
I know I can learn in my own way, even if my colleagues think it's a waste of time	
I know I can find a way of solving a problem if I have enough time to think	
I enjoy improving the way I go about things	Managing feelings
I have ways of making myself learn if I don't feel like learning	
If I get distressed when I'm learning, I'm pretty good at finding ways of feeling better	
I tend to be careful and logical in my approach to learning	Managing processes
I think about everything that I will need before I begin a task	
I can generally predict how long it will take me to learn something	

Dimensions of Learning Power

HOPE AND OPTIMISM

is being confident that you can change and learn and get better over time. It is helped by having a positive learning story to reflect upon, that gives you a feeling of having ‘come a long way’ and of being able to ‘go places’ with your learning.



TABLE 8: Hope and optimism scale

I know I am changing and growing over time
I am getting better at learning all the time
I have a sense of myself getting better at learning

Dimensions of Learning Power

SENSE MAKING

is making connections between ideas, memories, facts - everything you know - linking them and seeing patterns and meaning. It's about how 'learning matters' to you, connecting with your own story and things that really matter.



TABLE 7: Sense-making scale

I make connections between what I am learning and what I have learned before	Making connections
I often look back and think about what I have learned	
Remembering what I already know often helps me to learn something new	
What I learn often leads to me doing things differently	Making meaning
I prefer learning something when I have a good reason to do so	
I enjoy learning something new when I understand its relevance in my life	
I enjoy learning about things I care a lot about	

Dimensions of Learning Power

CURIOSITY

is your desire to get beneath the surface, find things out and ask questions, especially 'Why?' If you are a curious learner, you won't simply accept what you are told without wanting to know for yourself whether and why it's true.



TABLE 9: Curiosity scale

I prefer learning something when I have to try really hard to understand it
I am more stimulated by interesting questions than easy answers
I find learning more interesting if it is hard
I enjoy a challenge.

Dimensions of Learning Power

CREATIVITY

is using your imagination and intuition, being playful and ‘dreaming’ new ideas, having hunches, letting answers come to you, rather than just ‘racking your brains’ or looking things up. It’s about going ‘off the beaten track’ and exploring ideas.



TABLE 6: Creativity scale

Sometimes good ideas just come into my head	Imagination and intuition
I tend to use my imagination to help me learn	
Sometimes if I stop and wait good ideas just arrive in my head	
Often it is when I let my mind ‘float free’ that my best ideas come to me	
I like to try out new ways of doing things even if there is very little time	Risk-taking & playfulness
I enjoy trying out new ways of learning	
When my learning gets tedious I am good at finding ways to make it interesting	
I feel it’s alright to experiment with new ways of learning	

Dimensions of Learning Power

COLLABORATION

is how you learn through your relationships with others. It is about knowing who to turn to for advice and how to offer it too. It's about solving problems by talking them through, generating new ideas through listening carefully, making suggestions and responding positively to feedback.



TABLE 10: Collaboration scale

I enjoy solving problems together with other people
I find it helps me to learn if I can talk about it with colleagues
I like talking through challenging problems with friends

Dimensions of Learning Power

BELONGING

reflects how much you feel you belong as part of a 'learning community' – at work or at home, or in your wider social network. It's about the confidence you gain from knowing there are people you learn well together with and to whom you can turn when you need guidance, support and encouragement.

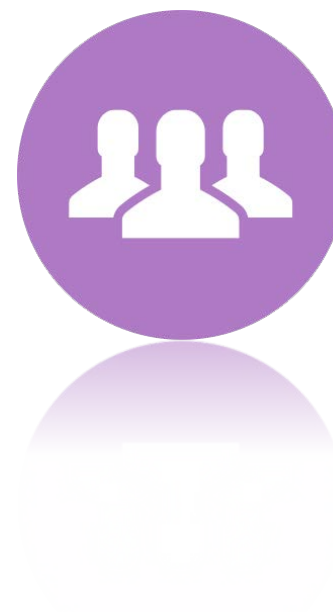


TABLE 11: Belonging scale

There is at least one person close to me who has helped me to learn
I have at least one person close to me who I can turn to for guidance in my learning
I know at least one person in my community/social network who I can turn to for guidance in my learning

Dimensions of Learning Power

OPENESS TO LEARNING

is being open to new ideas and to challenge and having the ‘inner strength’ to move towards learning and change, rather than *either* giving up and withdrawing *or* ‘toughing it out’ and getting mad with the world. Becoming more open to learning is like a pathway to all the other dimensions of learning power, just as the other dimensions also help you become more open to learning.



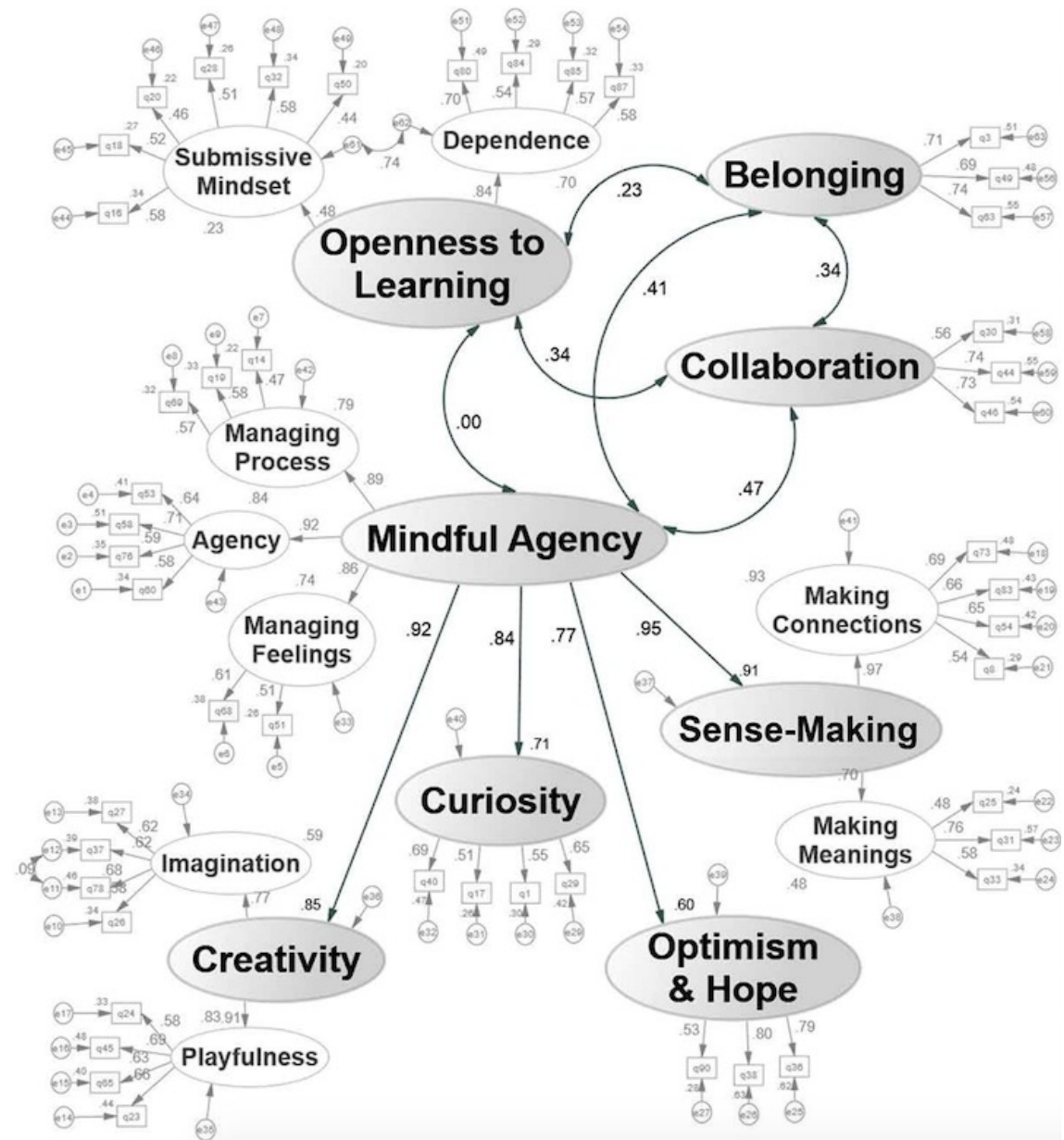
TABLE 12: Openness to learning scale

I find it difficult to know what to do when I get stuck	Submissive mindset
Because I dislike feelings of confusion and uncertainty I generally steer clear of learning something new	
If I cannot learn something it's generally because I haven't figured out how to approach it	
If I am struggling to understand something I tend to give up after a while	
If I find something really hard to learn, I usually think it's because I'm not very intelligent	Dependence
I often get quite upset if I find learning too difficult	
I find learning difficult when I am not told how to go about it	
I can learn things well when other people help me	
I need positive comments from a tutor or mentor in order to keep trying	
I am happier learning when I have clear instructions	

The structure of Learning Power

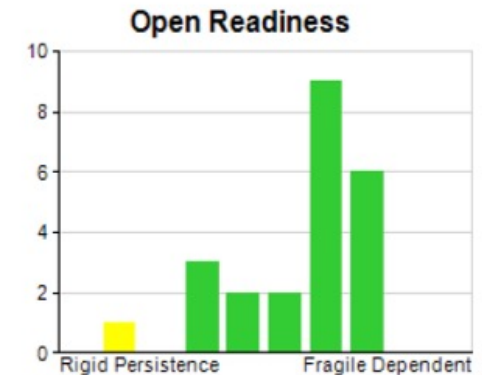
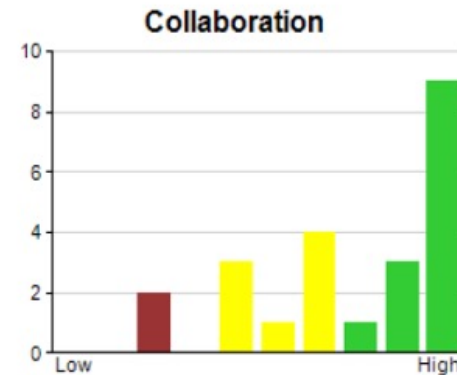
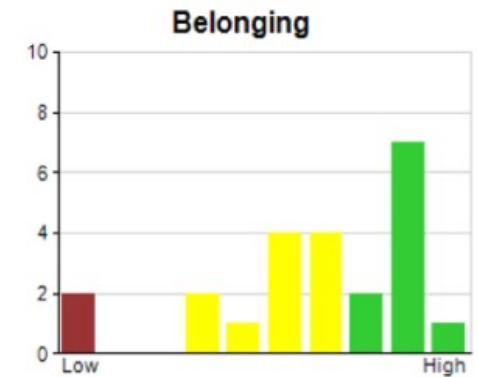
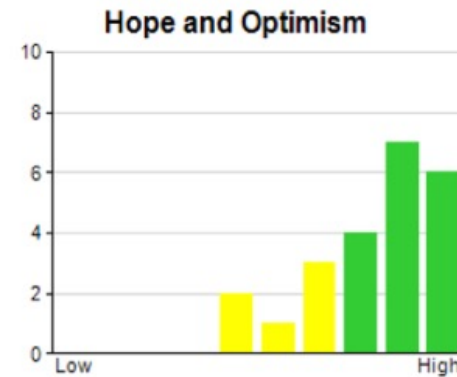
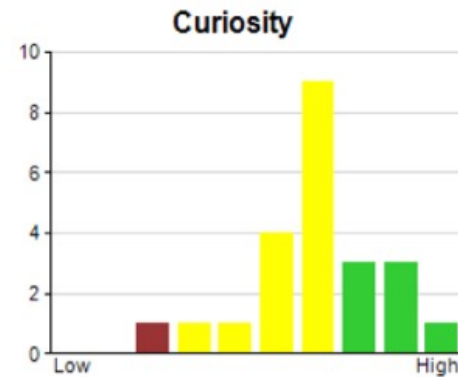
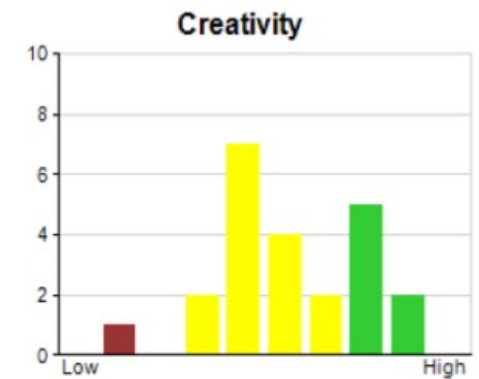
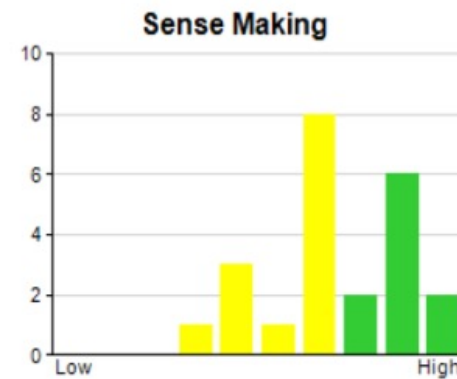
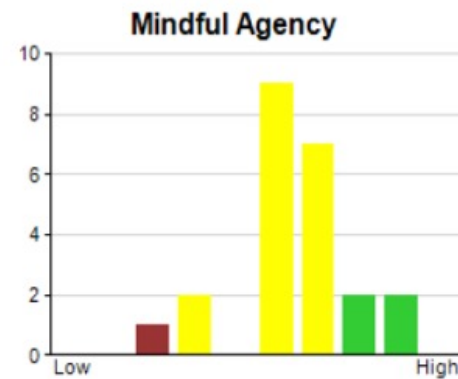
“Learning Power” is a multi-dimensional construct for assessing learning dispositions

The structural equation model underpinning the Learning Power survey

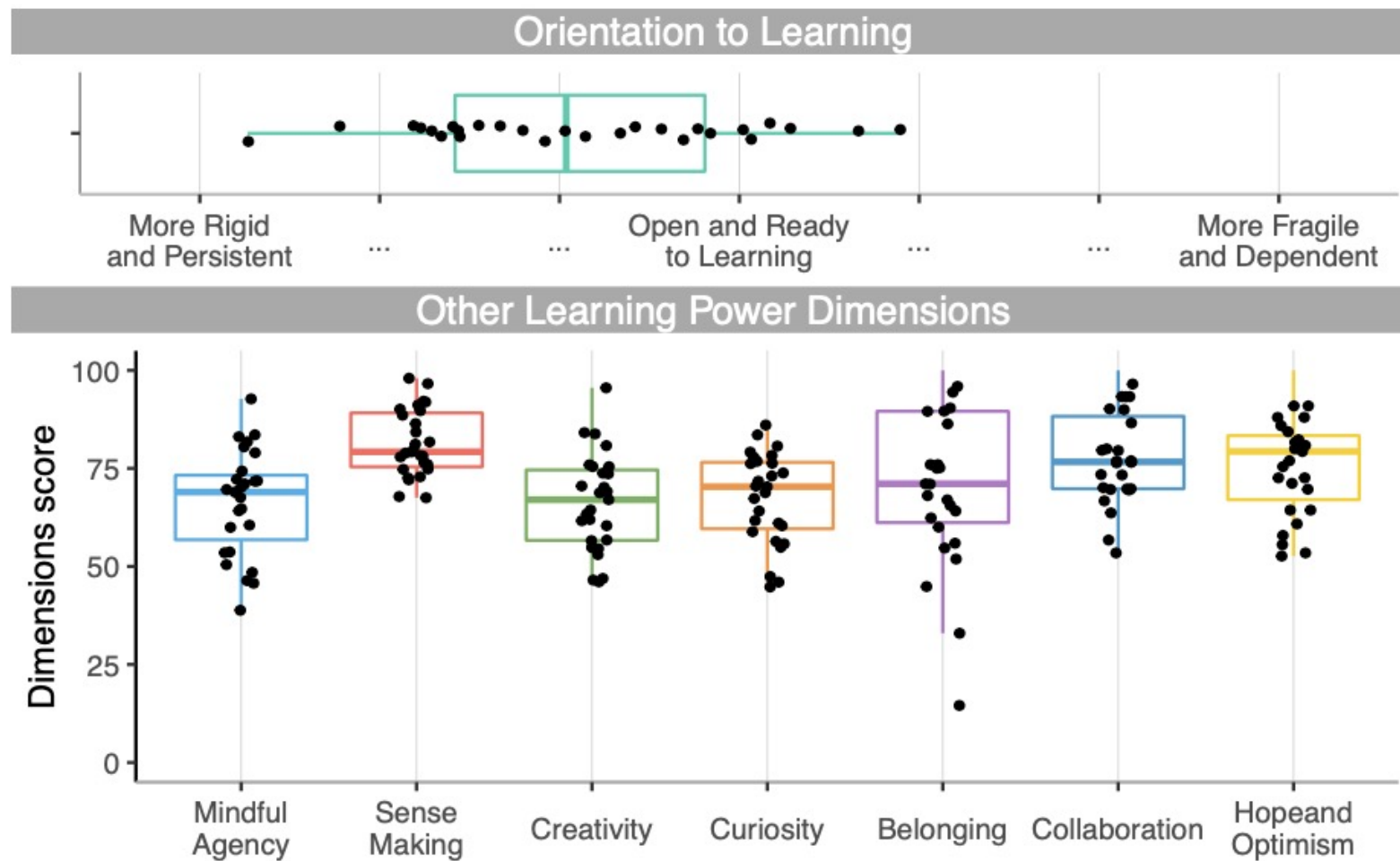


Cohort reports for educators

Cohort analytics bar charts for educators



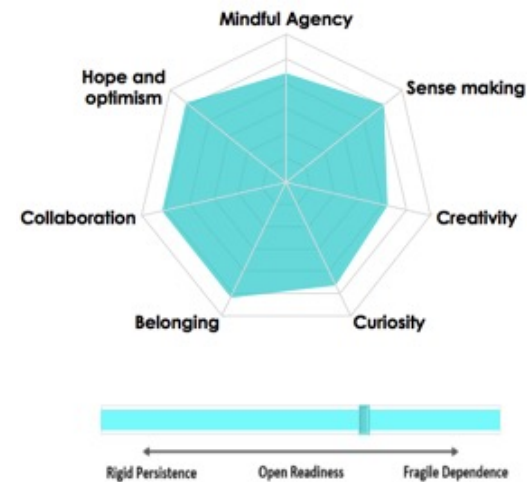
Cohort analysis – a statistical view using box plots



Profile cluster analysis

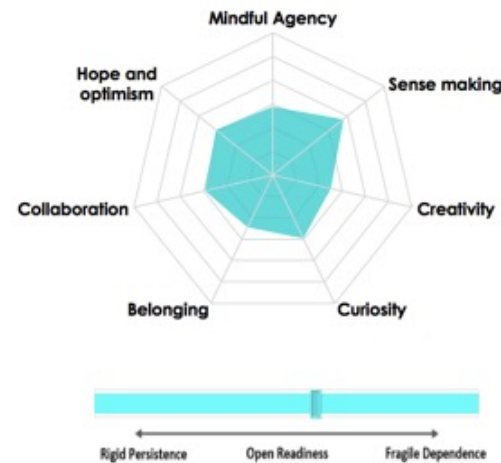
(2983 UTS student profiles 2015-17)

- For the 921 students with post-profile data, there were significant positive changes on all 8 dimensions.
- We can also derive through cluster analysis significantly different cohort profiles, inviting reflection and possibly intervention for those who might be judged at risk



n=876

n=548



n=957

n=602

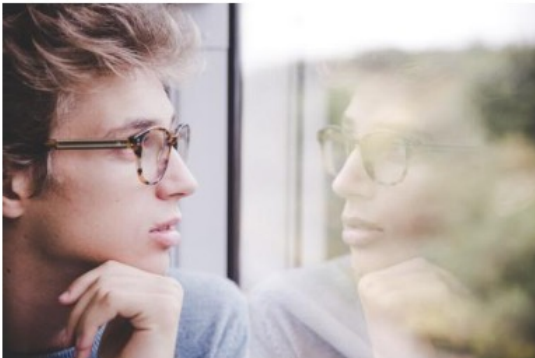


Learning Power
is one part of the
Learning Journeys platform

Flex your "Learning Power" muscles

22 JANUARY 2021

After a year like 2020, it's helpful to reflect on how we handle challenges. That's what Learning Journeys is for! This tool is designed to build your "Learning Power" for studies, work placements, and life in general.

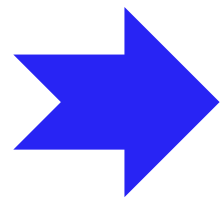


The Learning Journeys website was [announced to all students](#) in January

and is a resource on the [student portal for online study](#)

LearningJourneys.uts.edu.au

A learning journey has 4 steps, each step with brief videos




“Doing the job” could be:

- the relevant UTS assignment in a subject/module
- a project as part of a job or WIL
- a personally meaningful enquiry


1. Choose my Purpose

is where you set the objective for your learning journey


My Learning Power Journey




Choose my Purpose

 Give this Learning Journey a purpose. What do you want it to achieve, improve or develop?

Improving my grades as university.

 If you are successful, what difference will it make?

I will pass my degree and get the job I want. My family will be proud and I will be proud of myself.

 Give this Learning Journey a title.

I want my journey to be called: Improving my grades

[Go back](#) [Save my purpose](#)

2. Diagnose and Plan

is where you complete your Learning Power profile



Answer Key

1. No, not at all like me
2. Not very much like me
3. A little like me
4. Quite like me
5. Quite a lot like me
6. Yes, very much like me

Learning Power Survey



1. There is at least one person close to me who has helped me to learn.

1	2	3	4	5	6
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. I like talking through challenging problems with friends.

1	2	3	4	5	6
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. I need positive comments from a teacher in order to keep trying.

1	2	3	4	5	6
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. I enjoy a challenge.

1	2	3	4	5	6
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Example of a report card (e.g. for **Belonging**)

DETAILED RESULTS



Belonging

...is trusting that you will be understood and find support from people around you when you need it.

The opposite of this is feeling 'alone' or left out.

Your Own Result

You can see from your profile there's a fair bit of room for you to improve in this dimension.

Is that what you want to work on? If so, you might reflect on what your profile is telling you.

Are there times when you feel more separate and less supported in your learning than you would like to be?

How could you improve your sense of 'connectedness' in your learning community?

- Is there anyone you could ask to link up with, whom you could talk things through with, who'd support you in your reflections and decisions?
- Could you find a coach or mentor of your own?
- Is there someone with a responsibility to support you, whom you could make better use of?
- There may be others who are needing the same. What could you do to build more of a 'learning community', of people with a shared commitment to learn, improve and do better?

You might be fine for a while, learning without this close connection and support, but your success is likely to be greater in the long run if you have a stronger sense of Belonging in your learning.

Could any of the other learning dimensions help you with this?

Your coach, if you have one, is the ideal person to support you.

Encouragement to reflect on your profile



...and PAUSE...

Take time to reflect on your Learning Power Profile.

What does your profile tell you about yourself?

What are the stories of your learning?

What changes do you want to make?

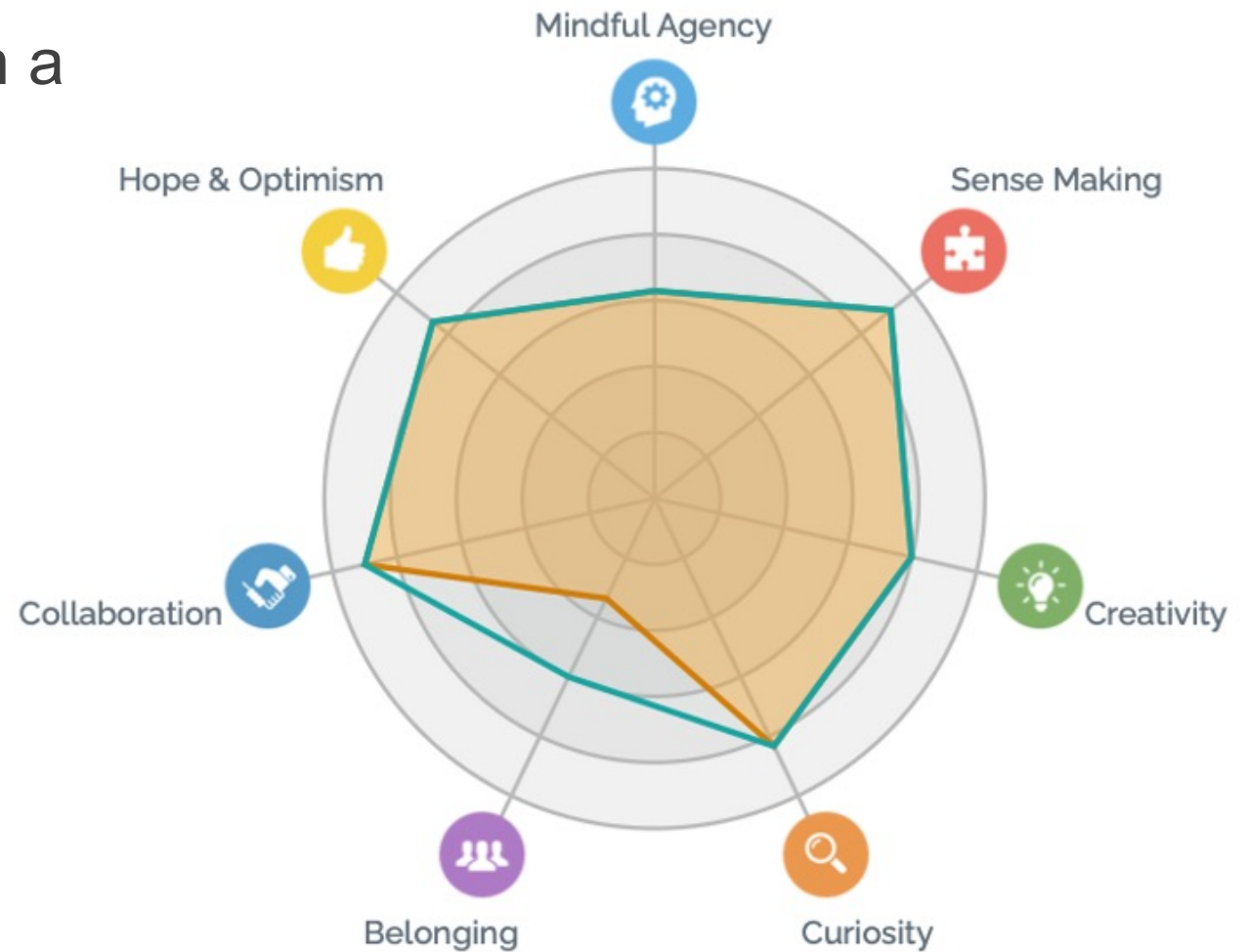
What will you do differently now?

Now could be a good time to talk to your coach.

I will come back later

I am ready to continue

Setting a **stretch target** on a dimension



Diagnose result
27/11/2020, 9:24 am



Stretch targets
27/11/2020, 9:40 am

Thinking about **what it means**
to stretch yourself on a
dimension



Set My Objectives



These are the dimensions you have chosen to work on. Think about the context in which you want them to improve and explain what you're going to do about it.

Sense Making

Curiosity

Thinking about new information I am learning and seeking out things that I don't already know would be helpful to improve my creativity. Asking why,

Back to results

Save and continue

Then you get stuck into task at hand:

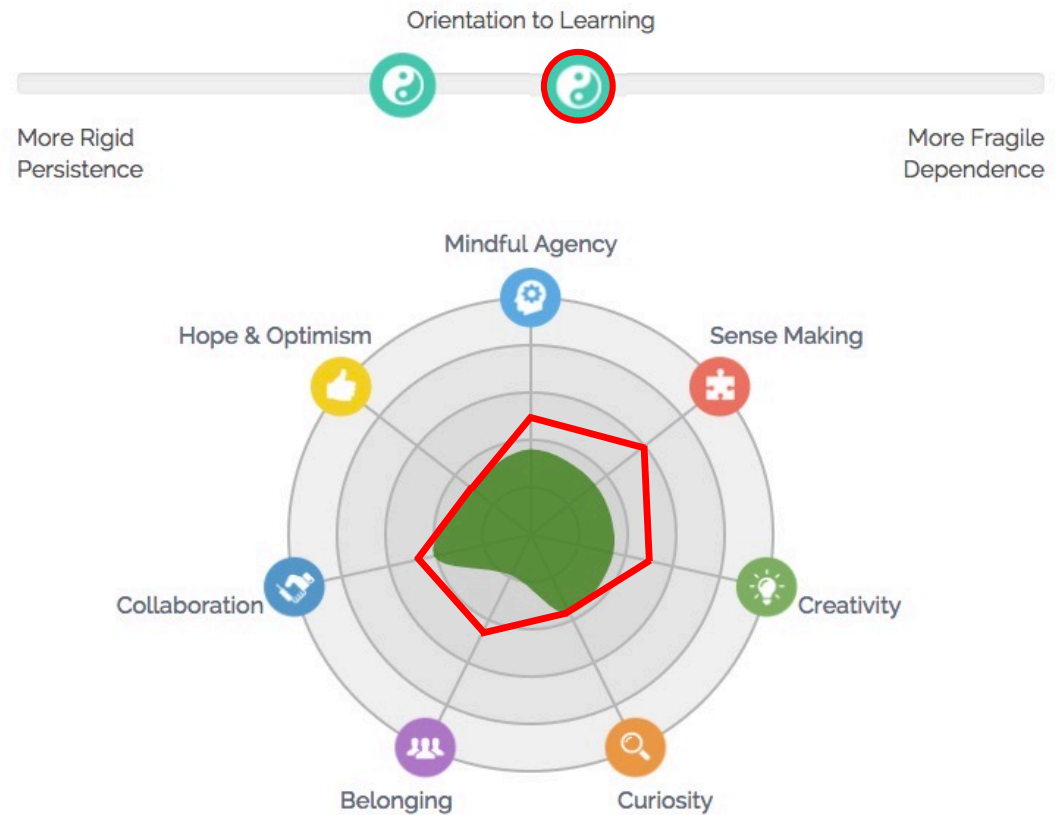
3. Do the Job

(the student assignment)

...but all the time working on
developing your learning power, and
reflecting on how it's going

And then repeat the survey at the end to see if there are any changes in the shape/size of your profile

4. Measure and Evaluate



Introducing this into the
student experience

UTS Engineering (Anne Gardner)

VIEW EDIT

Adelaide workshop 21st April

last edited by Anne Gardner 4 years ago

This page contains links to resources used at the workshop held at UniSA on 21st April.

- [Presentation slides](#)
- [Workshop handouts \(including engineering student personas\)](#)
- [Strategies for development of specific aspects of learning](#)
- [Learning activities to develop learning aptitudes](#)

Learning Power personas

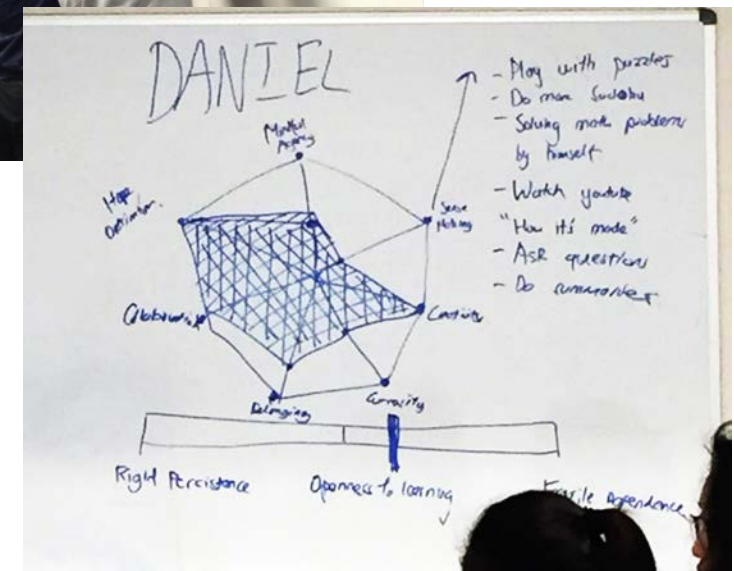
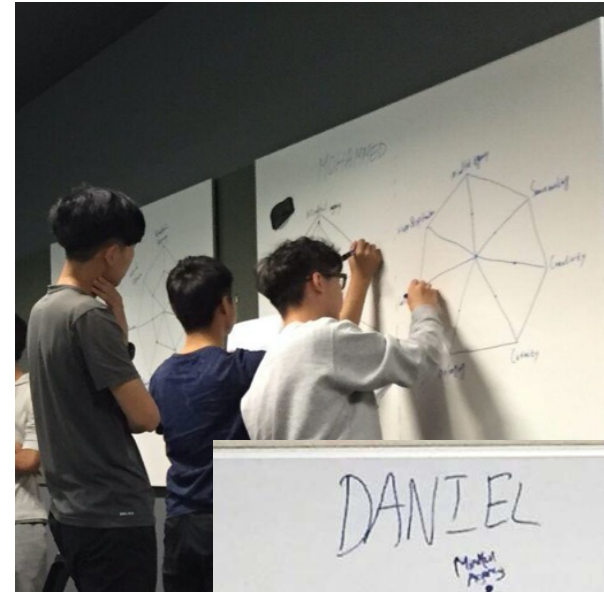


Merindah



Merindah lives with her parents and younger siblings in Waterloo. She hadn't really thought of studying engineering but one of her teachers at school put her forward to go to the indigenous Australian engineering summer school because she was good at science. She is the first in her family to go to university and most of her friends from school are not going to university either. There is a lot of pressure from her friends to join them on weekends. Being the eldest child, her parents expect her to help out a lot with the younger kids, and this means that she sometimes has to miss lectures or tutorials to take them to school or pick them up afterwards.

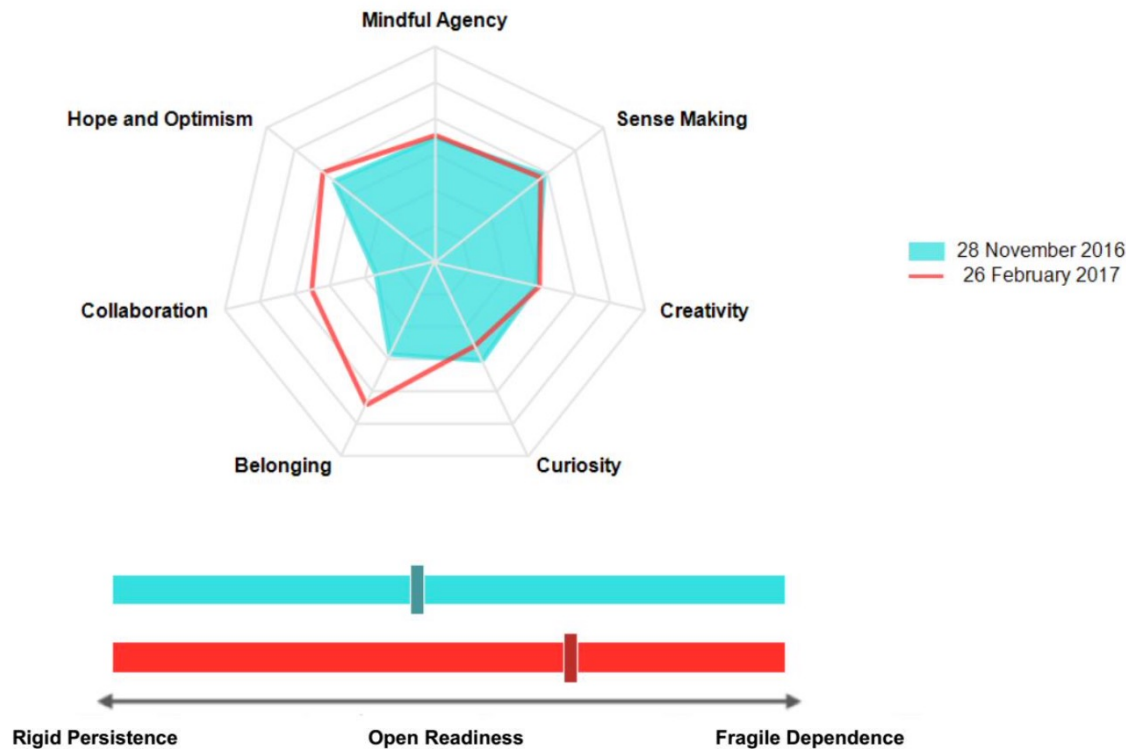
When she is able to come to class regularly, Merindah is really good at putting concepts together from lectures and readings, and she has little problem in making sense of the material. She doesn't accept things at face value and wants to understand things in more depth. However, she's not comfortable learning in groups because she doesn't feel confident in putting her ideas forward and hasn't really made any friends in her classes. She had some contact with Jumbana before uni, started, but is too busy to visit them now.



Workshop: <http://aaee-scholar.pbworks.com/w/page/117254061/Adelaide%20workshop%2021st%20April>

AAEE 2017 paper: https://www.researchgate.net/publication/322244152_Characterising_the_learning_dispositions_of_first_year_engineering_students

UTS Pre-service Teacher (INSITE program)



“Throughout undertaking my initial teacher training my Learning Power profile has changed in a significant way.

*My second profile taken 4 months later shows great improvement to **belonging** and **hope and optimism**. The most significant change has been part of the UTS INSITE group where we would routinely discuss our personal thoughts as we all progress as teachers.*

I am now able to see how powerful a learning device that can be, created by working as a team and being able to freely share thoughts, ideas and even shortcomings to a supportive group.

The sense of belonging I believe has helped reshape me as a learner and is reflected in my shift towards open readiness.”

UTS Master of Data Science & Innovation

First transdisciplinary postgraduate program, UTS 2015

Learning Power survey in first week or so, followed by reflective writing

“I had three emotions simultaneously: embarrassed, surprised and amazed.”

Catherine had mixed feelings about doing the survey at first, assuming it was “just another personality test”.

But her openness to learning meant she challenged her own assumptions and adapted to the new information, recognising the assignment could be of benefit to her development as a learner.

Catherine described feeling “embarrassed” because the profile exposed her weakness area, creativity.

She was also “surprised” and “amazed” the Learning Journeys Survey was able to identify something about her so easily when it had taken her “some years” to identify it on her own.

Resources to support you
and your students

LearningJourneys.uts.edu.au

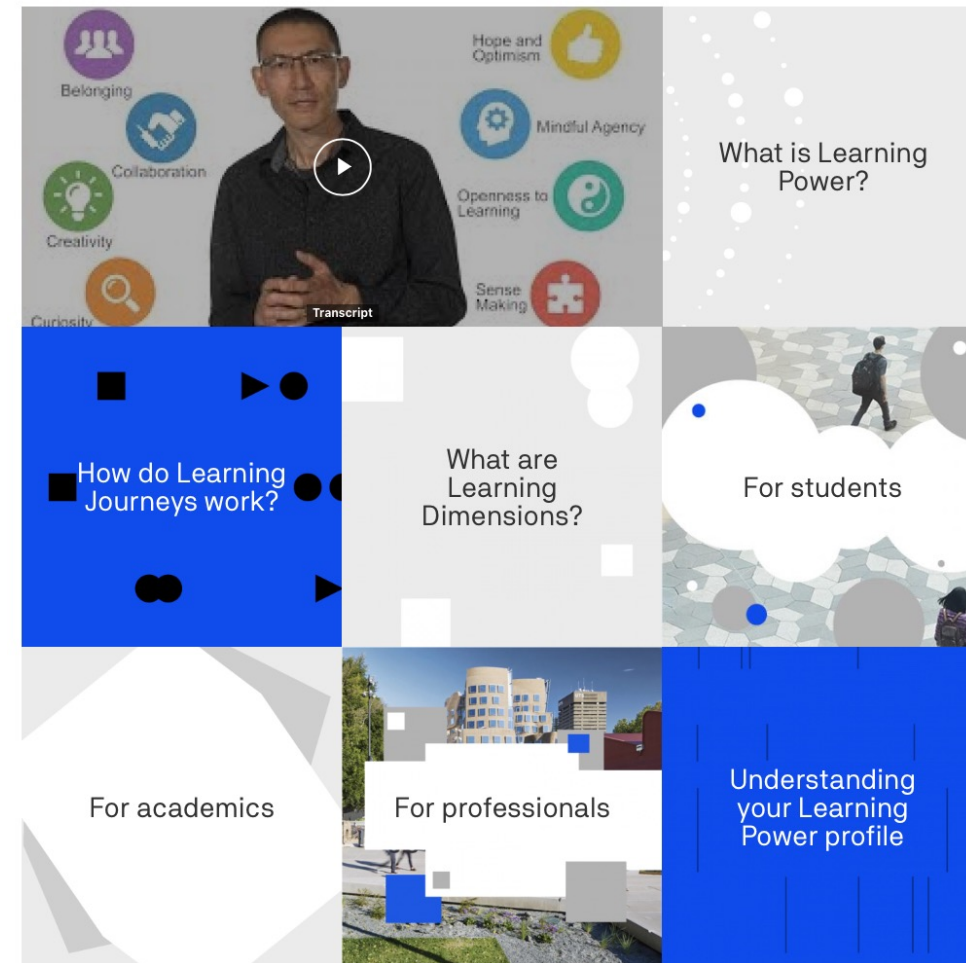
A resource that you can use with your students and colleagues

For formal teaching/study, or personal/professional development

Single sign-on to the *Jearni* platform to access the Learning Power survey and subsequent steps in the LJ

Learning Journeys

The world is complex and uncertain. To survive and thrive you need to develop your ability to adapt the way you learn (your Learning Power). You can use *Learning Journeys* to discover how you learn and, what you are good at. Once you understand this, you can use the tools and techniques provided by Learning Journeys to improve your *Learning Power*.



Understanding your Learning Power profile

2-page guides with strategies to build each learning power dimension



Understanding your Learning Power profile

Once you've completed your Learning Power profile ([Step 2 of your Learning Journey](#), and [Step 4 if you revisit it](#)), you need to decide which aspects speak most to you, and what you want to stretch further (like a muscle).

Here are some options for you to consider, depending on whether you like reflecting on your own, or talking with others.

✓ Online resources

✓ Stories about fictional students

✓ Stories from students and staff

Watch this video to see how one student made sense of his Learning Power profile, applied it in a project, then checked to see how his profile had changed. (Note that when this video was made, the diagram was called a CLARA profile)

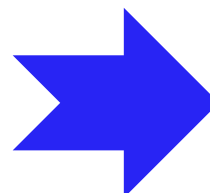


Understanding your Learning Power profile

^ Discuss with your peers

We've found that one of the most powerful ways to learn is in discussion with others. If you can connect with two colleagues who also want to do this, then you can form a **Coaching Triad**:

- staff and students in UTS faculties have done this and found it helpful
- you meet online or face-to-face, for an hour once a week for (say) 3 weeks to see how it goes
- you don't have to feel expert in any way — just be ready to listen, observe, and ask open-ended questions to help someone think about their profile — it's all described in this handy [Peer Coaching Guide!](#) (PDF, 538K)



Learning Journey Peer Coaching Triads

If you have completed your Learning Power profile, then a regular peer coaching triad is a proven way to become a more powerful learner throughout your project cycle:

- Be challenged by supportive peers in a safe environment
- Learn from others
- Be accountable for your own improvements
- Develop learning relationships

As a participant in a coaching triad, it is very important to create a safe environment — what is said in a triad, stays in the triad!

There are three rules in coaching conversations

- No advising
- No fixing
- No helping

Resist the temptation!

Running your coaching triad

- Arrange for three of you to meet face-to-face or online allowing 45 mins to 1 hour
- Each member of a triad takes on three roles - decide who goes first in each role:

Coach	Coachee	Observer
1. <i>Coaches</i> - ask open questions of the coachee to encourage self-reflection (See next page for examples)	2. <i>Observers</i> - take notes and time each rotation. Allow 1-2 minutes for giving feedback: what did the coachee say?	3. <i>Coachees</i> - reflect on your Learning Power profile and answer openly and honestly! (You can keep your profile to yourself if you prefer)

Take ten minutes in each role, then swap: everyone gets to learn about themselves and each other. Note the three rules!

- Create trust and confidentiality
- Agree on SMART goals
- No advising, fixing or helping
- Ask knowledge building questions
- Focus on personal & project outcomes
- Allow space and time for new ideas

Next steps...

Share your session experiences *after* everyone has completed the three roles — what did you feel, observe and realise?

Get dates for your next session in the diary - Whether online or face-to-face, a 45 minute session once a week will make a huge difference.

Pick up where you left off next time. The focus of each journey will be different.

Remember when we learn together, we are all in the same boat.

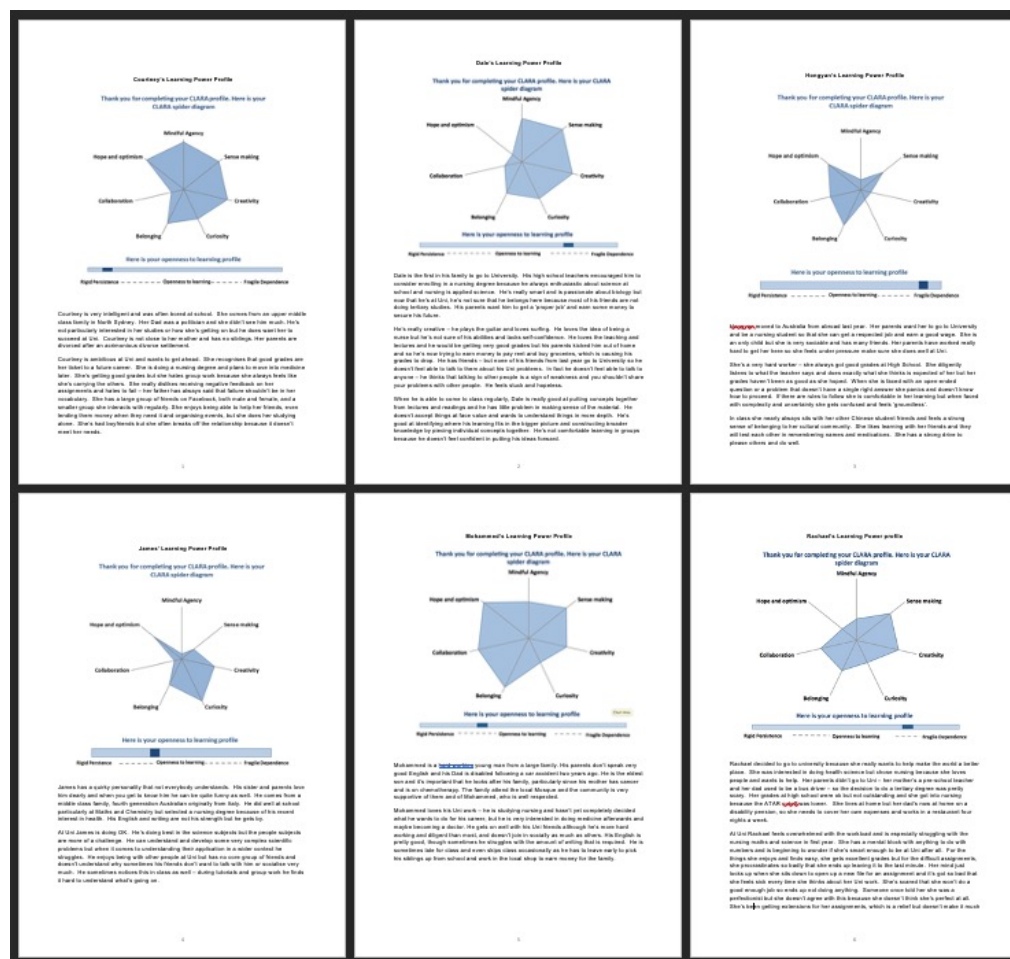
10 mins timed rotations

- Coach**: Asks honest open questions that support learning
- Coachee**: Reflects on own learning power profile & identifies change strategies
- Observer**: Observes both coach and coachee. Safeguards learning.

Use language of learning power profiles

Focus on story, purpose & knowledge building

Stories about fictional students



<https://www.uts.edu.au/research-and-teaching/teaching-and-research-integration/learning-journeys/learning-journeys-uts/understanding-your-learning-power-profile>

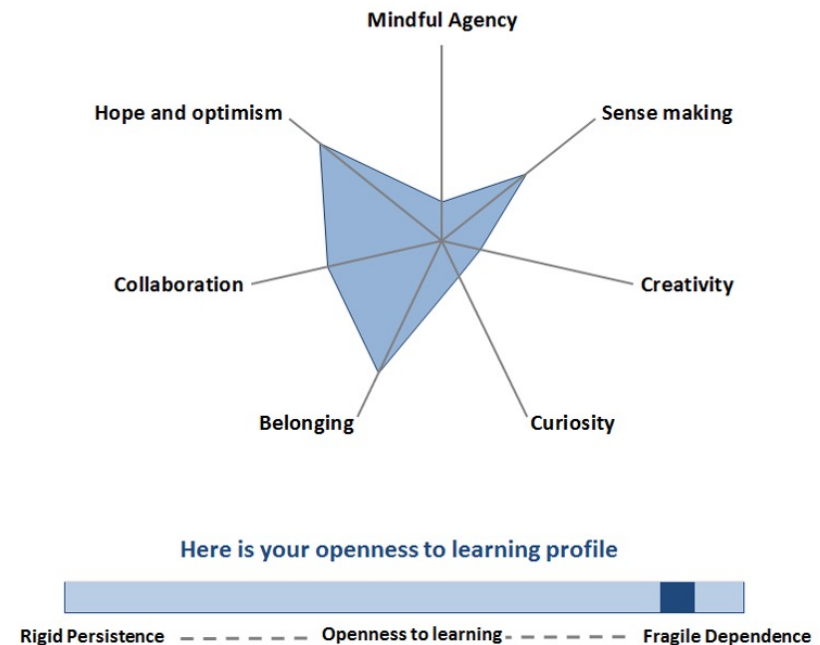
Fictional Learning Power Stories

You may find these Learning Power stories interesting to read.

They're not real people, but are based on many real students.

The stories demonstrate some of the reasons that can contribute to a profile having the shape it does.

If your story shares some similarities with one or more of these stories, then they might help you reflect on your own Learning Power.



Hongyan moved to Australia from abroad last year. Her parents want her to go to University and be a nursing student so that she can get a respected job and earn a good wage. She is an only child but she is very sociable and has many friends. Her parents have worked really hard to get her here so she feels under pressure make sure she does well at Uni.

She's a very hard worker – she always got good grades at High School. She diligently listens to what the teacher says and does exactly what she thinks is expected of her but her grades haven't been as good as she hoped. When she is faced with an open-ended question or a problem that doesn't have a single right answer she panics and doesn't know how to proceed. If there are rules to follow she is comfortable in her learning but when faced with complexity and uncertainty she gets confused and feels 'groundless'.

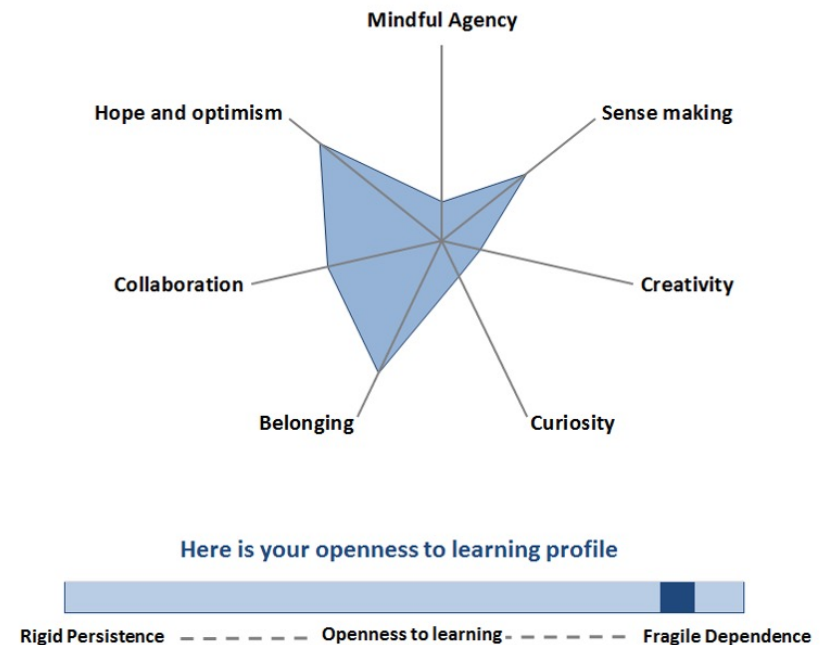
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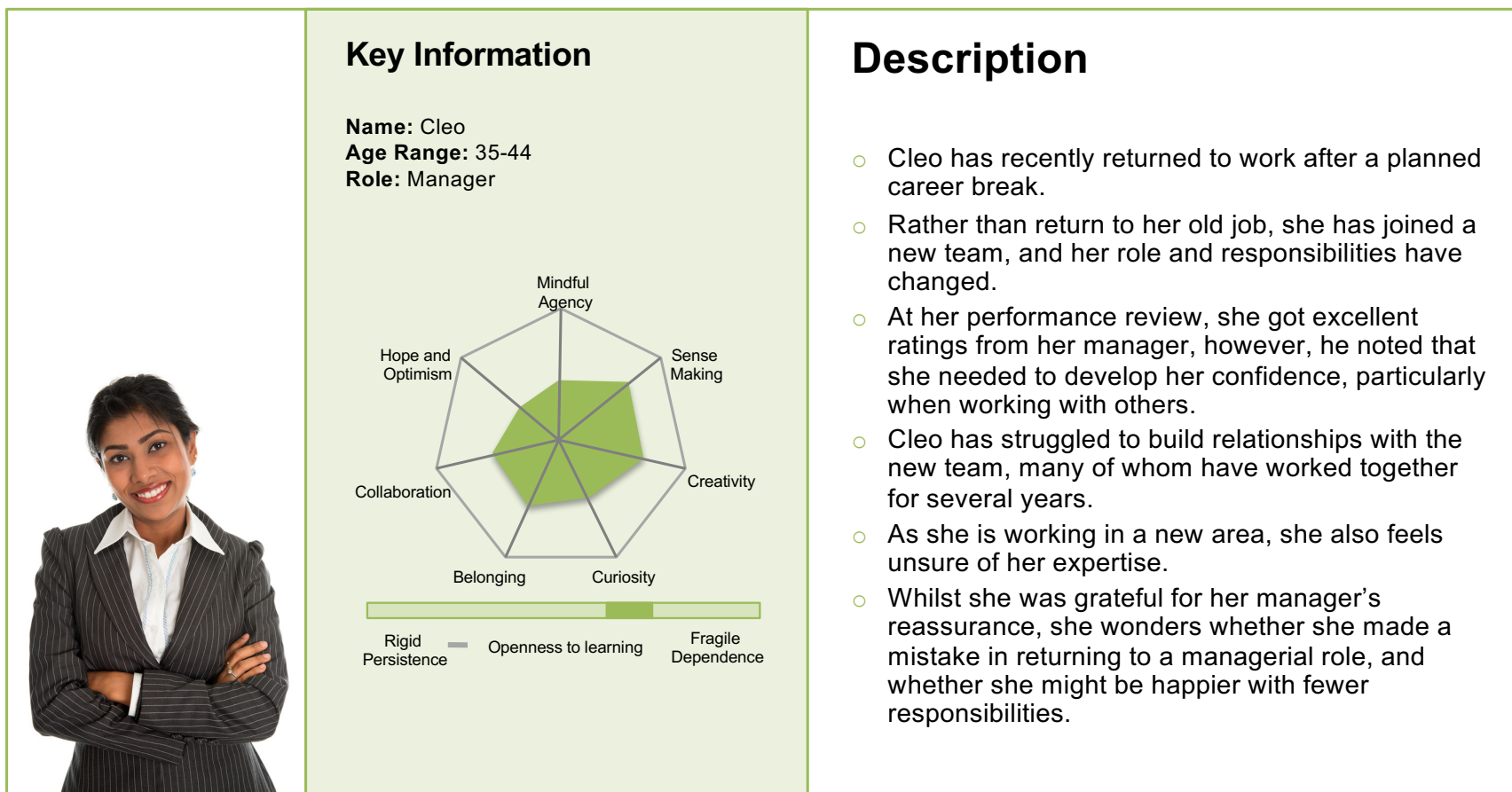
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Cleo

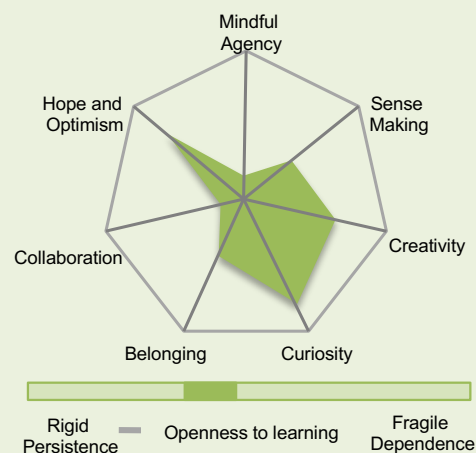


Giles



Key Information

Name: Giles
Age Range: 35-44
Role: Trainee Accountant



Description

- Giles has had a varied career so far. He studied law at University, then went travelling. He managed to get a job as a trainee solicitor, but didn't enjoy it.
- He worked for a year as a Marketing assistant, but got fired as he refused to collaborate with others on projects.
- He tried working in Sales, but was fired as he didn't sell very much and had a series of disagreements with managers.
- He's currently working as a trainee accountant, but he struggles to follow the required processes and finds it difficult to understand what the numbers relate to. He's thinking of resigning.
- He's popular with some of his colleagues, but very unpopular with others, due to his poor time keeping. His manager sees him as unreliable.
- He's convinced that he'll find the right job for himself eventually, but he wonders why he feels he has to try everything when others make a plan and stick to it.

A professional, leadership development tool

Relevant for students preparing for a work placement or internship

LEARNING JOURNEYS AT UTS

What is Learning Power?
How do Learning Journeys work?
What are Learning Dimensions?

For Students
For Academics
For Professionals

Professionals: Get Started
Professionals: Resources
Professionals: How to
Understanding your Learning Power profile

For Professionals

Welcome to the UTS Learning Journeys Professional's Space

Hopefully you've now browsed the introductory pages! You understand what Learning Power is, and what a Learning Journey involves.

As part of the bigger picture on your personal development, note that Learning Power connects into the UTS Capability Framework (it's located under Self Awareness > Exhibits Agility).

If you haven't yet, now could be a great moment to watch some brief video stories from other professionals, as they tell their stories about where their learning journeys took them.

[Stories from professionals](#)

Learning Power is used by professionals for their own personal leadership development. Learn more how managers at Hunter Water here in NSW benefited from working on their Learning Power. (Note that when this video was made, the diagram was called a CLARA profile)

Managers at **Hunter Water** have shared how they benefited from working on their Learning Power



Can you see how this connects
to your teaching?

Discussion...

Appendix:

Interview quotes from UTS students and educators

Student feedback

Why am I only seeing this now? I needed this as an undergrad! (Capstone Project Masters student)

What was really great was that the combination of extremely high Curiosity, and the weakness of Mindful Agency, represents kind of a problem. On the one hand, my curiosity really helped me throughout the semester to gather valuable data for my project. On the other hand, sometimes I just got carried away by interesting articles, and then far off track, in my research. This is time consuming and not productive at all. Having realized this was very valuable because it helps me to be more mindful with my time, and more effective in my work.

CLARA definitely broadened my learning, and allowed me to see beyond what I was learning in the classroom

I think it was interesting ... to kind of discuss, how these different attributes actually play a role in our learning. It's not something that's discussed very often at universities, or even at the high school level. So I think it was important to kind of just sit back from the regular learning about science stuff and really think about yourself and how you're performing and how there's other problems going on.

*It just makes you really think about where you're standing at University, not just kind of grinding through a degree..... It does make you think about if you are in the right degree to begin with, and where you're heading with it, so that was pretty important and it was a good, kind of learning experience.
Just to see how students actually thought about those situations, those scenarios [the archetypes] so I think they were good to go through because students had different perspectives towards them, and that's important because then obviously that affects how they view their own profiles as well.*

So CLARA did, kind of, indirectly help me in the sense that I was able to recognise the attributes that I had for when I was applying for jobs, for my resume.

Because it really brought to light the options that were available at university to address some of the problems that you might be seeing, I guess not problems, but weaknesses, that you can say, that you would view in a profile even if that wasn't your own. So even in the scenarios, things came up like, maybe, ahhh, collaboration, and that you knowthe only way to collaborate is not just doing assessments but you can collaborate by kind of joining a society, and it just kind of brought to light: am I doing any of those things? Am I just studying the whole time trying to reach some sort of goal, and not having that inclusive university experience even?

CLARA definitely broadened my learning, and allowed me to see beyond what I was learning in the classroom, so I was able to relate my learning to extra-curricular activities which I think are important and is again something you can add to your resume, to your future, like you say for future interviews, so it was good and a lot of students weren't actually aware of the services at university.

... there was one [archetype] where a girl was very good at her studies and everything, but she just didn't want to collaborate with anyone, didn't want to do teamwork...she just wanted to do her own stuff, and it was obviously affecting her marks, this not being able to reach out to people, and I think that's quite common. So just things like that – they were quite relatable and I think, just like I remember that 2 years or one and half years later...It kind of sticks, so you do realise that those problems do occur, and more may be students are facing it than just me, and maybe I can work on that, and it's not just a fault inside me, but maybe it's just a kind of common thing that we're experiencing, so I think in that sense it was good students could relate to that, they could interpret their own profiles according to it as well.

Academic feedback

My students have found LJ to be quite useful in understanding themselves. When we have worked with students experiencing academic difficulty, a common comment is "why didn't we learn this in first year?" (Amanda White, Business School, supporting students who have repeatedly failed a subject)

Learning Journeys gives a deep and rich profile for students with options and further potential investigations built into the tool. I have greatly enjoyed introducing this tool to students and hope that UTS will continue to license it. (Georgina Barrett-See, coaching students in HELPS and nurses in Health Faculty)

Anonymised feedback:

So if students genuinely approached it with that I'll say that professional and growth mindset, they took a lot away.

But I particularly like CLARA around things like working in groups and teams. So one girl reported last semester [that] she did a CLARA, saw that she was weak on one of the dimensions but after about 7 weeks she came in and she said that her colleagues have said she's now more assertive, and have said that she's not so timid, and withdrawn.... So she found that really great feedback, to know because she was working on these things.

I think [CLARA] would go some way to appreciating that students are individuals, and they're not a collective, and that I would like to see much more about. It's not so much about the mark you get, but it's more about your self-development and where you're going, and that sort of thing. And I think that, helping [students] to see that, is a really good outcome.

We think that the Learning Power dimensions are important for [students] to be able to .. be strong in each of these dimensions, recognising their strengths and recognising the areas they need to work on will help them to become better leaders and managers in their industries in the future.

... even the ones that were critical upfront..... where they went "Oh, I don't believe this" and then as they went on "Oh actually, this is really right" so the whole journey was really good because because the diaries helped to deepen that self-reflection...

... most academics find it difficult to teach these kind of generic and soft skills. I think CLARA is related to some of our graduate attribute areas, some of the kind of generic ... critical analytical skills and communication and team work skills ...and I believe that CLARA can help other subject coordinators to start incorporating learning about these areas into their subjects as well.

We constantly get the feedback of 'CLARA was great but why did you wait until the last subject, our last semester to introduce this to us? We should have been introduced to this in our first class, in our Masters degree. So that is also something else that we're thinking about. We're thinking that perhaps we need to move it to an earlier class.