

Video 1: *What challenges are educators facing in today's 'uber-ised' world?*

Jack Goodman - YourTutor: How, where, when and from whom should high school and university students learn? How can we best ensure they remain engaged in learning, even when they are not physically present on a campus? What should we be doing to make sure our high school and university graduates are being prepared to succeed as workers in our emerging, knowledge-based economy. As has been said, these are exciting times.

Dr Tim Hawkes - The King's School: Many of the big employers, PWC, Google, Microsoft – aren't necessarily interested in those with degrees. They are now looking at soft skills, issues of creativity, interpersonal skills and these sort of things. My general report card that I would give schools in Australia is probably a C-.

Ellen Brackenreg - WSU: We need to think more of our students as job creators, rather than simply as job seekers. In the future they will be the innovators of the new careers we all keep talking about.

Scott Dickson - Tenison Woods College: How do you make it less of a gift and something that everybody is able to have? Essentially that's what the soft skills are. Being dropped into situations, being able to work with different people and being able to solve these situations. That's probably where the challenge really lies. How can we give people the skills to be able to go out into the world and make a real difference?

Dr Mitch Parsell - Macquarie University: Perhaps we're not giving students enough opportunity to practice those skills. Perhaps some of the things you see on social networks, on Facebook, where people are prepared to present particular opinions, but without any defence of that opinion, as if they are entitled to an opinion without reason, can be very problematic. It needs to be challenged.

Video 2: *What skills will students need for the careers of tomorrow?*

Ellen Brackenreg: The careers of today are not the careers of tomorrow. It's about giving students the opportunity to learn those critical thinking skills, and those communications skills and those teamwork skills. Because the soft skills are what's going to move you through various career paths.

Dr Mitch Parsell: There are two sets of skills that are missing. They are meta-cognitive skills and skills around learning itself. If the occupations the boys are moving into, don't exist now, then clearly they're going to need to be able to teach themselves the skills to occupy those. In fact, to teach themselves the skills to create those. We need to be providing our students with the ability to continue their learning outside of the curriculum, when they leave school and when they leave universities. In fact, they're probably doing it now. We need to give up the 'privileged' position we think we have, that we're providing all of the learning, and just give them the ability to seek information critically and to drive their own learning. That's the real key to success here.

Ellen Brackenreg: That is something that employers are looking for. They are looking for young people with skills to communicate, leadership, problem solving, analytical thinking and the ability to write, and to speak. So, all of those things become incredibly important.

Video 3: *How important are writing skills for interdisciplinary learning?*

Dr Tim Hawkes: The ability to express oneself clearly is just such a vital skill. It doesn't matter if you are a scientist or whatever, there is going to come a stage where you have to communicate your ideas and thoughts. Therefore, the art and craft of writing is very important.

Dr Mitch Parsell: It's probably a mistake to separate writing from reasoning, or rhetoric from logic. Quite often when I see what seems to be writing problems it's in fact a sloppiness of reasoning, or sloppiness of logic. Most of the examples from my faculty, the essay-type questions would be based on an argumentative essay, where you need to defend a central thesis. Very often students fall down at that very beginning. They don't understand what a central thesis is, they're not defending a central thesis. The writing becomes in itself sloppy. That can present as poor writing skills, when in fact it's quite often poor reasoning skills. One way that you become better in reasoning is to engage more in writing.

Video 4: *How can we enhance core skill development?*

Dr Tim Hawkes: I think that we in schools have got to move further away from the compartmentalising of knowledge. The boundaries we put around subjects are often very artificial and unhelpful. We have to lessen those boundaries and have a lot more interdisciplinary work.

Scott Dickson: We have outstanding teachers at the college. But when that teacher is not there at 10:30pm on a Sunday night, and you need help with that assignment in that particular moment in time, this is where you can get help from. Whether that'd be writing or not – I think this is one of the things that is important.

Dr Mitch Parsell: Educational and psychological research has demonstrated that feedback is the single best way to improve student learning.

Ellen Brackenreg: We'll chunk things and then test out students' understanding as they move along the path – which gets back to the point about feedback – so that there is feedback continuously occurring for students in their learning environment.

Henry Roth: Especially in a maths subject, where you can really hit a wall, and you can't really move past that unless you understand the concept, it's good to have another resource such as YourTutor that you can go to and work through those problems in order to keep on learning.

Jack Goodman: What can we do to give students more experiences where the process of what they're doing is actually what the learning is, and the outcome isn't the benefit? I would say I've learnt more - in many instances - from the businesses that I've started, that have failed, than the ones that have succeeded.

Mitch Parsell: Quite often, as educators, we just give the students everything they need, so all they're doing is doing something for us. They don't see the purpose of it. We can really empower them, allow them to drive their own learning, take responsibility for their own learning, by giving them far more open, more complex, and more real-world problems. Far more authentic, it's much more difficult, and a lot of students don't like it, particularly in first year. It's around educating students that the real world is going to be like this. What you're interested in is solving real world problems, go out there and find the solution yourself. Be less helpful.