



Australian Government
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Graduate Employability 2.0

The networked approach to graduate employability

Australian Learning and Teaching Fellowship

Associate Professor Ruth Bridgstock

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www.graduateemployability2-0.com



Future capable

learners, teachers, universities



out in the world...

social networks are central to **learning**

social networks are central to **career development**

social networks are central to **innovation and problem-solving**



social networks are central to **learning**



70% of learning in the workplace happens **informally**, much of it problem -based and self-directed, and about **90% of that involves social interaction** - either face to face, online or both.

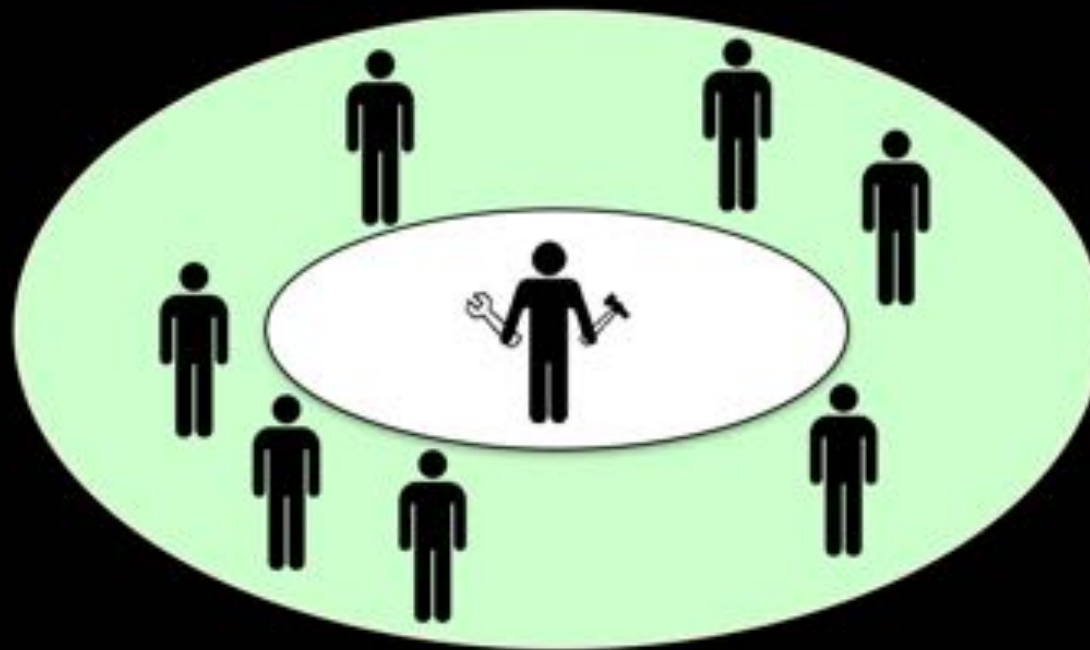
<http://www.caracorp.com/insights/thought-leadership/pulse-survey-report>



situated learning
experiences

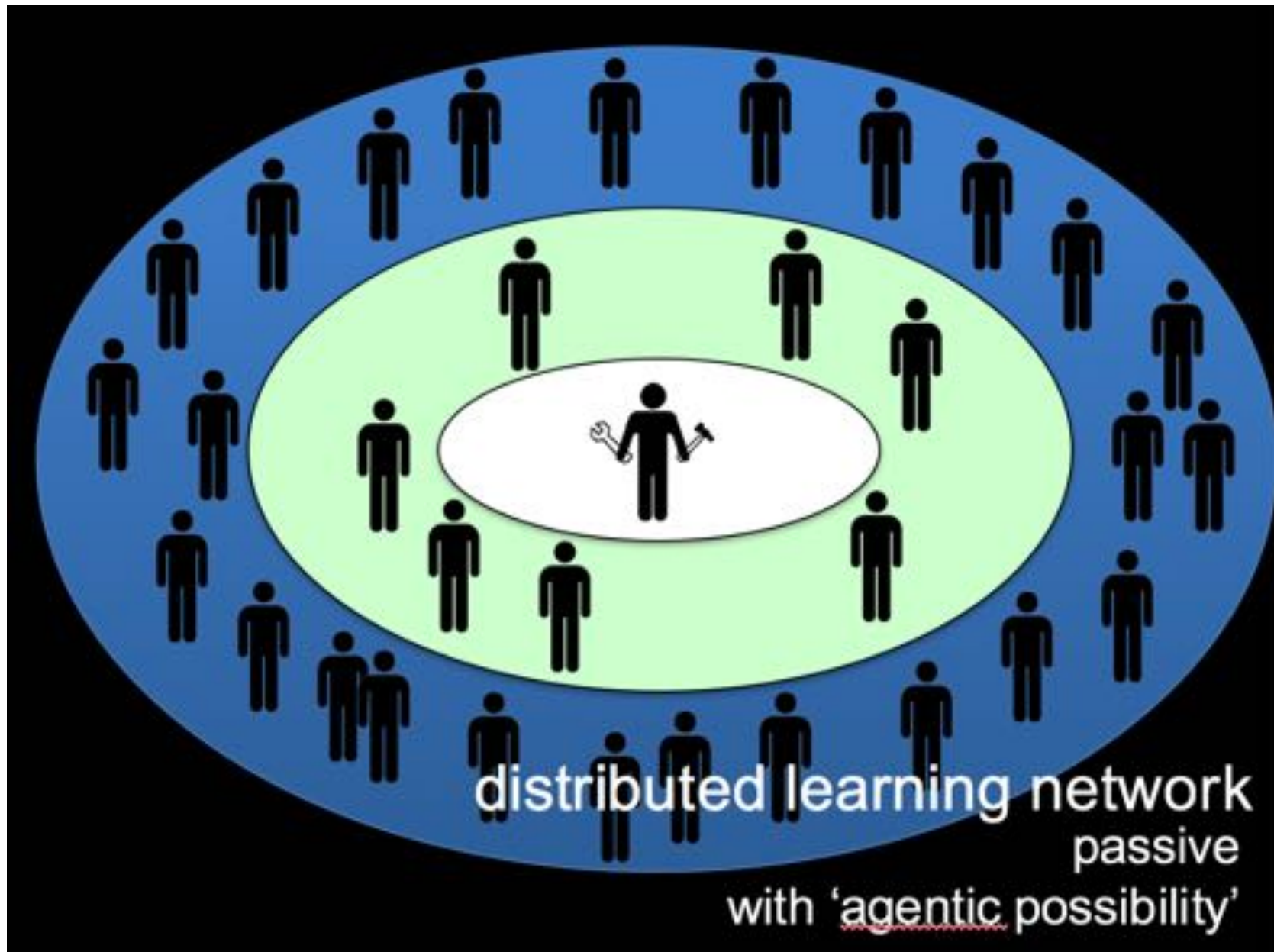
hands on, experiential, situated

learning



community of practice

socially networked





Social networks are central to **career development**



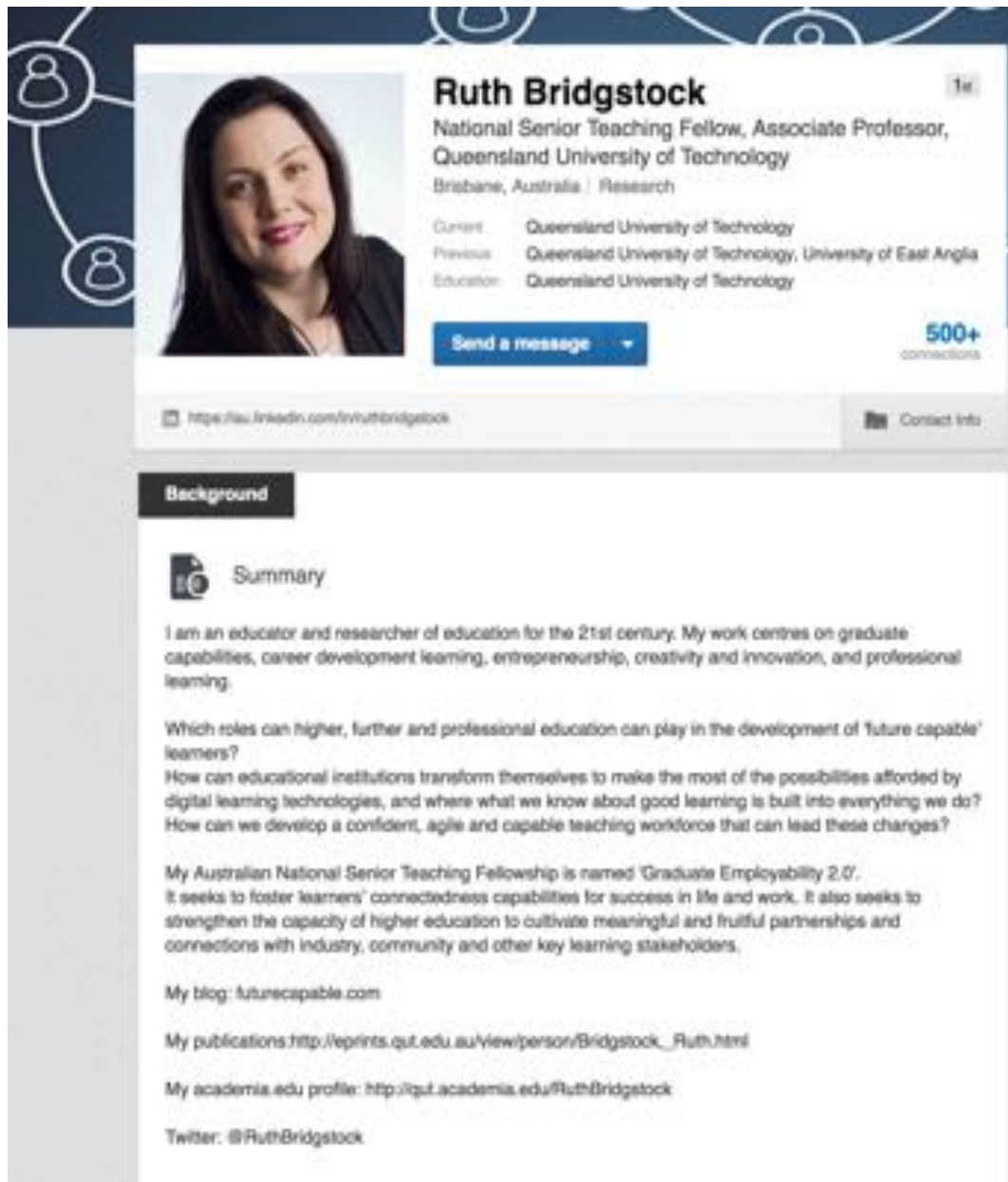
Approximately **60% of jobs** are estimated be **obtained** through '**who you know**' rather than direct application. Between 80 - 90% of university graduates only apply for jobs using direct application methods.

Social networks are central to **career development**

Jackson (2014): Australian national university graduate outcome data shows the importance of networking (including capitalising on family, social and work contacts) to graduate career outcomes, with a **54% increase in the odds of job attainment if social networking strategies were used.**



*QUT Creative Industries Network
Student - Industry Networking Event, sem 2 2016*



The image is a screenshot of a LinkedIn profile for Ruth Bridgstock. The profile header includes a profile picture of a woman with dark hair, her name 'Ruth Bridgstock', and her title 'National Senior Teaching Fellow, Associate Professor, Queensland University of Technology'. It also lists her location as 'Brisbane, Australia' and her field as 'Research'. Below this, a table shows her current employer as 'Queensland University of Technology', previous employers as 'Queensland University of Technology, University of East Anglia', and her education as 'Queensland University of Technology'. A blue button says 'Send a message' and a badge indicates '500+ connections'. The URL 'https://au.linkedin.com/in/ruthbridgstock' and a 'Contact Info' link are visible. The 'Background' section is expanded, showing a 'Summary' with a paragraph about her work in education for the 21st century, followed by three research questions, a description of her 'Graduate Employability 2.0' fellowship, and links to her blog, publications, academia.edu profile, and Twitter.

Ruth Bridgstock 1st

National Senior Teaching Fellow, Associate Professor,
Queensland University of Technology
Brisbane, Australia / Research

Current	Queensland University of Technology
Previous	Queensland University of Technology, University of East Anglia
Education	Queensland University of Technology

[Send a message](#) 500+ connections

<https://au.linkedin.com/in/ruthbridgstock> [Contact Info](#)

Background

Summary

I am an educator and researcher of education for the 21st century. My work centres on graduate capabilities, career development learning, entrepreneurship, creativity and innovation, and professional learning.

Which roles can higher, further and professional education can play in the development of 'future capable' learners?

How can educational institutions transform themselves to make the most of the possibilities afforded by digital learning technologies, and where what we know about good learning is built into everything we do?

How can we develop a confident, agile and capable teaching workforce that can lead these changes?

My Australian National Senior Teaching Fellowship is named 'Graduate Employability 2.0'. It seeks to foster learners' connectedness capabilities for success in life and work. It also seeks to strengthen the capacity of higher education to cultivate meaningful and fruitful partnerships and connections with industry, community and other key learning stakeholders.

My blog: futurecapable.com

My publications http://eprints.qut.edu.au/view/person/Bridgstock_Ruth.html

My academia.edu profile: <http://iquit.academia.edu/RuthBridgstock>

Twitter: @RuthBridgstock

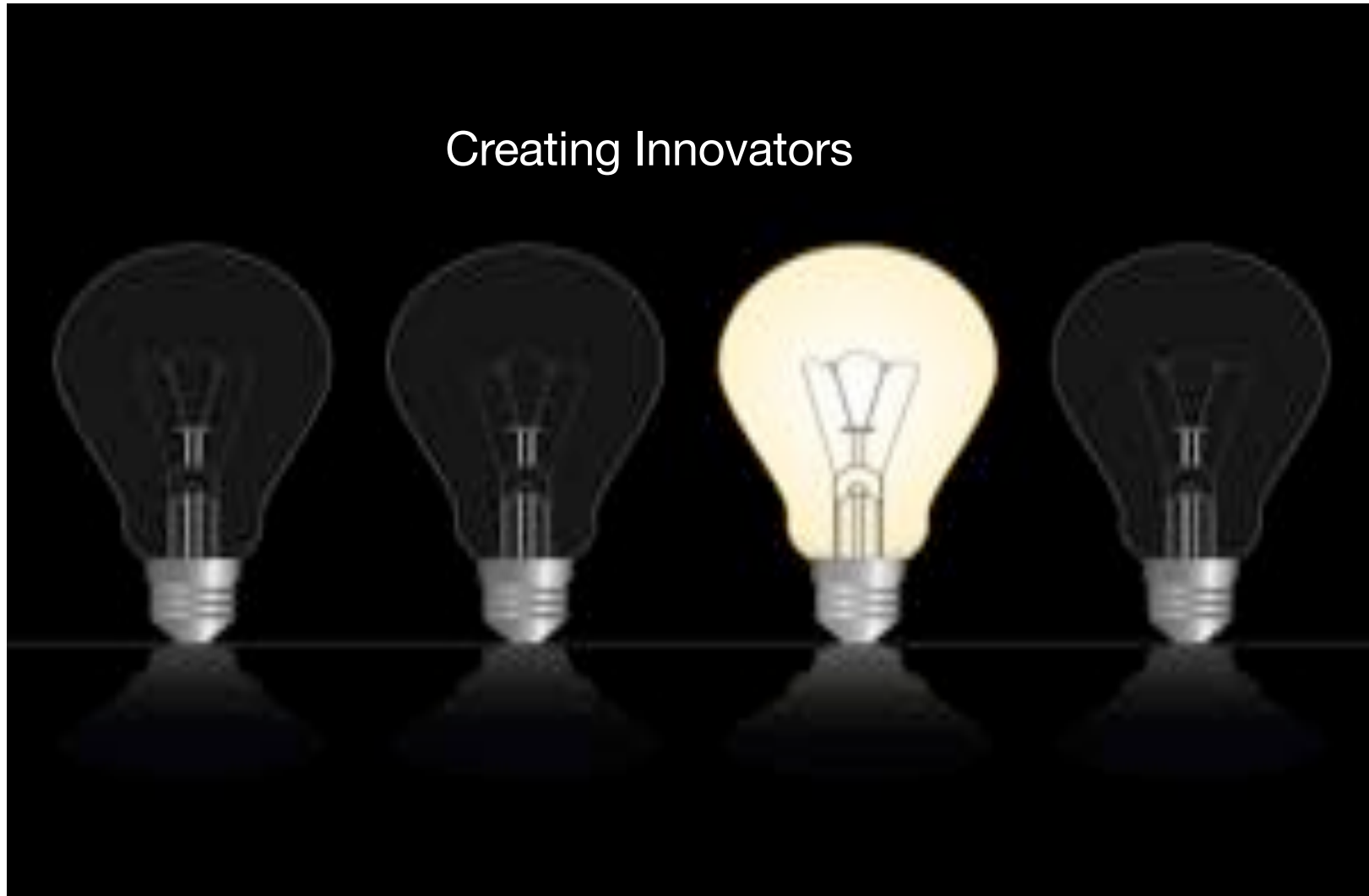
Linked in

in 2015, nearly 100% of graduate recruiters and employers used Google and social media as applicant screening tools
(Australian Association of Graduate Employers, 2015)



<https://www.cebglobal.com/human-resources/corporate-leadership-council/year-in-preview/key-trends.html>

Social networks are central to **innovation and complex problem-solving**





interaction design



games design



architecture



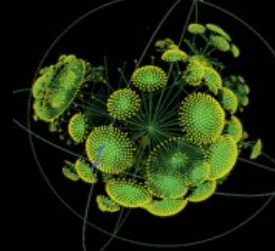
music



visual art
photography



visual communication



animation



visual art
sculpture



theatre making



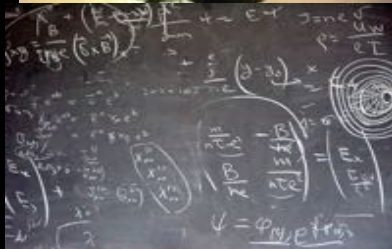
chemical
engineering



artificial
intelligence



astrophysics



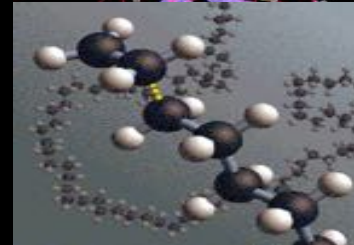
applied
physics



aerospace
avionics



epidemiology



polymer
science

Disciplinary agility

architecture



&



sculpture

visual
communication



&

$$\begin{aligned} &7. e^{x-3} + C \\ &9. x + 2\arctan x + C \\ &11. \frac{4^x}{\ln 4} + \frac{2 \cdot 6^x}{\ln 6} + \frac{9^x}{\ln 9} + C \end{aligned}$$

mathematics

theatre making

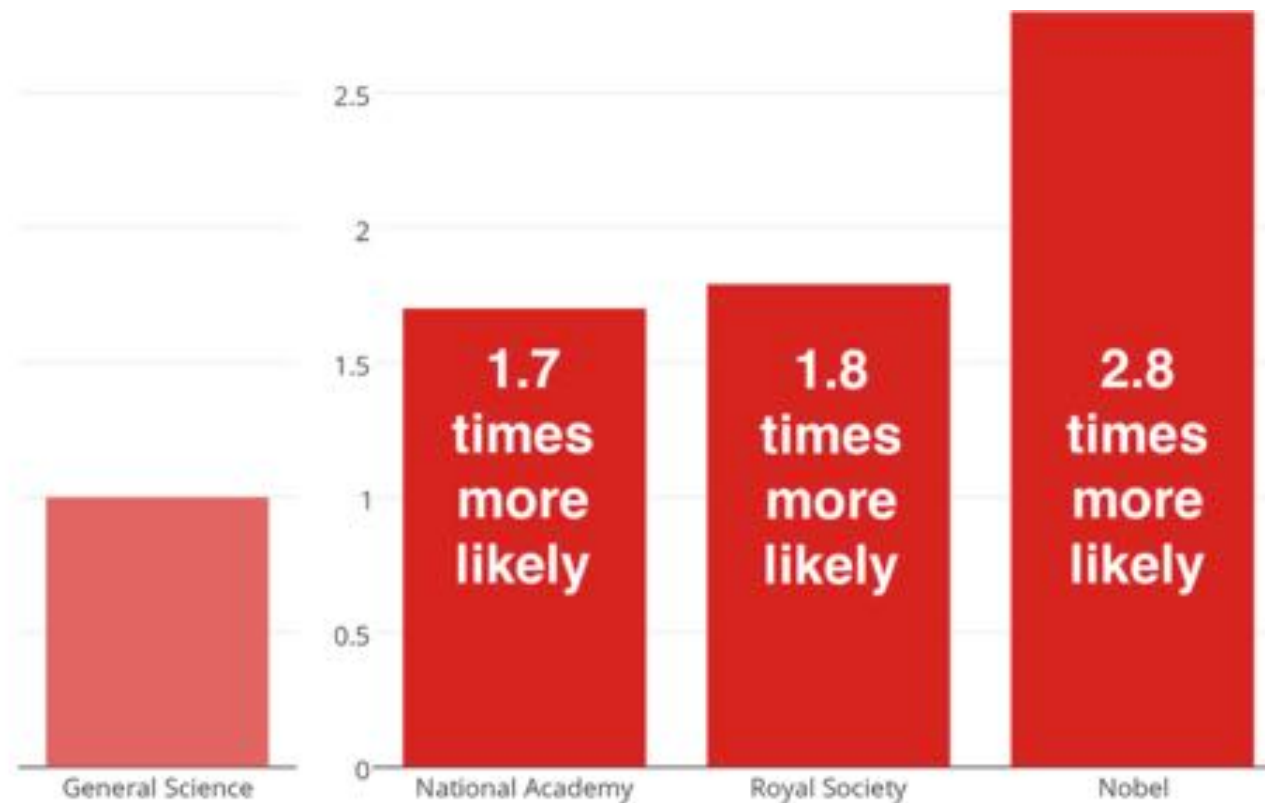


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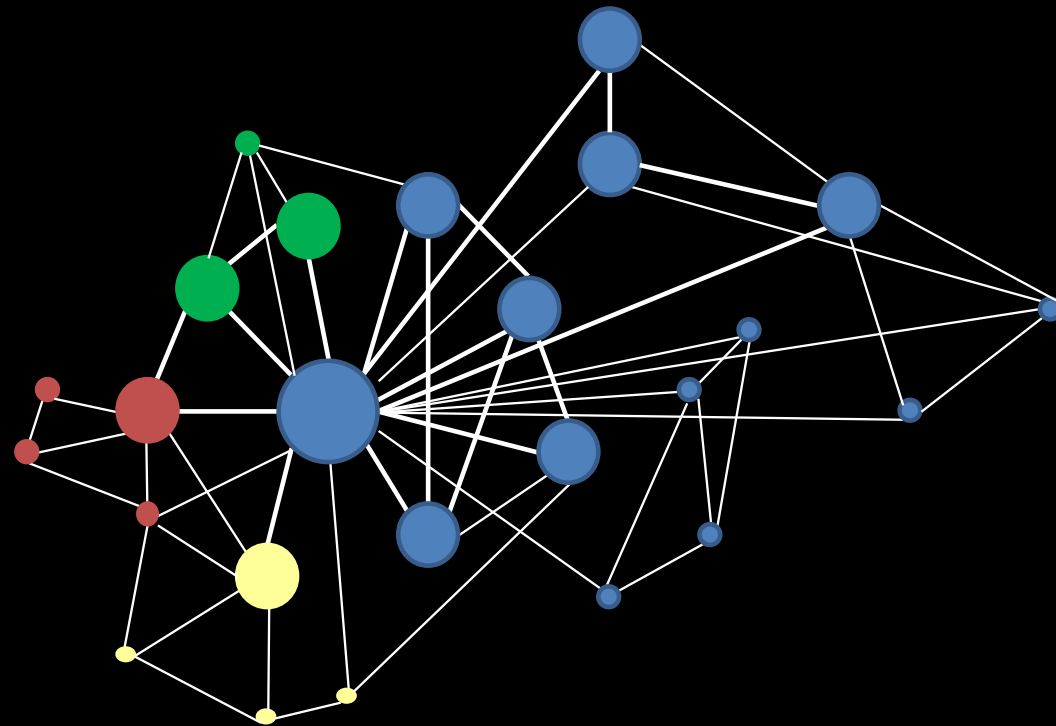


microbiology

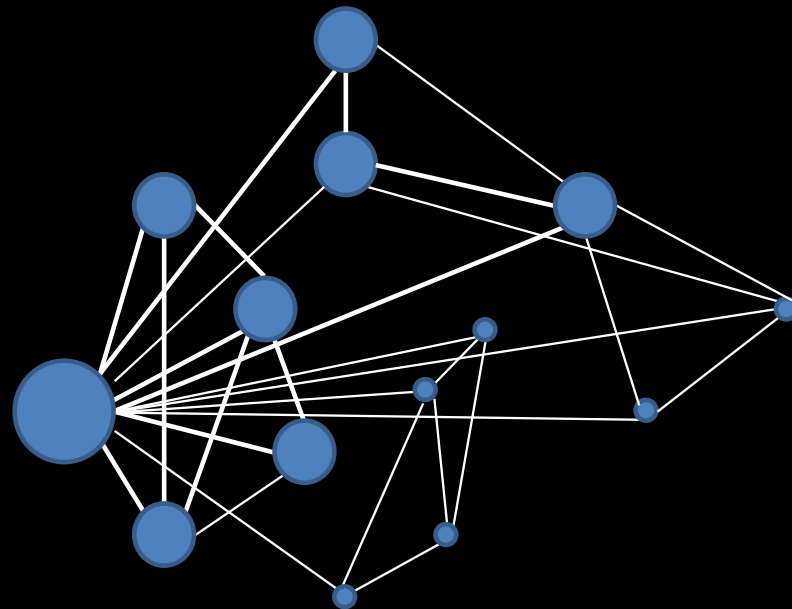
Elite scientists' likelihood of engagement with artistic practice



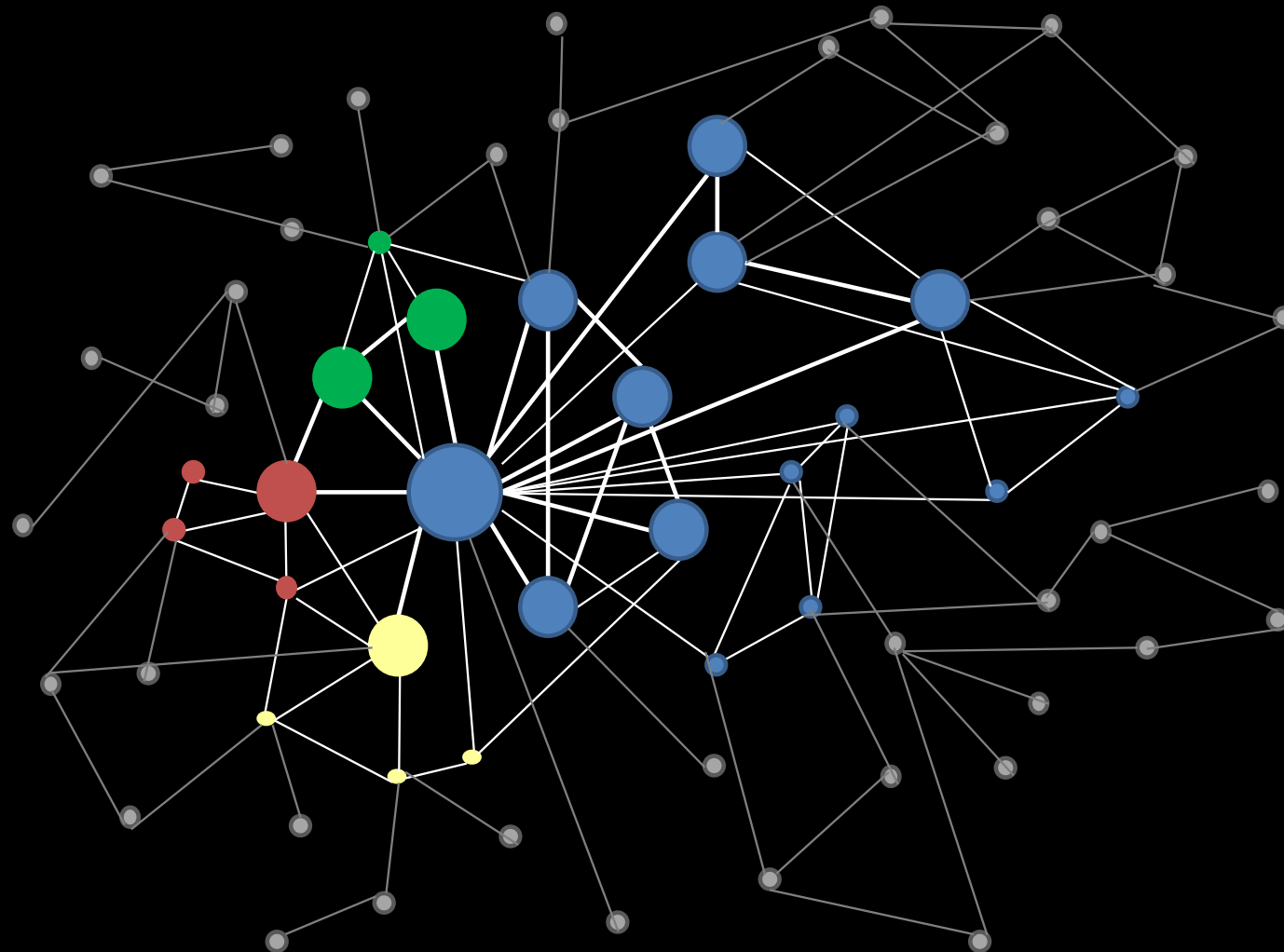
Root-Bernstein et al (2008) Arts Foster Scientific Success: Avocations of Nobel, National Academy, Royal Society, and Sigma Xi Members
Journal of Psychology of Science and Technology 1(2):51-63



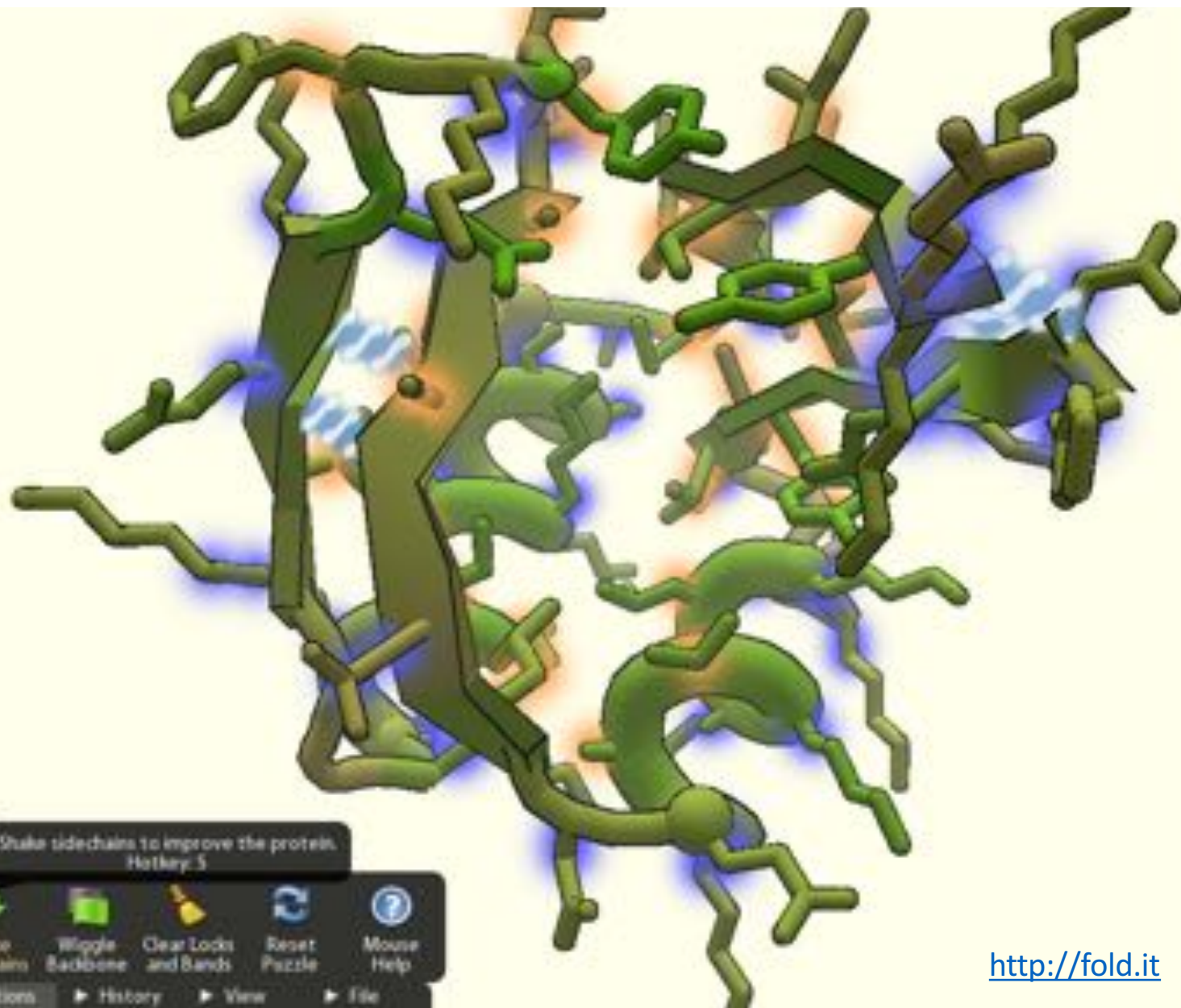
transdisciplinary ties



unidisciplinary ties



weak & indirect ties and broader networks



48: Pro Peptide

▼ Group Competition

#	Group Name	Score
1	The Link Folder	9388
2	Street Smarts	9367
3	Wawa	9301
4	Berkley	9255

▼ Player Competition

16	psen	-	9098
17	kathleen	9092	9092
18	versan52	-	9091
19	darktorres	-	9081
20	clamoo	9032	9066
21	mljorkegren	-	9048
22	silokersae	-	9038

► Chat

<http://fold.it>

foldit  

Solve Puzzles for Science

out in the real world...

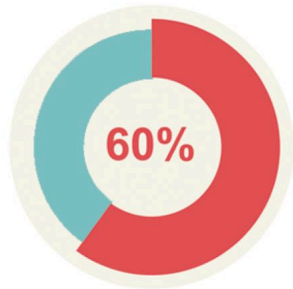
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social networks are central to **career development**

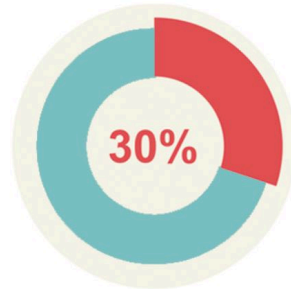
social networks are central to **innovation and problem-solving**



How well connected are our **students**?



60% **do not think** of their **teachers** as being industry active



They have met an average of one employer in their field/s of interest (most often a WIL employer), and **30% have met 0 employers**



93% wanted more information about **how to improve their networks** and networking skills for professional purposes

n=192 2nd and 3rd year undergraduates, 2 universities, all disciplines



How well connected are our **students**?



82% are on Facebook every day, but **only 12% use social media regularly for professional purposes**

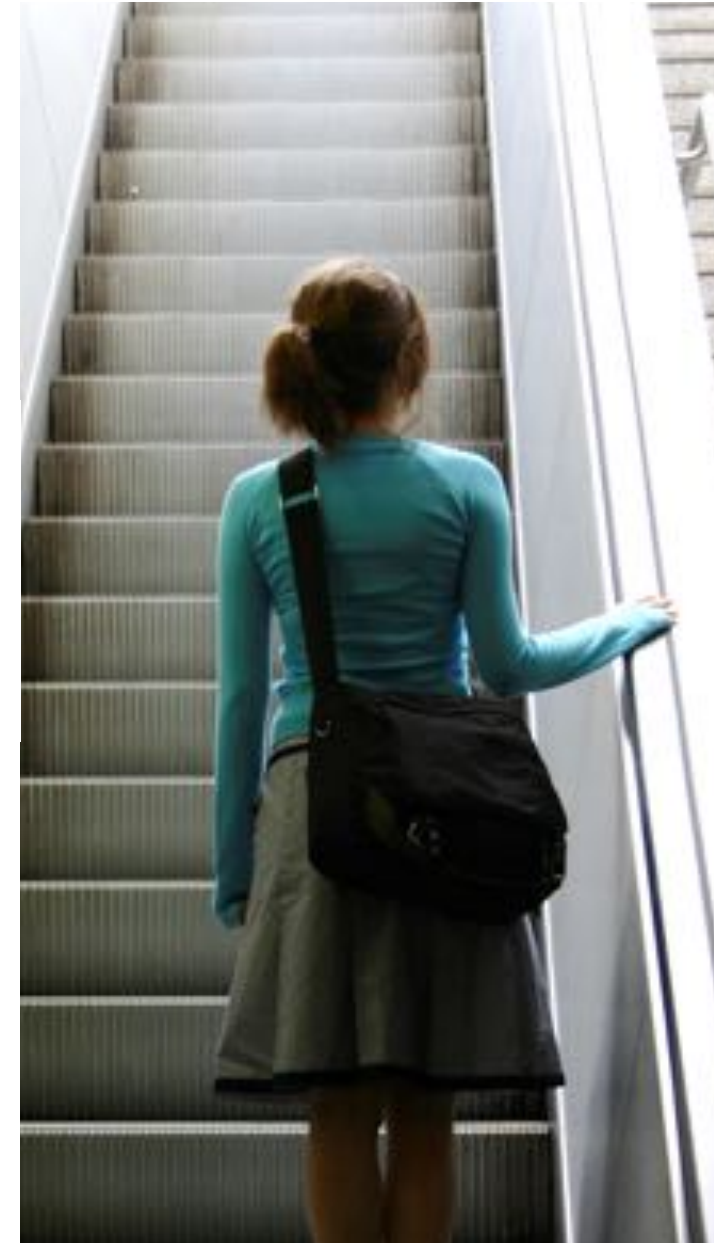


8 in 10 **do not have an up-to-date LinkedIn** profile



80% **do not have an online portfolio** of any kind

n=192 2nd and 3rd year undergraduates, 2 universities, all disciplines



How well connected are our **programs, faculties and universities?**

54 interviews across 31 Australian universities



How well connected are our programs, faculties and universities?

N=54 interviews across 31 Australian universities

nationally we are becoming more connected: implementing a wide range of industry and community-engaged strategies (new models of WIL, alumni engagement, co-curricular recognition, students as partners, connected learning)



ANU Learning Communities: Food Sustainability and Cultures

UniSA Community Connect

How well connected are our programs, faculties and universities?

N=54 interviews across 31 Australian universities

we struggle with:

- moving beyond the ad hoc to more strategic, joined up, larger scale
- top down vs bottom up, centralised vs decentralised policies and practices
- basic stakeholder engagement (internal and external)
- resource allocation and management
- responsive, personal engagement (bureaucracy, forms, generic email addresses)
- implementing effective, agile risk management



a different way of looking at graduate employability

**Graduate Employability 2.0:
the networked approach**

emphasises the **social and relational dimensions of learning, work and career**

both online and face to face

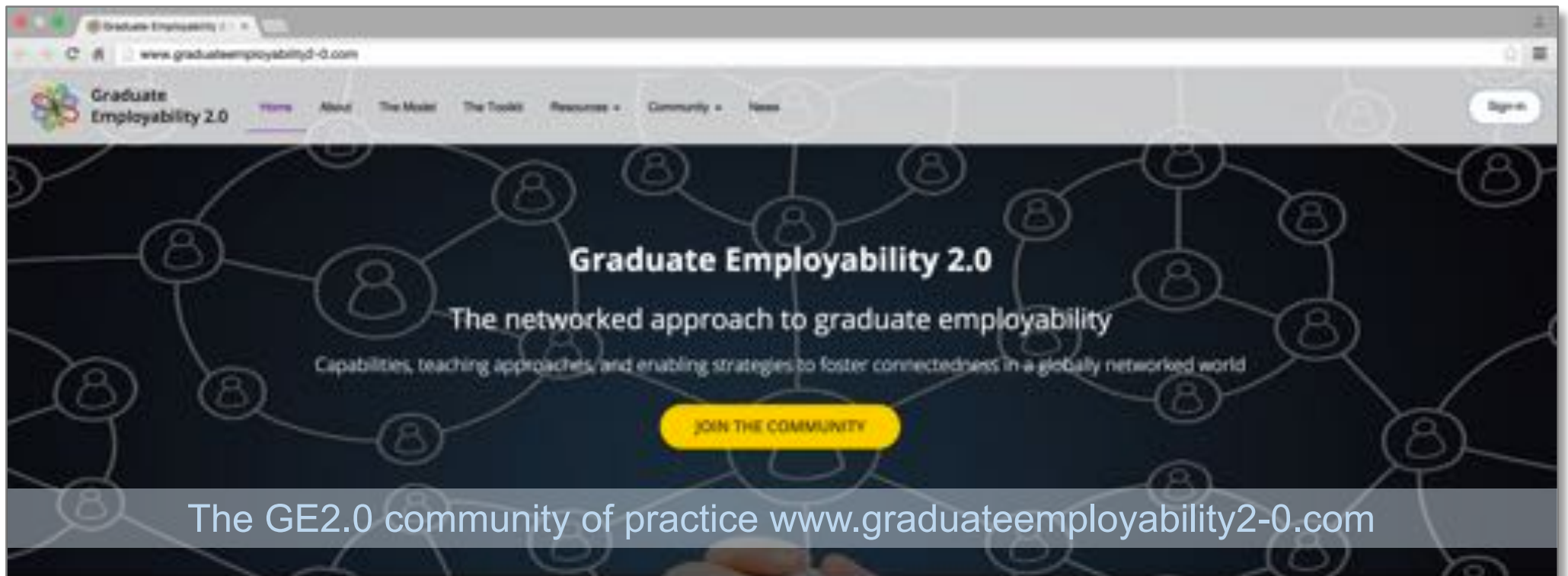
connectedness

partnership
collaboration
community
networks

reciprocity



QUT Bachelor of Creative Industries students collaborate on a winning idea



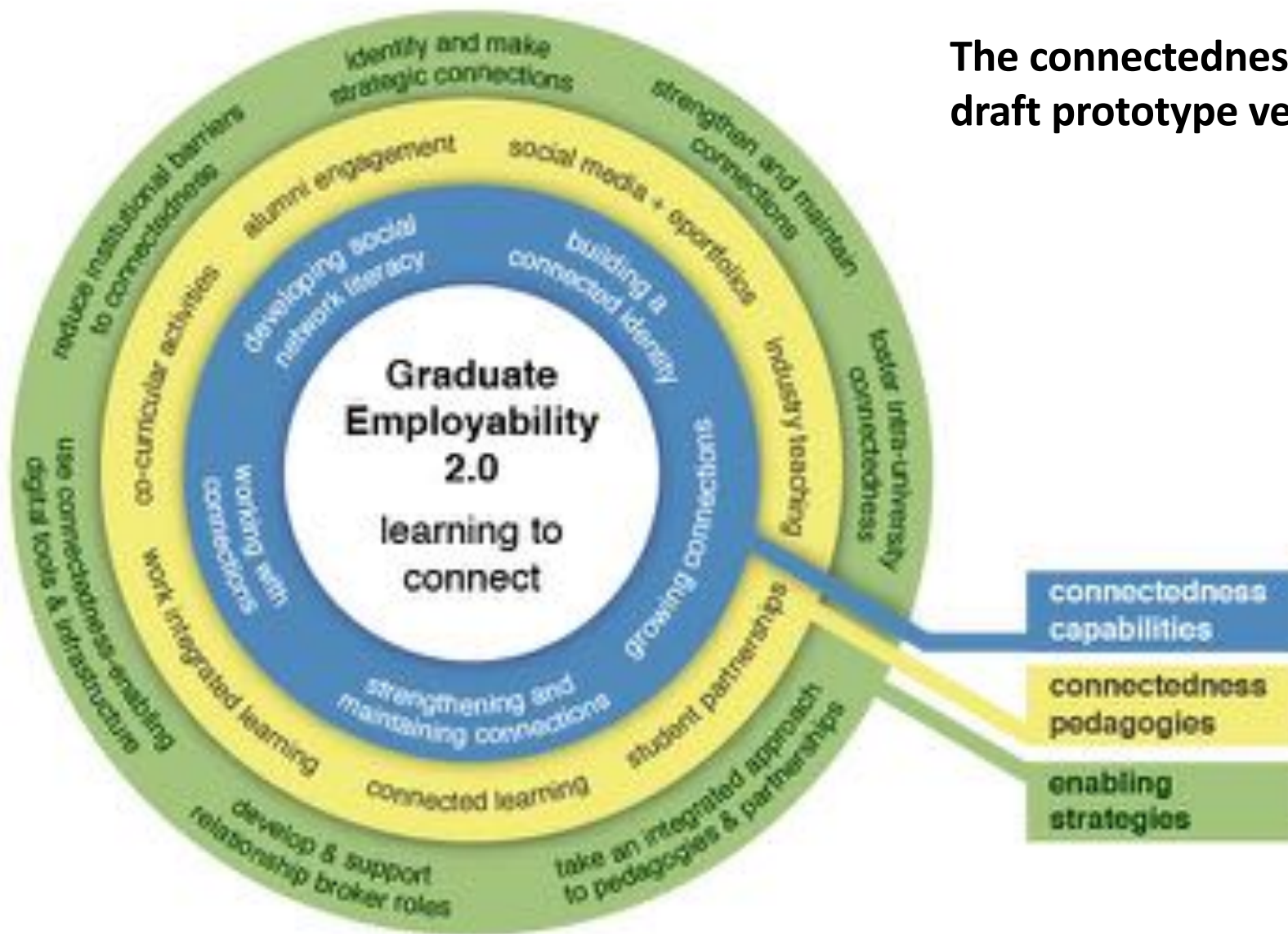
Graduate Employability 2.0 seeks to foster learners' connectedness capabilities for success in life and work in the 21st century.

It also seeks to strengthen the capacity of higher education to cultivate meaningful partnerships and connections with industry, community and other key learning stakeholders. By taking a networked approach to graduate employability, we can learn together to build educational experiences that are authentic, relevant, and empowering.



ABOVE: Dr Ruth Bridgstock's introduction to Graduate Employability 2.0

The connectedness learning model draft prototype version 4.2





The **Graduate Employability 2.0** toolkit for educators

for teachers, program or initiative leaders, HE leaders

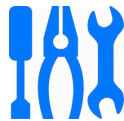
reflection on practice tool



characterise & analyse
your connectedness
learning practice

identify key areas for
action

action planning tool



prioritise and strategise
next steps

team workshop tool (available soon)

combines analytical
and action planning
tools

designed
for course / program
teams (including
students and
industry partners)

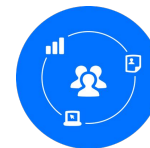


resources

in-depth descriptions for each model
element

suggested progression of learning
foundational – intermediate – capstone

links to external resources and
references



Connectedness case studies

- graduates
- industry / recruiters
- HE practice



none of us is as smart as all of us can be



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