

Invitation to Workshop

Educating the deliberate professional: What has that to do with engineering education?

The university education landscape is dramatically changing. Universities are required to adhere to quality measures and they are pressured to have greater economic relevance and produce work-ready graduates. In an increasingly risk-averse environment and with students who want to have a job after graduation, the obligation to prepare technical competent practitioners is overshadowing the socially responsible pedagogical project of university education. However, in an increasingly complex and diverse world graduates require practice capabilities beyond technical know-how. Critical and interdisciplinary thinking, curiosity about other possibilities and considering the long-term consequences of actions are all capabilities that are desperately needed to solve complex problems. What pedagogies can help prepare our students for this rapidly changing world of work?

I will present the concept of the deliberate professional which is grounded in contemporary times and learning theories about awareness raising, creative and critical thinking and deliberate action. This new concept offers a framework to redress the imbalance from technical, instrumental learning towards moral, autonomous, democratic and consequential learning that produces not only competent technicians, but also educates deliberate professionals who are thoughtful, courageous and morally responsible actors who strive to improve the way things are.

In this session we will explore the relevance and usefulness of the concept of the deliberate professional for engineering education in contemporary times.

Questions that guide this discussion could include:

- What is the role of technical, discipline knowledge in engineering practice? What practice are we educating for?
- What kind of professional is needed for the future world of work?
- What capabilities do our students need to learn?
- What pedagogies will help us to get there?

Instructor: Ass. Prof. Dr. Franziska Trede, UTS Sydney

Target Group: All academic teachers with interest in Learning and Teaching, Professional Identity Development and helping students become professionals in the future world of work.

Date: Friday, **June 22, 2018**, 10:00am–2:00pm

Location: TU Berlin, Zentraleinrichtung Wissenschaftliche Weiterbildung und Kooperation (ZEWK), Fraunhofer Straße 33-36, 10587 Berlin, R: FH 1005

Please register via email: wwb@zewk.tu-berlin.de

Biography Ass. Prof. Dr. Franziska Trede

is Associate Professor in Higher Education and Professional Practice at the University of Technology, Sydney where she leads research in the professional practice program in the Faculty of Engineering and IT.

She is particularly interested in professional identity development, agency and educating the deliberate professional. She received her PhD from the University of Sydney and her Master in Health Personnel Education from the University of UNSW, Australia.

Dr. Trede is a national board member of the Australian Collaborative Education Network (ACEN) and editorial member of Active Learning in Higher Education, Teaching in Higher Education, Studies in Continuous Education, Professions and Professionalism, and the International Journal of Work Integrated Learning. Dr. Trede received several national large grants from the Office of Learning and Teaching that explored education for practice themes including academic leadership, interprofessional education and technology-mediated workplace learning.

She has published 7 co-edited books, and over 80 book chapters and journal papers. Her latest book 'Educating the deliberate professional: Preparing for future practices' offers new possibilities about how to teach and learn responsibly and creatively for future practices.