"Help students to review who they are and where they headed by using a liberal dose of evidence-based practice".

Barry McIntyre, Associate Professor
School of Business Information Technology

What does 'student engagement' mean to you?
University education should seek to nurture that fragile behavior we call curiosity. Such an interest lies at the heart of stimulating appropriate inductive and deductive reasoning. An effective place to start posing curious questions and discovering answers is to have students review what their commencing competencies are and what pressing challenges they need to overcome. From that point on, it becomes easier to engage their attention. Evidence-based practice (EBP) by its very nature sustains student interest. EBP produces interesting yarns. Discovering 'what works' and 'what does not' usually exercises the mind and creates sufficient drama. Likewise, exploring ineffective mental models and situations where the 'emperor hath no clothes' usually keeps students awake and motivated.

What steps do you take in the planning of your courses that address how to better engage students?
• Examine what industry and other forces for change suggest are important graduate capabilities and to ensure my assessment tasks require students to apply EBP to these problems,
• Design student tasks so that these require students to apply course content and to reflect upon its effective application in their work and personal lives.

What strategies do you use in your teaching to engage learners?
• Using what EBP tells us about fostering learning and student satisfaction,
• Challenging students' existing mental models involving learning, change and satisfactory explanations.
• Employing a variety of findings from cross disciplinary research to foster curiosity.
• Providing a rich and frequent range of timely feedback concerning their performance.
• Centering my focus on their development rather my own preoccupations.
• Above all, being prepared to commit serious time to ensuring that the engagement works.