



The Vice-Chancellor's Courses

The Vice-Chancellor's Courses

<http://vc-courses.anu.edu.au>

The Vice-Chancellor's Courses epitomise what is different about ANU. They allow students to demonstrate their best work. They involve active discovery and research. They are courses that are inherently inter-disciplinary in terms of content, teaching staff and the students enrolled in them. They involve ANU researchers from across a wide range of different disciplines sharing through innovative teaching practices cutting edge research with students. ANU alumni in prominent positions in the private and public sectors are also involved in the teaching of the courses. Teaching is innovative, taking its excellence from students as well as teachers. The courses are for highly motivated students who will become leaders in their chosen careers.

For further information contact Vice-Chancellor courses coordinator Richard.Baker@anu.edu.au

Creating Knowledge

VCUG2001 (6 units)

First or Later Year Course

Second Semester, 2012

Workload

Four hours contact a week, made up each week of a two-hour lecture and a two-hour tutorial – note weekly attendance at tutorials is required. Six hours independent learning a week.

Academic contact

Mary Kilcline Cody, ANU College of Asia and the Pacific

Prerequisites

Students need to have completed 24 units toward their degree.

Course description

Creating Knowledge is a Vice-Chancellor's course for talented, inquiring students from all areas of the ANU who are interested in what makes universities tick. Featuring a host of researchers and ideas from different disciplines, this course introduces students to the nature of academic inquiry and its relationship to other ways of knowing and creating knowledge. Through exposure to researchers in various fields including the arts, social sciences, law, science, business, engineering and Asia and the Pacific students will:

- > critically examine the nature of knowledge creation and research both in their own field of study and in other disciplines
- > consider whether and how academic inquiry differs from knowledge creation in other contexts (traditional ways of knowing, non-Western intellectual traditions, religious thought, etc)
- > explore the challenges of applying disciplinary and cultural ways of seeing to identified global problems.

Enrolment process

This is a selective program and up to 15 students from each ANU College will be accepted into the Creating Knowledge course. First year students who expect in their first semester to complete 24 units are encouraged to apply. An inquiring mind and a demonstrated capacity to engage with the course subject matter in a critical, reflective manner is the key selection criterion. Degree program constraints may apply to some students.

Interested students need to register an expression of interest by June 3rd 2012 at <https://apollo.anu.edu.au/default.asp?pid=6023> and give their name, student number, and a short statement explaining why they wish to do the course.

Learning outcomes

- > Improved awareness of how different academic disciplines and cultures construct knowledge
- > improved capacity to think critically about the nature of knowledge and the learning process, both in relation to your own work and the work of others
- > enhanced ability to communicate effectively and to convey meaning, both individually and as part of a team.

Indicative assessment based on learning outcomes:

- > Evidence of preparation for tutorials, including reflective writing tasks (up to 200 words for each tutorial), posted online: 5 per cent
- > facilitating a class tutorial: 20 per cent
- > small group collaborative project producing a written research report based on interview(s) with ANU researchers: 20 per cent (1000 words)
- > two individual reflective pieces integrating course themes: 15 and 20 per cent respectively (2000 words or equivalent)
- > group presentation exploring course themes: 20 per cent

Preliminary reading

Before the course starts students should read the open access course web site including past student assessment items at <http://vc-courses.anu.edu.au/creating-knowledge>

Leadership and Influence in a Complex World

VCUG2002 (6 units)

Later Year Course

First Semester, 2012

Workload

Four hours contact a week, made up each week of a two-hour lecture and a two-hour tutorial – note weekly attendance at tutorials is required. Six hours independent learning a week

Academic contact

Professor Richard Baker, ANU Colleges of Science

Prerequisites

Students need to have completed 48 units toward their degree.

Course description

The course aims at giving ANU students who have demonstrated or shown potential as leaders and/or influencers a wide understanding of styles of leadership and influence. In line with the interdisciplinary and peer-learning ethos of Vice-Chancellor's courses students will be exposed to the varying perspectives different disciplines and individuals have on leadership and influence. The course aims to bring students together early in their degree and use peer learning strategies to allow students to share their varying experiences and perspectives on leadership and influence.

Enrolment process

This is a selective program and up to 15 students from each ANU College will be accepted into the Leadership

and Influence course. Interested students need to register an expression of interest by February 10th 2012 at <https://apollo.anu.edu.au/default.asp?pid=6023> and give your name, student number, and a short statement explaining why you wish to do the course.

Your application will be assessed and the outcome will be announced by 15 February 2012.

Learning outcomes

- > Deep understanding of different disciplinary and cultural perspectives on leadership and influence
- > greater self awareness of your capacity to lead and influence others
- > enhanced skills in working in teams including facilitating learning in others
- > enhanced oral and written communication skills.

Indicative assessment

- > Facilitating a tutorial to maximise classmates learning: 20 per cent
- > individual presentations at the end of the course (after support sessions in effective public speaking and content from guest lecturers on the importance of good communication skills to be an effective leader/influencer) on what you have learnt in the course about leadership/influencing others: 10 per cent
- > reflective individual learning portfolio - see examples at <http://vc-courses.anu.edu.au/leadership-and-influence/example-work> that also includes evidence of preparation for each of the student run tutorials: 50 per cent.
Submitted in two stages – stage I in week five: 10 per cent – stage II the week after the final class: 40 per cent
- > developing and speaking in class to a webpage developed by small groups documenting your collective learning about leadership and influence and presenting a combined “tool-kit” of things you have learnt and outlining the circumstances that you feel this learning might be used in the future by each of you – talks on the group webpages will be in week 12 class: 20 per cent.

Preliminary reading

Before the course starts students should read the open access course web site including past student assessment items at <http://vc-courses.anu.edu.au/leadership-and-influence>

Unravelling Complexity

VCUG3001 (6 units)

Later Year Course

Second Semester, 2012

Workload

Four hours contact a week, made up each week of a two-hour lecture and a two-hour tutorial – note weekly attendance at tutorials is required. 6 hours independent learning a week

Academic contact

Dr Shayne Flint, College of Engineering and Computer Science

Prerequisites

Students need to have completed 96 units toward their degree.

Course description

‘Universities serve to make students think: to resolve problems by argument supported by evidence; not to be dismayed by complexity, but bold in unravelling it’. (What are universities for? by Geoffrey Boulton and Colin Lucas 2008). This course takes up this challenge by offering later year students from any part of the ANU the opportunity to explore a series of complex issues. The connections between economic, historical, social, legal, scientific, engineering and environmental and moral dimensions of complex problems will be explored.

The course will examine the linked themes of ‘collapse’ and ‘resilience’. Case studies will include, the collapse of empires and economies, contemporary development, health and environmental issues, engineering and network failures and the moral and legal dimensions of all these issues. The course will encourage students to share their existing disciplinary perspectives to develop deep understandings of how to go about effective team based approaches to unravelling complex issues.

Enrolment process

This is a selective program and up to 15 students per College will be selected on the basis of outstanding results.

Interested students need to register an expression of interest by June 3rd 2012 at <https://apollo.anu.edu.au/default.asp?pid=6023> and give their name, student number, and a short statement explaining why they wish to do the course.

Learning outcomes

- > Enhanced ability to analyse complex issues
- > knowledge of different methodologies for analysing complex issues
- > ability to apply more than one method in order to unravel complex issues.

Indicative assessment

- > Reflective learning portfolio that also includes evidence of preparation for each of the student run seminars/tutorials (Stage I: 15 per cent, Stage II: 30 per cent)
- > facilitating a tutorial/seminar to maximise classmates learning (Preparation: 5 per cent, Delivery: 20 per cent)
- > prepare and give a policy briefing paper to a ‘minister’ or ‘senior public servants’ in a role-play on complex real world contemporary problems. This will be done in multi-disciplinary groups at short notice to simulate real-world policy work (30: per cent).

Preliminary reading

Before the course starts students should read the open access course web site including past student assessment items (<http://vc-courses.anu.edu.au/unravelling-complexity>)

Students should also read one of the following books:

- > Bammer, Gabriele and Michael Smithson 2008, *Uncertainty and risk: multidisciplinary perspectives*, Earthscan
- > Brown, Valerie, John Harris and Jacqueline Russel 2010, *Tackling wicked problems: through the transdisciplinary imagination*, Earthscan
- > Bar-Yam, Yaneer 2004, *Making things work: solving complex problems in a complex world*, NECSI Knowledge Press
- > Harris, Graham 2007, *Seeking sustainability in an age of complexity*, Cambridge University Press
- > Mitchell, Melanie 2009 *Complexity a guided tour*, Oxford University Press.