

Refreshing the curriculum: Leading for sustainable futures

- Dr Fleur Fallon
- Torrens University Australia
- Laureate International Network
- September 2019

Overview: Learning-centred change

- Introduction
- Context
- Presenter
- MBA elective
- Graduate outcomes
- Learning Outcomes
- Sustainable Development Goals
- Colleagues & students, Billy Blue College of Design

- What the students found
- Learning experience design
- Curriculum plan – modules 1-3
- Curriculum plan – modules 4-6
- Integrated assessments
- Resources
- Student feedback
- Evolving continuous improvement

Now Australia's fastest-growing university with a credible industry-immersive difference

88%
Employability at
**Torrens
2018**

Hospitality graduate
employment
rate **95%**

 Media Design School
is ranked among the
top 10 Motion Design
schools in the world

Ranked **#2** Motion Design School in the
Southern Hemisphere
Rookies, 2018


Over **90%**
Retention for
International
Students

#1 Blue Mountains
International Hotel
Management School at
Torrens University
#1 in Australia in the
**QS World
University rankings**
by subject, 2019
(Hospitality & Leisure Management)

**Top
Ten** Award winning top ten
restaurant, Top 10 Trip
Advisor (Student
training restaurant,
William Blue Dining)

Over
11,000
Students in
January 2019

No.1
Blue Mountains International
Hotel Management School at
Torrens University ranked #1
Hotel Management School in
Australia and Asia Pacific,
2017 TNS Survey

#1 Billy Blue College of Design
was awarded #1 in Asia Pacific
for Graphic Design and
Photography, by Autodesk

#3 Billy Blue College of Design is
#3 in Asia Pacific for 3D
Animation and VFX, The
Rookies

**Top
Five** Billy Blue College of Design is
one of the top 5 most creative
ad schools in the world, Young
Guns International

**INDUSTRY
PLACEMENTS
WITH OVER 3600**
Industry Contacts

Visit our website: torrens.edu.au

Torrens University Australia Laureate International Network of Universities

BCORP- global

875,000 students



25+ institutions

150+ campuses and online
programs.

Here for Good

Dr Fleur Fallon,
PhD- Tourism Interrupted: the challenge of sustainability for
Lombok island, Indonesia 1987-2001

Teaching MBA, Torrens University Australia- Sydney Kent St
campus

LinkedIn <https://www.linkedin.com/in/fleur-fallon-57bb4014>





A year long challenge of change

- MBA elective
- 12 week trimesters
- On-line and face-to-face
- Many international students; range of professions and experience
- Diverse ethnicity; mix of students- final trimester – to first year

Graduate outcomes



- Reflexive practice
- Critical analysis
 - Leadership identity
- Research skills
- Creative solutions
 - Collaboration
- Team leadership
 - Influence skills
- Cultural sensitivity
 - Ethics
- Adaptive strategy



LEARNING OUTCOMES

1. Define and explain principles of sustainability in a global business environment

2. Analyse and compare how organisations articulate values for sustainability and implement strategy

3. Critically reflect on a contemporary sustainability challenge and how this is being addressed by organisations

4. Synthesise learnings to create a proposal for a sustainability project.

Image: Fleur- dairy cows, north-west Tasmania



Links to Sustainability Development Goals: Challenges

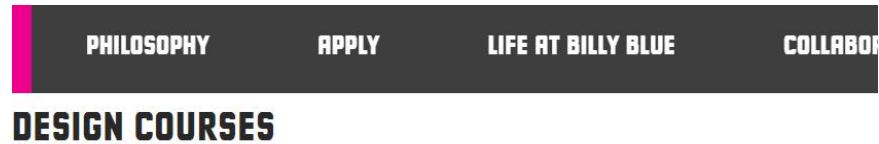
Image: Fleur-Rich soil;
opium poppies, Forth,
Tasmania



SUSTAINABLE DEVELOPMENT GOALS



Thank you Paul, Lisa & B. Communication Design students



- <https://www.billyblue.edu.au/courses/communication-design>

- 'LIVE CLIENT'. Extensive consultation in class with MBA students; presentations of proposals and education experience designs
- Paul Devonshire and Lisa Molloy are professional design practitioners and teach Culture of Change CDC300A, a third year class in the Bachelor of Communication Design, Design and Creative Technology Vertical, Billy Blue College of Design, Sydney Ultimo Campus, Torrens University Australia



IN DESIGN

Collaboration: 3rd year Media Design students

I struggle to concentrate when Lecturers teach content through a powerpoint presentation.

I prefer using a physical learning resource over something digital or technology based.

It would be more engaging to use a range mediums that are suited to different learning styles.

I find learning most effective when I collaborate with my classmates and share ideas and opinion.



- Collaborative resource

- Remove distractions (Electronic devices)

- Preparation prior class

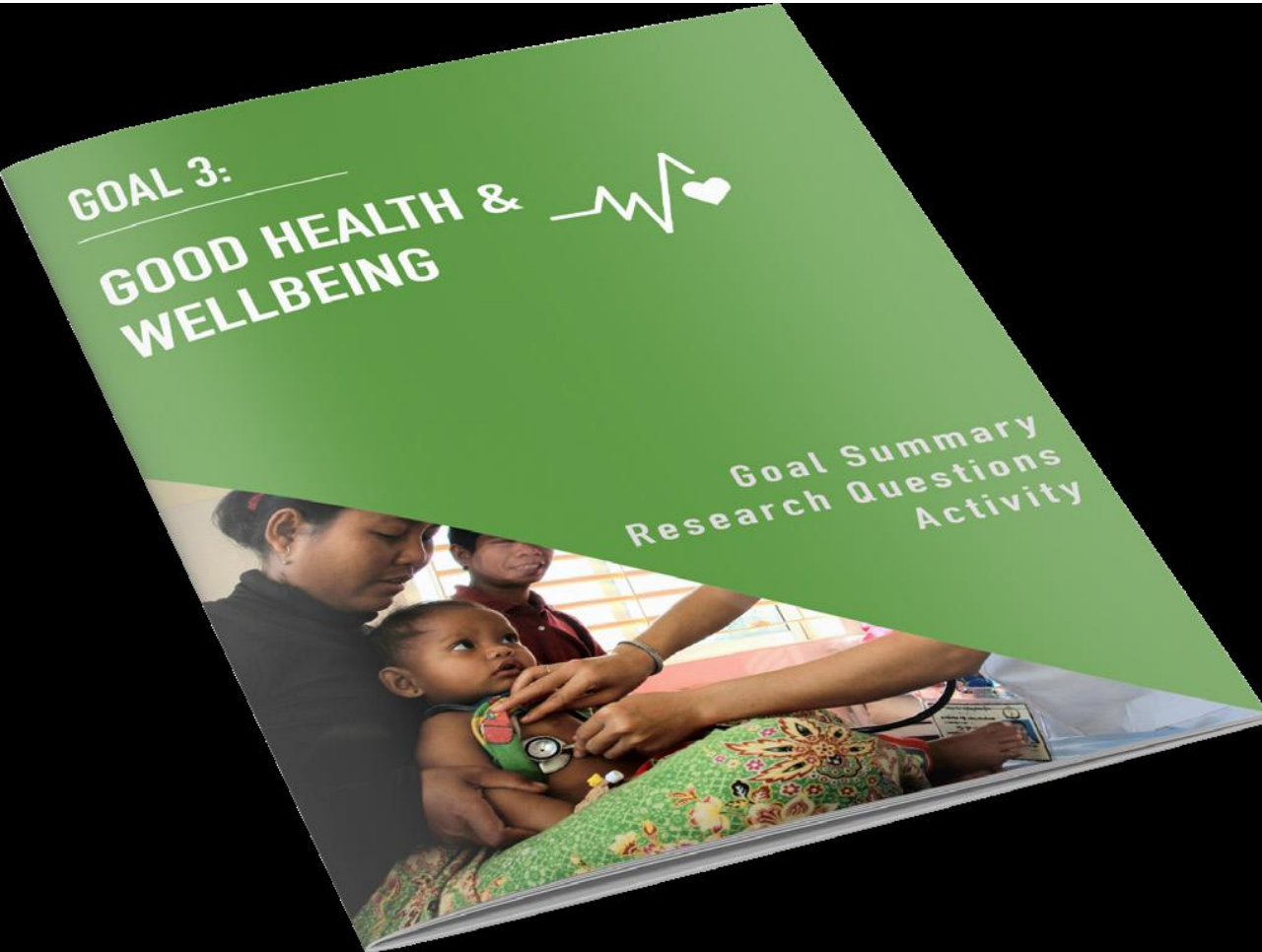
- No leaders

- Suitable for different backgrounds and ages

- Public speaking

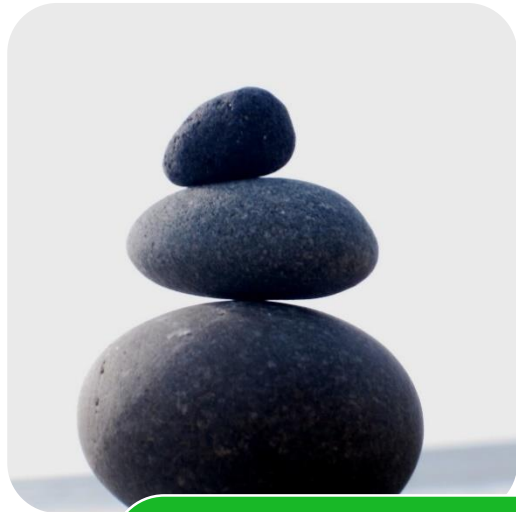
Heidi, Jacqueline, Julian

Design students as learning experience designers



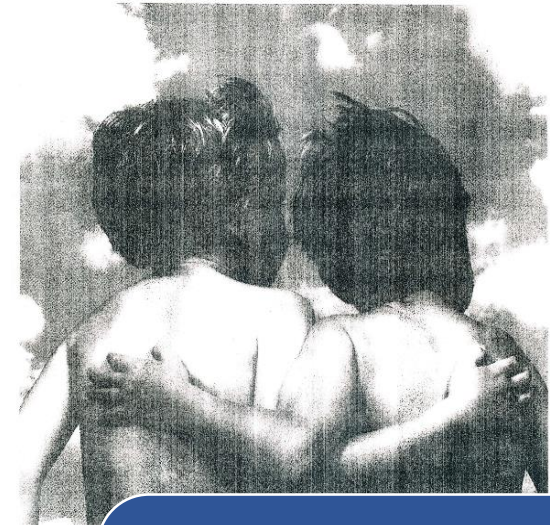
Adriana, Claudia, Taylor

Curriculum plan



MODULE 1

- PHILOSOPHY, DEBATES, CONCEPTS
- SUSTAINABLE DEVELOPMENT; 17 SDGs



MODULE 3

- PLANET
- PEOPLE
- PROFIT
- +++ PARTNERSHIPS

Curriculum plan



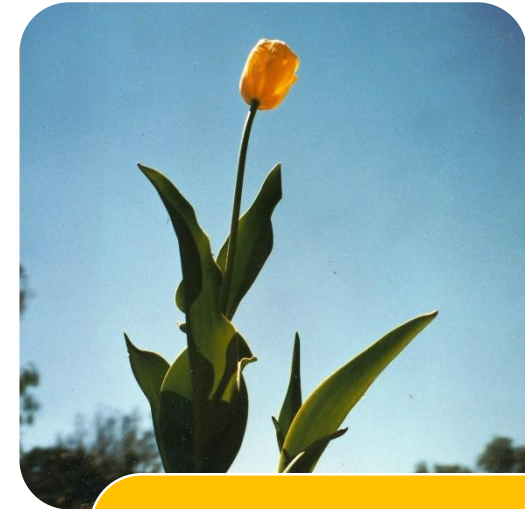
MODULE 4

- PERSONAL LEADERSHIP-COLLABORATION



MODULE 5

- SOCIAL ENTERPRISE
- ETHICS
- JUSTICE



MODULE 6


- STRATEGY
- INVESTMENT
- ACTION

Integrated Assessments 25-50-25

Individual research paper – SDG focus; BCORP
1500 words 25%, end of module 2.2, week 4



Team pitch (10 mins) + green discussion paper,
3000 words 50%, end of module 4.2, week 8



Individual discussion & reflection paper,
2000 words 25%, end of module 6.1, week 11



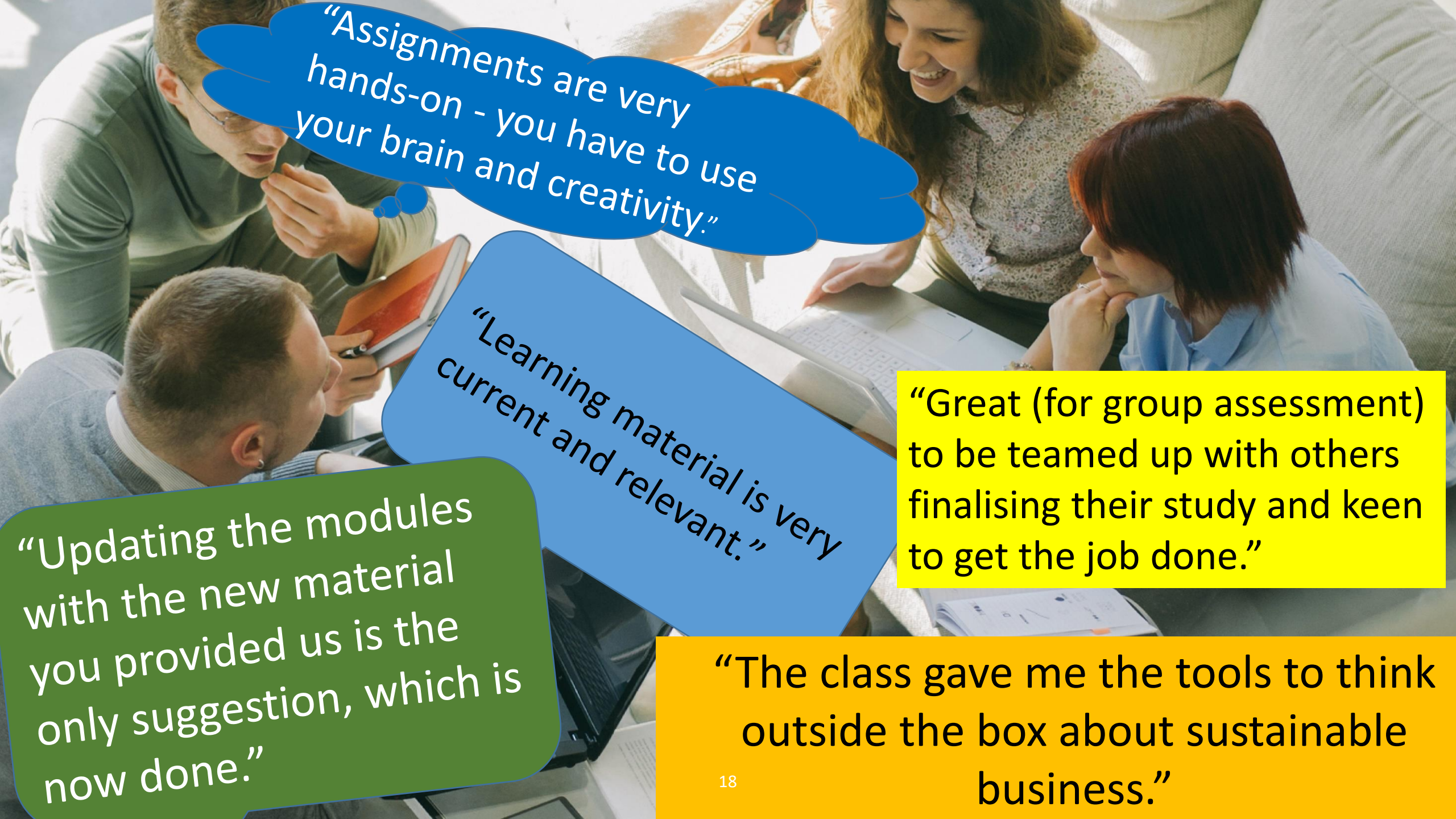
Abundant resources

Re-invent leadership learning to facilitate “learning from the emerging future” rather than reproducing the patterns of the past (Scharmer, 2009, www.tc.presencing.com)



“This class has re-lit something I am passionate about and could bring about a career change. Regardless with my studies now over I’ll be doing something with the community to make a difference.” Andrew, final year MBA

“You can make profit and still make a difference for our environment and people. Heaps of potential to develop this business model further.” Laura, final year MBA



“Assignments are very hands-on - you have to use your brain and creativity.”

“Learning material is very current and relevant.”

“Great (for group assessment) to be teamed up with others finalising their study and keen to get the job done.”

“Updating the modules with the new material you provided us is the only suggestion, which is now done.”

“The class gave me the tools to think outside the box about sustainable business.”

Love what
you do

Continuously evolving