WORK IT!
The impressive internships preparing seven students for ‘the real world’

CLEAR AND PRESENT LEARNING
Helping students survive and thrive in higher education

GENERATION WHY NOT?
The new bachelor’s degree preparing students for a fast-changing future
**PROFESSOR SHIRLEY ALEXANDER**  DEPUTY VICE-CHANCELLOR (EDUCATION AND STUDENTS)

What is your favourite university memory?
It would have to be when I studied physics as an undergraduate, and the sheer delight I experienced when I came to understand things like Newton’s Laws of Motion and Light. I loved the excitement of truly understanding everyday events such as why I would almost fall over when the bus stopped suddenly and why the sky is blue.

Understanding the theories of physics meant I was able to see the world in a different way and I was constantly thinking about the various forces at play in everyday events. The only problem is that this became my major conversation at parties and I quickly discovered that not everyone shared my enthusiasm for understanding the basic laws of nature!

What does ‘inspire’ mean to you?
I hope that we can create the conditions that make it possible for our students to experience what I have described above – the excitement of gaining a deep understanding of what they are learning, applying it to everyday life, and yearning for more.

It’s something we’ve been working to foster at UTS through the Learning.Futures strategy, which is about designing learning so that students are able to do some of their learning online and then come on to campus to experience engaging, highly interactive, and more social learning activities that help them develop that deep understanding. In fact, our whole campus has been designed to facilitate this learning approach, and you’ll read more about that in this issue.

When you have 30 minutes of free time, how do you pass the time?
The only time that happens is first thing in the morning. I get up at about 5.30am and either run/walk or cycle for an hour. It’s the only time of day I’m alone and can think through ideas and complex issues. And at this time of year I usually get to see the sun rise over the water and that gives me an extra boost for the rest of the day!

If you could go back in time, what year would you travel to and why?
I’d revisit my teenage years and experience my time at a small, country town high school differently. I was not remotely interested in anything ‘academic’ but devoted my energies to leading protests about trivial things such as school uniforms and homework. Second time round I would focus on the major issues that previously passed me by such as the fact that Indigenous students were not allowed to go to school dances!!! It seems almost unbelievable, but sadly was once true.

What motivates you to work hard?
Education has been life-changing for me, and hence I want to ensure that others have the same opportunity! I love seeing students taking advantage of the wonderful opportunities available to them at UTS, not only within the formal curriculum, but also via clubs, societies and the myriad of other activities on campus. Those are the students who graduate seeing the world in a different way.
NEXT ISSUE

The next issue will be released on Monday 6 October 2015.

All U: articles are available to read online via newsroom.uts.edu.au
Send your story ideas, opinions and events to u@uts.edu.au

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Students making use of building 7’s new forensic suite, complete with a fully furnished kitchen, bathroom, bedroom, dining room and study.
Photographer: Joanne Saad
"Prepping for class" may not sound like fun, but for staff and students in the Faculty of Arts and Social Sciences, it has become a hilarious success.

The Prepping for Class project was started in 2012 by Senior Lecturer Jenna Price and Lecturer Kais Al-Momani when they began using Annotate, an online application that allows students to comment on the readings as they go. Its aim: to prompt students who weren’t completing their pre-class readings to do so.

"Jenna and I came up with this idea for Annotate because we found it really difficult to get students to do the readings," explains Al-Momani. "It’s been an unexpected way of making students talk about the readings in class, which is always tricky!

"To prepare for a class, we read the same reading given to the students and prepare questions on that reading to discuss in class," he adds. "Annotate helps students to have more engagement and discussion in class.

"If I see a student completely misunderstands the point, that helps me as a teacher to see how the student thinks inside the class and explain the reading in the right way."

For students who don’t complete the pre-class work, Al-Momani says, the impact can be huge. "Doing the reading helps students understand the material properly and ensures they are well-prepared to complete their assignments."

Another benefit of Annotate, he says, is that it integrates with other UTS systems including the online library and UTSONline – the virtual online learning environment and course management system. "The best thing about this integration is students can find everything in one central location. It means students don’t have to log in to multiple platforms to complete study-related tasks."

Students agree it’s working. "It’s helpful to be able to see what my classmates have written in their comments," says writing and cultural studies student Janette Chen. "It helps to know that other people are having similar problems, or finding out what my classmates have made of certain points."

And as UTS moves to combine more of the best of face-to-face and online learning, the Prepping for Class project could help more academics re-engineer their subjects to make preparation more fun for students.

"One thing the Prepping for Class project helps us do is know how each student is finding the readings, something we couldn’t do in quite the same way before. This means lecturers and tutors then have a better idea of what gaps in knowledge need to be covered in lectures and tutorials," says Al-Momani.

Already Al-Momani has trained over 20 UTS academics across 10 subjects to use Annotate. The next step, he says, is to develop a version of the program that can be used on smartphones and tablets. "Hopefully, within a couple of years, the whole university will use Annotate."

Taylah Felice
Bachelor of Arts in Communication (Journalism)/ Information Media
Photographer: Shane Lo
Employers want graduates who are good communicators, but that means being able to speak well, not just write well.

At UTS, students are being encouraged to make their voices heard through Speak Up and the Brennan Justice and Leadership Program (more colloquially known as the Brennan Program).

Lecturer Dr George Herok uses the Speak Up program to teach second-year science students essential speaking skills. His project, which was funded by a 2015 Learning and Teaching Grant, requires students to perform and film oral presentations on a topic of their choosing.

“We get students to do oral presentations, primarily because it’s the most highly ranked graduate attribute in all employer surveys,” says Herok.

“Unfortunately,” he adds, “a lot of students don’t get that experience. You always have to communicate, whatever field you are in, and if you can’t communicate well then that’s a problem.”

Second-year science student Bahia Chahwan agrees. “With science you need to work with colleagues. In a situation where you need to talk in front of a few people, you know you’re confident doing that, you don’t need to be so nervous because you’ve already had the experience.”

She says projects like Herok’s give students “the confidence to talk to people. You can present your ideas clearly.”

A professional speaking voice is also a skill taught at the Australian Centre for Independent Journalism. The UTS centre conducts voice training courses run by professional voice trainer Shane Fitzgerald.

“It’s a really practical course,” says postgraduate journalism student Charlie Drayton. “We spent most of our time standing up and getting into some voice training exercises.

“I think it’s very important because if you look at most journalists these days whether in print or TV, they’re good communicators; it’s a really important part of the job.

“The more effectively you can get your message across, and in a clear and concise way, the more impact you’ll have as a journalist.”

Drayton, who says the results were immediate, recommends the course to all students. “Going into it I was a bit of an awkward-speaking 20-year-old and coming out of it I’ve seen a huge change in my voice, in the way I enunciate words.”

Enunciation is a skill law and international studies student Cecilia Ngu has seen students develop as part of the Brennan Program – a joint initiative of the UTS Faculty of Law and the UTS Law Students’ Society that began in 2011.

Ngu, also the 2014 Brennan Program Co-Director, says the program “aims to include the fundamental ideas of leadership, service and justice and incorporate that into the law degree.”

Students are encouraged to volunteer with community organisations where they gain experience and skills working in the legal sector, and to, literally, get up on their soapbox. The annual Social Justice Soapbox is a lunchtime session where students are invited to grab the microphone and rant, for two minutes, about any social justice or legal topic they want.

Students who speak (and provide an accompanying 500 word statement on their chosen topic) accrue 10 points towards their Brennan Justice and Leadership Award. (Students need 100 points to obtain the award.)

Ngu says, “It’s experiential learning. It encourages active involvement in the community, not just being involved academically. The program’s also great for improving your communication skills.”

Prachi Parikh
Bachelor of Arts in Communication (Journalism)/International Studies
Photographer (C Ngu): Shane Lo
Photographer (Soapbox session): Jamesina McLeod
Resilience may be a 21st century buzzword; but unlike some, it’s one with purpose. At UTS, resilience is all about a student’s ability to survive and thrive in higher education. Thanks to the Crick Learning for Resilient Agency (CLARA) profile, it’s now something students can measure and improve for themselves.

How do you measure curiosity, creativity, belonging and optimism? Just ask CLARA.

CLARA was developed 15 years ago at the University of Bristol, England, by (now) UTS Professor of Learning Analytics and Educational Leadership Dr Ruth Crick. The program was trialled for the first time at UTS this year by the Faculty of Science’s Director of Undergraduate Programs Dr Alison Beavis.

The program, which allows students to rate and reflect on the way they approach learning, requires first-year science students undertaking the Principles of Scientific Practice subject to complete a questionnaire that assesses ‘individual learning power’.

Essentially, CLARA measures those aspects of learning that are traditionally difficult to quantify – mindful agency, hope and optimism, sense-making, creativity, curiosity, collaboration, belonging, and orientation to learning.

“We wanted to expose students to an activity that would strengthen their learning disposition, attitudes and values,” explains Beavis.

“We believe that building learning power will ensure students are equipped to embrace complexities and evolve as resilient, self-aware and assured learners.”

Students agree. “It’s about those core learning aspects that you don’t tend to get from a book, like being conscious of our decisions, teamwork and how we tackle problems,” explains third-year environmental biology student Rosemary Hulak. “These are skills we need to be able to succeed in life, and CLARA works to highlight where our strengths lie, and where there might be room for self-improvement.”

To do this, coaching is key. Hulak and aspiring biology/teacher and second-year environmental biology student Steven Oddy are both peer mentors. Their job is to guide first-year students through the creation, interpretation and use of their profiles.

The mentors meet with their mentees every second week in the subject’s one-hour tutorials. Here students are divided into small groups of six or seven where they discuss ways to improve elements of their learning profile.

“It’s a very visual representation,” explains Hulak. “It looks like a pie chart or a spider web, so the areas for growth are closer to the centre. Although the first thing we naturally look for are the parts where we are lacking, we can turn that on its head by saying ‘Hey, look at all these parts that you are really strong in’, the parts that are fully filled out. Then using these identified strengths we can work on the rest.”

To do this, Hulak says, “We explained CLARA to the students by the way of several fictional profiles, for example John is not very good at paying attention, Zho Wang is a Chinese international student. So we were able to brainstorm strategies, specific to UTS, which might help these fictional characters improve.”

For Oddy, this process offers clear benefits to students. “CLARA is good because it involves individuals looking at themselves and reflecting on it and learning from it, rather than reflecting on other people’s work.”

In preparation for their mentoring roles, in March this year, Oddy, Hulak and the other CLARA mentors completed a series of training workshops where they assessed their own learning power using the model’s questionnaire.

Oddy says, “My results helped me relate to the students and talk about my experiences using the CLARA program, first hand.”

“Funnily enough,” adds Hulak, “when I first got my CLARA profile, I had a very similar reaction to the
Crick says scores of educational and business organisations in America, the UK, New Zealand, China, Europe and the Middle East already use the learning power model.

And its future at UTS looks promising too.

Says Beavis, “We believe, from our preliminary results and feedback from students, that the activity was well received. We hope students are now engaged with developing their unique sense of identity as a learner.”

Hulak adds, “What I got out of it was a bit more self-awareness about the stage of life that I was in and being proud of the strengths that I have. Not everyone is at the same stage in life, and not everyone is fully developed in every aspect. It might take weeks, or years, for us to understand why these aspects are important. First-year can be a very tumultuous time, with huge amounts of changes. To be able to have a scientifically researched tool spell out where my strengths lie is a massive help, especially during those times where you’re not sure you’re cut out for the mammoth task of uni.”

Rima Dabliz
Bachelor of Arts in Communication (Journalism)
Photographer (S Oddy): Shane Lo
Photographer (Super Lab): Joanne Saad
Line Art: derived from a CLARA self-assessment report

students, which was to look at the negatives – I wasn’t very strong in collaboration. It wasn’t until I sat down and was guided through each aspect that I began to understand what it meant for my learning.”

And that’s an important part of using CLARA. Crick says the profiling system was developed as a response to “the learning wilderness of the 21st century”.

“We recognised such a profound design fault in our education system where the intense focus on ‘passing the test’ actually has a negative impact on students’ motivation for learning.”

CLARA aims to give students the life skills they need to stick with their studies and overcome challenges.

“Effective learners like a challenge and are willing to ‘give it a go’ even when the outcome and the way to proceed are uncertain. They accept that learning is sometimes hard for everyone and are not frightened of finding things difficult. They have a high level of ‘stickability’ and can readily overcome feelings of frustration and impatience. They are able to ‘hang in’ with learning even though they may, for a while, feel confused or even anxious. They don’t mind making mistakes every so often and can learn from them.”
The world is changing, and fast. For some students, this means the jobs they will work in haven’t even been invented yet. So how do you prepare for an exciting yet uncertain future? Bachelor of Creative Intelligence and Innovation student Dominica Ingui reveals one way forward.

I chose UTS’s Bachelor of Creative Intelligence and Innovation (BCII) because it sounded exciting; plain and simple. When you’re young, decision-making can be an exhilarating and empowering experience, but eventually you need to make a choice. You are confronted by a harsh reality; choosing your degree path is not exciting. You need to navigate ATAR points, gauge reputations, think about what you’re good at and somewhere along the way you need to remember all of your hopes and dreams.

Someone once gifted me with the advice that “your future job probably doesn’t exist yet”. Thanks. That really helps me, doesn’t it?

Nor does the fact that I’m not one to make plans – I hate to burn bridges, narrow my vision or close doors. I need options and alternative paths; I dislike locking myself into choices. I just didn’t know what I would need in order to prepare for my non-existent job.

All of that changed when I first encountered the Bachelor of Creative Intelligence and Innovation – a degree name so long, so unknown, so curious.
I fondly remember the first UTS Open Day I went to in 2013 – when I heard one of our many clever and creative academics, Kees Dorst, present so passionately about BCII. He spoke of possibilities, innovation, state-of-the-art design, and spun stories of entrepreneurs and creative successes. It was magnetic, the way his descriptions captured my imagination.

Like so many other people, I had no idea what BCII was, but I knew I needed to be part of it. Most importantly, I figured it would open doors for me, not close them.

So, my journey began in 2014 as part of the first cohort of BCII students. With no educational precedent, our first lesson was to admit that while we had no idea what we were doing, we had the confidence to find out.

Simply put, BCII is a degree that floods your mind with the intelligence, tools and methods that drive each of the disciplines across UTS. We use these lessons to inform our thinking and framing as we tackle real briefs from real clients such as the City of Sydney council who asked us to examine the social issues surrounding Kings Cross. Just weeks after the announced 2014 federal budget cuts, we also worked in conjunction with the ABC International to explore diverse solutions for the many challenges they face, including the challenge of remaining relevant in the region, delivering on charter and addressing the opportunities of media convergence.

Most notably, we received a brief from Google where we had to discover ways to foster the adoption of their products in parts of the world, such as regions of Asia, that were untouched by the internet. As extracurricular activities, we’ve also been involved in a weekend discovery process with Visa, exploring the future of global transactions and payment devices, as well as a two-day hack-a-thon with Accenture.

From day one of Winter school I was thrown into an environment filled with students from law, design, business, engineering, health, science and communications. In a BCII classroom we receive workshops from passionate academics from across the university, which teaches us to be fluid and accepting in our thinking. It is when collaborating with each other that our talents were realised and recognised. What a beautiful and humbling experience it is to feel valued by your peers for your strengths, skills and passions.

Together we harness our collective knowledge and skill sets to inform our approach to these sophisticated and challenging problems so that we develop meaningful, comprehensive solutions that are truly innovative. While most university students shy away from group work, this unique opportunity to function as a part of a transdisciplinary team is truly a gift, and one not often given.

Entering my second year, I’ve come to appreciate how framing a question or scenario is the most important segment of innovative thinking. True genius comes from the approach a team takes which gives a frame for the generation of ideas. These problems are often complex, open, highly networked and do not have a right or wrong answer. These briefs cannot be solved using one perspective, they require a multidisciplinary team to break down, re-frame and re-think these dynamic issues.

But this style of working should not be romanticised. The role of an entrepreneur is not a glamorous one. The media has embedded the image that all great innovators are college drop-outs who overcame all odds to bring technology to the world. Mark Zuckerberg, Steve Jobs and Bill Gates are all case studies who demonstrate there is space in the world to make meaningful and socially relevant changes. So UTS has taken responsibility to find a method to the madness and engage with the knowledge behind innovation.

It’s so easy for people to become afraid of the future, it’s easy to latch onto tradition and it’s hard to ponder the wicked problems of today and tomorrow. The concept of change plagues individuals who lack the confidence to see themselves and the world around them differently. But during BCII we explore these problems every day and we’re finding new ways of understanding the complexities our world faces.

“I can’t understand why people are frightened of new ideas, I’m frightened of the old ones,” is a mantra given by John Cage. I revel in the uncertainty of the future, I see it as a limitless opportunity for young people to make a mark and make a change.

My experience is that BCII is setting new standards for university graduates; I am growing more confident, resilient, adaptable and comfortable to take on the most curious and challenging tasks. We mine our failures for lessons and use them to shape our successes. My skills cannot be outsourced; my talents will not be overshadowed by robotics or artificial intelligence and I will evolve with the world I travel.

When I graduate these will be robust qualities of differentiation that will carry me through any situation regardless of my team, my industry or my country.

Those are attributes that no other university will be able to give us and a gift that our future employers will value us for. And that gives me a sense of security, imagination and trust in the degree and path that I have chosen.

Dominica Ingui
Bachelor of Creative Intelligence and Innovation/Bachelor of Arts in Communication (Public Communication)

Comment on this article at
UTS:NEWSROOM
Internships provide invaluable work experience for students hoping to gain employment after graduation. Seven students who have taken an internship, locally and globally, share their experiences and discuss why internships are an essential part of the university experience.

Jack Fogl travelled over 7000 kilometres for an internship that landed him in a Cambodian courtroom. The year was 2014 and the organisation was the Extraordinary Chambers in the Courts of Cambodia (ECCC) – a special court which receives assistance from the United Nations to prosecute those believed to be most responsible for the crimes committed by the Khmer Rouge.

For Fogl, a law and international studies student, the internship was a chance to work on the defence team for Nuon Chea – the alleged second-in-command to Pol Pot – who was charged with genocide and crimes against humanity.

Fogl says, “I had to read gruesomely documented transcripts of interrogations along with eyewitness accounts of torture and execution. They were incredibly confronting.”

However, he adds, “This practical experience gave me invaluable insight into the workings of international criminal law and is something that I really enjoyed.”
It's also the reason why he encourages all students to undertake internships. “You might love the experience, you might hate the experience, but either way you will learn if that area of work is right for you.”

Civil and environmental engineering and business student Harshaa Raha also had the opportunity to delve into an overseas internship.

Raha was able to work for the Banking Commission as part of the United Nations Environment Programme Finance Initiative (UNEP FI) whilst living in Geneva, Switzerland for six months.

Raha says, “The overall experience was absolutely fantastic. I had the opportunity to meet the current and former Secretary-General of the UN, Ban Ki-moon, and Kofi Annan and I got to work directly alongside the director of the UNEP FI. Listening to the current and former Secretary-General highlighted, for me, the importance of youth participation and that no one is ever too young to lead.”

Raha says her role was varied, incorporating project management, event organisation, marketing, communication and independent research. Among the highlights were liaising with leading environmental lawyers in the United States to obtain expert advice and organising the black carbon finance meeting in conjunction with the World Bank.

Raha’s advice to other students contemplating internships is to put yourself out there. “Hone your skills and talk to people who specialise in any areas you have a particular interest in.

“This was the best decision I’ve ever made.” And, she says, it has given her a driving ambition to pursue a career that combines engineering and finance.

James Elton-Pym, meanwhile, is energetically pursuing a career in journalism.

Earlier this year, with the help of her supportive family, Smith engaged in an internship with the Beaches Early Intervention Centre who treat those experiencing psychotic episodes.

The internship coincided with Dick-Smith undertaking the Complex Nursing Care: Mental Health subject as part of her degree. It enabled her to experience one-on-one therapy with patients, which helps them understand and manage their mental health.

“I found the whole experience so useful,” says Dick-Smith. “It took away the stigma of mental health and it placed the theory into context.

“I wish I could spend more time on internships.”

In fact, Dick-Smith is already looking forward to a two-week placement with the Air Ambulance later this semester.
In the longer term, she hopes to continue her studies at UTS by undertaking honours after she finishes her degree next year, as well as a postgraduate degree in critical care nursing.

Master of Architecture student Jason Li is another whose internship has proven to be a money-can’t-buy experience. Earlier this year, Li spent two months working at internationally renowned architectural firm Gehry Partners, LLP. The internship was organised by UTS and saw the student head to Los Angeles to learn how the large and famous company operates.

“Building models for two months straight certainly improved my skills,” says Li, “And experiencing how this company operates gave me a sense of how things work within a firm.”

The only downside, he says, was that the internship didn’t last longer. “It’s hard to make any solid connections in such a small amount of time, however, in the future if there are chances of collaboration with them, or of me moving to LA, my internship might be helpful.”

Li is also confident having an industry powerhouse like Gehry Partners listed on his resume will improve his job prospects in Australia too. “With Gehry Partners written on my CV it’s hard to be missed by employers.”

He advises all students to undertake internships during their degree, “Even if you’re knocked back by the first company you approach, just keep trying.

“And take opportunities! Especially if it’s a paid overseas internship in an international firm – it doesn’t get any better than that.”

Unless of course you’re Bachelor of Sport and Exercise Management student Nathan Bloomfield. The active 21-year-old is currently embarking on his dream internship, working with one of the leading organisation in his field – the AFL.

Three days a week Bloomfield spends two-and-a-half hours teaching Auskick
to children at schools around Sydney. “I feel that my communication skills have improved significantly since I started this internship. Teaching kids how to play AFL and having to explain rules and guidelines to kids who just want to run around can be extremely challenging. But they’re skills I’m going to be able to use once I leave uni and enter the workforce.”

Soon Bloomfield will also begin assisting in the promotion of AFL 9s – a social game, for all ages, that involves nine players on each team competing on a smaller field.

With the internship requiring him to complete 210 hours of work, it can be difficult to balance his commitments. “I’m at uni full-time and I have a part-time job,” says Bloomfield, “but I am really enjoying it.”

So too is David Moulder. The Bachelor of Medical Science student spent the first semester this year working with UTS’s Faculty of Science tracking the movements of mitochondria, “the energy powerhouse of the cell”, within rogue breast cancer cells.

He says, “Research is an exciting experience, it almost demands your attention. And it’s a nice feeling to watch true science unravel in front of you.”

Working as part of a larger UTS research team, Moulder was able to express a specific mitochondria protein attached to a fluorescent protein from jellyfish DNA within breast cancer cells, in turn allowing him to track the mitochondria.

He says the experience helped him “gain a deeper understanding of one of the most complex and lethal diseases.”

Moulder adds, “If you want a challenge, to further develop your scientific inquisitive mind and see what research is truly like, then I definitely advocate for internships.

“Talk to people and ask questions. Sometimes the most absurd questions open the door to a sea of knowledge you never thought was possible.”

Kate Kemp
Bachelor of Arts in Communication (Journalism)/ Bachelor of Laws

Peta Gilbert
Bachelor of Arts in Communication (Journalism)

Photographer (I Fogl, J Li, D Moulder, N Bloomfield, J Elton-Pym): Shane Lo

Photographer (F Dick-Smith): Hannah Jenkins

Photograph (H Raha) supplied by: Harshaa Raha
a day in the life...

ARRIVAL DAY

It’s your first day at uni. But what do you do? Where do you go? Who do you ask for help? You can find all the answers to these questions and more at Orientation Week. Take a look at what happened on the first day of orientation in Autumn semester this year to find out what you can expect during your first official day at UTS next year. (And don’t worry about trying to fit everything into just one day – most sessions are repeated a few times throughout the two weeks.)

9.30am

UTS Welcome, Great Hall
Your official welcome to UTS is a must for all students. Hear from the people who run the uni, like UTS Vice-Chancellor Attila Brungs, learn about the uni and enjoy an engaging performance by UniSmart.

“Orientation day provides new students with an opportunity to meet new people and become involved with groups on campus before classes begin.” – Dave Barden, Bachelor of Arts in Communication (Journalism)/Bachelor of Laws, Vice-President of the Journalism Society

10.45am

Library Tour
Find out more about the UTS Library – including where it is, the great study spaces and the online services you can access to help with your studies.

11.45am

U:Professional and Professional Identity Fair
Do you know what you want to be? Maybe not? Find out how to make the most of your time at UTS and how to kick-start your professional identity in first-year.

1pm

Head online to activateuts.com.au to book tix for Summerfest – the biggest dance party of the year. Held at the end of Orientation, it’s a time to kick off your shoes, kick up your feet at and check out feature bands like San Cisco, The Kite String Tangle and Aston Shuffle.

“Summerfest is a chance to enjoy a live concert, listen to some cool bands, celebrate the beginning of a new semester and meet new friends. It’s a great way to experience some of the fun, enjoyable and engaging opportunities UTS campus life has to offer.” – Sarah Reade, ActivateUTS
2pm

LRS Tour
Take a sneak peek inside UTS's new Library Retrieval System (LRS) – the 13,000 cubic metre state-of-the-art facility located under Alumni Green. Here, six robots move among the rows of metal shelving, to retrieve and replace books requested by library users.

"Now that we have moved the less-used books to the LRS, there is more room for people to work in the Library, it is easier to find books on the open shelves and we are experimenting with collaborative, high-tech spaces, exhibits and events while we plan our new library." – Mal Booth, University Librarian

3.30pm

Network Café welcome, Underground – Activate Marketplace
International, study abroad and exchange students can start making friends and get a head-start on settling in to UTS.

“There is always something happening at UTS – like the Network Café or events run by ActivateUTS. It really makes me happy and satisfied to see the university is not only about assignments and deadlines but also a place I can connect to different cultures and make friends for the rest of my life.” – Luiz Felipe Gecys Santini, Bachelor of Design in Architecture

4.30pm

Aussie Workplace, Great Hall
Head to this workshop to gain an understanding of Australian workplace culture and practices, and to develop strategies to make your transition into the workplace smooth.

“The workshop aims to provide students with an understanding of the local workplace culture including their rights and responsibilities as employees.”
– Esita Sogotubu, Employability Coordinator, UTS Careers Service

4.30pm

Faculty of Arts and Social Sciences welcome, CB03.05.10
Find out all the essential info about your course, meet faculty staff and other new students. From 2016, these sessions will tell you what you need to do before your first day of class.

“We will go through all the activities students need to do before they start university, so that when they arrive on day one they will be familiar with our communication systems and expectations. We will also be running a scavenger hunt and challenges so students can get to know each other and our location between the ABC, Central Railway Station and Broadway Shopping Centre. The sessions aim to give students confidence in finding their way around UTS and connecting them up with staff and fellow students so they are excited and ready to tackle the next three to five years of their degree here at UTS.”
– Vicki Bamford, First-Year Transition Experience Coordinator, Faculty of Arts and Social Sciences

Julia Racheha
Bachelor of Arts in Communication
Jordan Fermanis
Bachelor of Arts in Communication (Journalism)/Bachelor of Creative Intelligence and Innovation

Photographer (Summerfest): Raynard Tan
Photographer (inside the UTS Tower): Christine Le
Photographer (Green Auditorium): Richard Heng

ORIENTATION WEEK
Check out the orientation calendar to get times, dates and locations for your official faculty welcome. Some faculties, like the Faculty of Health host Boot Camps, providing a basic introduction to the requirements and expectations of the profession.

“It was good because you got to meet people in the lectures and your tute, so when you got to the lecture the next week you had someone to sit with.” – Ellyana Kemp, first-year Bachelor of Nursing/Bachelor of Arts in International Studies

Be sure to check out the campus tours, speed friending, study workshops and finance workshops. Don’t forget to also check out O’Day, where you can find out about all the clubs and societies we have on offer at UTS and the other activities on offer from ActivateUTS.

To find out more about what’s-on on campus, check out:
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UTS:NEWSROOM
newsroom.uts.edu.au/news/2015/08/a-day-in-the-life-arrival-day
"We’re collecting data on a scale we haven’t seen before, and we don’t really know what we’re doing with it," say Perry Stephenson, an electrical engineer and one of the first students undertaking UTS’s Master of Data Science and Innovation (MDSI).

For Stephenson, big data is big business. "I think the power industry is undergoing a major transformation and data science will play a pivotal role in the coming decades. "There’s plenty of buzz around ‘smart’ grids being the next big thing, but they haven’t really taken off. I don’t think they’re going away, and successful development of smart grid technologies is going to require people who are experts in power networks and data science. I’m hoping to be one of the first!"

Enter UTS. This year, the university launched the MDSI – a transdisciplinary, postgraduate degree where students from all academic backgrounds (including engineering, science, physics, mathematics, arts and more) work to fuse quantitative and qualitative data.

The degree aims to help students tackle complex real-world challenges, expand professional networks and develop speed in processing data, much of which is "missing" or "messy" data – numbers and information that tell a far richer story when a data scientist learns to account for human values as well as data values.

MDSI Course Coordinator Dr Theresa Anderson says active industry collaboration is key. As part of the ‘real-life’ problem-based assessments under development, companies and non-government organisations are being invited to provide students with data they’ve put in the “too hard basket” and which students can use in the classroom.

"There is a need for creativity and ethical and critical thinking to co-exist in the classroom because data doesn’t speak for itself," says Anderson.

And, in the business world, Anderson adds, "There is also a growing need for companies to seek out specialists who can engage with data, both ethically and innovatively. "Companies want to, or need to, hire professionals who can work with data in those ways and with increasingly large data sets."

Of course, the MDSI is not all about big data. Stephenson, in his first semester of study, had to complete a ‘quantified self’ assignment as part of the Data Science for Innovation subject. The assignment requires students to conduct their own individual projects and trials.

"For me that involved a six-week study into myself," he recounts. "I tracked every step, every minute of sleep, every calorie eaten (or drunk), every calorie burned, and weighed myself every day. "When I analysed the data I discovered some interesting things, like the fact I gained weight even though I burned more calories than I ate (I knew it!), and I need to sleep more."

For Stephenson, the MDSI is more than just a degree. "All of the things I’m really excited about in 2015 have data science as a central element: self-driving cars, a new generation of space vehicles, field robotics or drones. Even things like Netflix and Twitter. "Beyond that, data science is driving innovations and transformations in less shiny but really important areas like medicine, IT, marketing, engineering, even farming. "I can’t think of a sector that won’t be transformed by data science. And I don’t just want to stand back and watch it happen without getting in on the action!"

Taylah Cousins
Bachelor of Arts in Communication (Journalism)/International Studies
Photographer: Shane Lo

Comment on this article at
UTS:NEWSROOM
For the Grant women, maternal health and UTS are as much a part of their lives as family lunches and candle-making.

Mother and daughter duo Lorraine Grant and Hannah Clark (nee Grant) are both practising midwives and UTS graduates.

Grant, who had spent most of her adult life working in customer service and natural medicine, was one of the first students to undertake the direct entry Bachelor of Midwifery degree when it began in 2005. The three-year program enables graduates to register as a midwife without having to first complete a nursing degree.

“I had always wanted to be a midwife since I was young, but I didn't want to study nursing. So when the direct entry degree came along, I jumped on it.

“I chose UTS because they were the only one doing the direct entry program,” explains the 53-year-old mother of three and grandmother of four.

Today she is a group practice midwife in Ryde's stand-alone birth unit where she guides women through labour and delivery without the direction of doctors or obstetricians. “Working this way gives me the ultimate job satisfaction. “The research shows that having a known midwife at your birth has better outcomes. Knowing our women and following them through a life-changing event is very special. “I always say to my women when I book them in, ‘It’s my job to give you all the information you need, but its unto you to use it. Knowledge is power.”

Clark (now aged 27) began her studies the year after her mother, enrolling in UTS’s Bachelor of Nursing.

While Clark admits “mum talked me into studying at UTS”, it’s not the only reason she chose the university. “Mum was always talking about how interesting the lectures were and how you’ve got to ‘get your hands dirty’ working with real-life patients.

The pair, who live only 10 minutes apart, agree working in the same field gives them an endless supply of conversation.

“The research shows that having a known midwife at your birth has better outcomes. Knowing our women and following them through a life-changing event is very special.

“The pair, who live only 10 minutes apart, agree working in the same field gives them an endless supply of conversation. “We often get in trouble at the dinner table,” laughs Grant. “And Hannah always thinks she’s better than me!”

“But it’s nice,” adds Clark. “You kind of debrief with each other when you’ve had a bad day.” And with three daughters of her own, Clark wouldn’t be surprised if the family tradition continues.

“They like everything about nursing. They’ve got nursing kits and their first dollhouse was a doll hospital. My eldest, Ella, often says ‘I’m so thirsty I’m going to dehydrate in a moment’ and she’s six!”

Lydia Watson-Moore
Bachelor of Arts in Communications (Journalism)/ Bachelor of Laws
Photographer (H Clark and L Grant): Fiona Livy
Photographer (midwifery students): Anna Zhu
The videos, which students can watch and re-watch on Vimeo, help to minimise some of that anxiety. And because “they’re linked to a group Facebook page, we receive notifications when new videos are uploaded,” adds Hawes.

For Sgro, this means “it’s really easy to see when and how the students are accessing and carrying out parts of their assessment.” And that’s important because the videos form the basis for an assessment where students produce a reference folder depicting the step-by-step instructions for all the garment construction methods they use.

“The only improvement that could be made to the videos,” laughs first-year fashion student Kenneth Pan, “would be having the instructions written step by step. However then Donna would be doing our assessment for us!”

Though Pan, who studied design and technology at high school, feels he already has some experience, the young designer admits he still had a lot to learn. “At school it was more like DIY, whereas now we need to be at industry standard.”

When asked whether he used the videos and enjoyed them, Pan enthusiastically responds. “I absolutely use the videos, they are just so helpful and we can get them on our phones which is easily accessible.”
For fellow classmate and international student Wei Zhang, the videos, which are filmed on the same machines students use in class, have provided a lifeline. “I had read magazines and watched TV shows which gave me an interest in the fashion industry, but it is all totally new for me.”

Sgro agrees. “I have seen an improvement in student confidence and in their ability to understand the technical steps,” and she believes students’ accuracy and quality have improved across the board. What this then means is that students can spend more time interrogating these methods from a design and innovation perspective, given there is always a go-to video to remind them of the key technical steps.

“These videos have made my work so much better,” admits Zhang. “There are a lot of other videos on YouTube but these videos are shorter, more specific and more helpful.

“They’re important for fashion design students, but other students who may be interested in DIY projects could probably use them too. That’s how good they are.”

Lexy Akillas
Bachelor of Arts in Communication (Journalism)
Photographer (W Zhang and K Pan): Shane Lo
Photographer (fashion students): Anna Zhu
Illustrations by: Rene Nguyen, Bachelor of Design in Fashion and Textiles

“IT ABSOLUTELY USE THE VIDEOS, THEY ARE JUST SO HELPFUL AND WE CAN GET THEM ON OUR PHONES WHICH IS EASILY ACCESSIBLE.”
HOME THOUGHTS FROM ABROAD

Studying abroad can not only help students see the world, but also give them the skills they need to work in an ever-increasing global workforce.

UTS has exchange agreements with over 220 universities in 40 countries and territories, making our exchange program one of the largest in Australia. Last year, there were over 10,000 international students enrolled at the university and 1050 local students overseas on exchange or short-term programs.

Photographers (left to right, top to bottom): Abdul Wahab Vohra, Aolin Li, Pham Le Hoang Trong, Matthew Ginn, Roshan Aryal, Pranav Naik.