This edition of HERDSA NEWS features the second of a series of three from HERDSA Life Member Owen Hicks who has taught extensively in Timor Leste, China and Vietnam and has just returned to Vietnam for eighteen-months with a provincial university north of Hanoi. This time Owen shares “a kaleidoscope of snippets” of his experiences at the North West University for Nationalities in China, teaching Chinese students to speak English. Our showcase article from Gordon Joughin; editor of the book Assessment, Learning and Judgement in Higher Education; also takes up the theme of oral communication. Gordon offers some fascinating findings from his own research highlighting the “centrality of the spoken word in our professional, community and personal lives”.

The idea of free Wi-Fi everywhere is tantalising and Roger Atkinson’s Perspectives article takes us on a journey through what this might mean for educational institutions, their staff and students; while Bob Cannon takes some amusing MEanders through the ‘culture of the Big Me’.

Allan Goody, in his President’s column, notes the developing interest in the scholarship of teaching and learning within the international community of scholars. Our Community section of the NEWS is extensive in this edition because we highlight some significant awards received by members of our HERDSA community of scholars. Regulars include the HERDSA Fellows column and in this edition we hear from Abigail Lewis who reflects on the usefulness of the HERDSA Fellowship portfolio structure as a tool for reflection and engagement with all areas of teaching practice - all part of the journey of becoming a Fellow. You can check on news and forthcoming events in Around the Branches and find out what’s going on in New Zealand through our HERDSA NZ and Ako Aotearoa columns.

Following the successful HERDSA 2015 conference in Melbourne, the 2016 conference team are gearing up for a stimulating conference in beautiful Fremantle. I am looking forward to hearing keynote speaker Dr Alastair Summerlee, International Quality of Life Laureate 2012, watching the sun set on Cottesloe Beach (in the opposite direction), and checking out the yachts on the waterfront with a glass of chilled Margaret River sauvignon blanc.

As always we would love your feedback on our HERDSA NEWS magazine. The HERDSA NEWS team wishes all of our readers a safe and energising Christmas period.

HERDSA NEWS, the magazine of the Higher Education Research and Development Society of Australasia, is delivered in hard copy to all HERDSA members three times per year.

Contributions are welcome and may be submitted to the editor for consideration mbell@uow.edu.au

HERDSA Executive
Allan Goody, WA, President
Glyn Thomas, QLD
Deb Clarke, NSW
Stanley Frielick, NZ
Jennie Billot, NZ
Lee Partridge, WA

HERDSA Office
Jennifer Ungaro (Office Manager)
PO Box 27, Milperra NSW 2214
Phone: +61 2 9771 3911
Fax: +61 2 9771 4299
Email: office@herdsa.org.au

Views expressed by authors in HERDSA News are those of the authors and do not necessarily reflect the views of HERDSA. Written material from HERDSA News may be reproduced, providing its source is acknowledged.

Erratum: The hard copy version of Volume 37, September 2015, was incorrectly labelled Volume 38.
Contents

01 From the president

Feature

02 Stairway to heaven
Facilitating learning in China
Owen Hicks shares his “kaleidoscope” of experiences

Community

04 Who’s Who in HERDSA?
04 OLT column
05 Around the Branches
06 New Fellows column
07 HERDSA NZ column
08 Ako Aotearoa column
08 New Scholars column
09 HERDSA Life memberships
10 Outstanding service

Perspectives

11 MEanderings
Robert Cannon takes a wander through a culture of entitlement

13 Free Wi-Fi everywhere!
Roger Atkinson investigates the trend on and off campus

15 A feast of reading
Barbara Grant on forthcoming HERD special issues

15 A point for debate
Tai Peseta highlights a HERD article

Reviews

16 Teaching as Design by Peter Goodyear
Peter Kandlbinder reviews an article from the HERDSA Review of Higher Education

Showcase

17 Speaking oneself into existence
Gordon Joughin explores insights from the world of acting and actor training
The theme for the 2016 HERDSA conference is *The Shape of Higher Education*. Over the past few weeks as planning moves along, I find myself constantly reflecting on the theme and what conversations and new ideas might arise during the conference. But reflecting on the theme also gets me thinking about what shape we are in right now.

As I sit drafting this column I am looking out over the Andaman Sea which is shrouded in thick, cough inducing smoke haze from the fires in Indonesia. And I wonder if this is a metaphor for the shape of higher education. Interestingly, despite this haze the locals continue doing their job; some wearing protective masks (perhaps a metaphor for the thick skins of academics?).

In Australia, another change of minister of education hasn’t yet clarified the current shape of higher education. And there is still more dismantling, downsizing and restructuring of teaching and learning centres and the resulting loss of goodwill built up over the years.

But a couple of what I see as strong positives emerged in the past couple of months. The HERDSA 2015 conference engaged us all in the topic of learning for life and work and it was very encouraging to hear keynote speaks, panel members, (including students) and delegates discussing the purpose of higher education. There were many sound bites that resonated with my ongoing irritations (ok so I am getting old and cranky) about higher education. After an extended focus on employability (and that is not a bad thing in itself) in the past few years, it was refreshing to be reminded by George Siemens that higher education is about fostering the full potential of students not just employability.

This theme was also a part of A.C. Grayling’s contribution during a recent visit to Australia when he said in an interview that “we don’t educate in a way to make people’s lives good and flourishing and rich. What we do too much of really is to prepare people to be foot soldiers in the economic battle”. His argument doesn’t dismiss the skills and knowledge of the disciplines but promotes education that equips [students] to be ready to live well. To top it off, a large accounting firm reports dropping its requirement of a degree for employment.

Also at HERDSA 2015, Gardner Campbell spoke about the syllabus as an invitation to community rather than a contract and that it was about “stimulation rather than stipulation”. In addition there has been an ongoing spirited debate on the Professional and Organizational Development Network in Higher Education listserve about lectures versus active learning (yes, the more things change the more things stay the same). At the ISSoTL conference in Melbourne, I chaired a session by a team from University of Technology Sydney who have developed a multi-stage framework to thoughtfully ‘flip’ classrooms, using storyboards that consider the pedagogy first and the technology last! These events and conversations reminded me of the social and collaborative nature of learning and had me questioning the shape of higher education.

The second positive sign has been the (re)emergence of the scholarship of teaching and learning (SoTL), despite what seems to be the best efforts of management to ignore it. One reason may be the growing number of academics recognising the value of SoTL. I have just attended the ISSoTL conference where more than 550 international delegates shared the work they are doing in this space. Another reason might be the realisation of the importance of scholarly teaching together with the move to teaching-focused positions (particularly in Australia).

This re-focus on SoTL has brought with it the need for support for academics to engage with and to champion SoTL as legitimate research. To provide that support requires capacity building. The International Collaborative Writing Groups associated with the ISSoTL conference (HERDSA part-sponsored several members to participate) attracted great interest and might lead to similar programs in other contexts. The SoTL modules developed by the HERDSA New Scholars portfolio are attracting great interest.

So while there is a bit of a haze out there, on the ground there are still lots of positives. But we need to communicate more to the public and each other the great work that we are doing. The HERDSA 2016 conference in Fremantle would be a good place to start!!

goody56@gmail.com
For most of us, our perception of higher education is defined largely by our experiences, initially as students and later as members of the academy. I invite your to reflect on yours, particularly your thoughts on your students and their learning, as I share a kaleidoscope of snippets of my experiences at the North West University for Nationalities (NWUN), Lanzhou, China. Some snippets may strike a common chord, others perhaps a useful contrast to your world. Maybe they will prompt just a little Schönian reflection on your role as a facilitator of learning.

What follows is in no way representative of higher education across China. That canvas is just too diverse. I doubt what follows is characteristic of Chinese higher education in the more affluent eastern provinces but the experiences are none-the-less real and significant.

Coming here with Australian Volunteers International, the assignment description said ‘English for Specific Purposes (Life Sciences)’ but that seemed a figment of the imagination of someone unknown to people at the NWUN. I’ve started teaching undergraduate English majors in ‘Speaking’, ‘Listening’ and ‘Writing’, nine class groups across the three year levels. Each class of about 30 students gets two consecutive 45-minute sessions weekly.

From right across China, the students come. We map their locations, students positioning themselves North-South-East-West across the classroom, according to which Province they’re from. North is at the front of the class. They sort themselves out. It’s a wonderful chaos. As I wander around, they introduce themselves and I get a glimmering of ethnic diversity and physical differences from the far corners of this vast country. Some students blow me away by what they offer. In broken English one says, “Sorry, I am most nervous, this is the first time I have spoken to a foreigner.” Wow! I am the first foreigner he has spoken to! They manage to say stilted but wonderfully warm words of welcome.

Some students having seen my timetable open on the front desk are examining it carefully. “We are checking to see what other of your classes we can get too.” Alice, not from our department, stops me in the foyer. “Are you the new foreign teacher?” … I check if sitting-in is allowed, and the next week she’s there at 8.30am for my 9am class. You can’t help but feel valued.
The curriculum (little direction is given to foreign teachers) is based around set textbooks. Beyond that there is very little of Laurillard’s ‘building pedagogical patterns’. Generally the texts are dull, lack colour, are cheaply produced, and selected by the administrative arm of the departmental hierarchy! And ‘constructive alignment’? The students are used to learning to recite sections of texts but these books can become a useful launch pad for more productive and exciting learning.

Into a writing class, I take a smallish blue box. It contains a ‘Mystery Object’. Intrigue! The students pose questions to elicit what it is. These go on the board. Eventually, with flourish, the object is revealed. It’s an apple! A nice big, shiny, red apple! I wonder, aloud, what it tastes like? A knife is produced from my bag. The students get a taste. They haven’t been in a class quite like this before. And yes, using the questions they generated they have to produce an essay describing the mystery object.

‘Stairway to Heaven’ was a hit in 1971, and it worked its magic again. ‘Stairway to Heaven was a hit in 1971, and it worked its magic again’

Exams! It’s coming up for mid-semester. I should have asked earlier. “Exams. Yes.” he says, pensive, thoughtful. “Next week will be exam week.” Today is Thursday! “We need three exam papers, for each class. With model answers for the questions. The administration will pick which paper will be used. By the end of the week.” I do a double take. This situation needs some management. “Sorry, I just can’t do that. By the end of the week! That’s tomorrow. I have four different classes. Three exam papers each, with model answers for the questions. Twelve papers with model answers. And I teach for six hours tomorrow.” It’s a bit like negotiating down the price in the market, and I’m eventually preparing (by the end of the week) a one-question exam in one subject and conducting informal mid-term tests in the others, to be administered over the next two weeks. And the marking system? “Better if they all pass (the pass mark is 60) and the marks should be from, say 75 to 95. We don’t want them to feel discouraged by low marks.”

Leaping out of below freezing temperatures and onto the university bus for the 50km return from a day’s teaching, an empty seat and a warm smile from one of my Muslim students swallow me up. On what seems like a never-ending journey through the refrigerated outside world, she quizzes me on many things - why I am here, my beliefs, what really matters in the world, what I think of arranged Muslim marriages. She confides that her mother has said she can marry for love. And she expresses how much she likes my classes - that’s a winner.

Owen Hicks, UWA Emeritus Professor and formerly responsible for the institution’s academic staff development, is a HERDSA Life member and a past national and WA branch president. As a Senior Consultant for the Australian Learning and Teaching Council he engaged with a wide cross-section of academics. More recently he has enjoyed volunteer assignments in East Timor, China and Vietnam, and has just returned to Vietnam for eighteen-months with a provincial university north of Hanoi.

ohicks@iinet.net.au

Links

Revisit:
Who’s who in HERDSA
Cristina Florencia Poyatos Matas

I am Associate Professor of Spanish Studies in the School of Language and Linguistics at Griffith University.

I joined the HERDSA community in 2001 at the Newcastle conference. I looked around with respect at the people there and I felt inspired. Being part of the HERDSA membership means you forge a HERDSA identity.

I became a HERDSA Fellow in 2003. I was a member of the HERDSA executive over 6 years. In that time I have worked on the HERDSA Fellowship portfolio and for some time I chaired the portfolio committee. More recently we have been working on strengthening the portfolio standards with the Panel of Assessors.

Mentoring potential fellows, supporting the HERD journal as reviewer, reviewing conference papers and best paper awards are all part of my HERDSA community involvement.

HERDSA membership means the opportunity to feel connected to other colleagues and feel professionally supported. HERDSA is the opportunity for professional development, networking, long standing professional friendships, great conferences and fun conference dinners. HERDSA membership allows you to be connected to share the difficult times and support each other.

The best thing about HERDSA for me has been contributing with other Fellows to establishment and consolidation of the fellowship scheme. It is about teamwork - initially under Angel Brew’s direction; Robert Kennelly laid important foundations; and more recently working with Glynn Thomas, Jackie Walkington and Sue Bolt.

I am reading The emotional life of your brain by Davidson, Morey and Begley which explores the frontiers of brain research. More and more we are expected to always work at a level of excellence and our working environment is becoming very stressful. I am interested in the idea that the brain can regenerate and that we can create spaces where the mind is quieted in order to regenerate the body.

I am passionate about supporting the professional growth of colleagues. It is a real honour and a learning experience. The confidence to move forward can be built when people have support.

The qualities I admire in others are honesty and humility – I call it the Double H quality. Academe now promotes a culture where people become self-centred. You get promoted playing your trumpet so you eventually come to believe you are the trumpet.

What people may not know about me is that I trained as a yoga chi gung teacher. I now help to run meditation courses for children through the Vipassana movement.

In July and August 2015, Emeritus Professor Ross Milbourne AO, former Vice Chancellor of the University of Technology Sydney, led a series of consultation roundtables, webinars and meetings to discuss the establishment of a new learning and teaching institute with the higher education sector. Professor Milbourne’s report on the consultation process can be accessed through the OLT website. The report informed the development of a request for proposal for the new institute.

The responsibilities of the Office for Learning and Teaching will be transferred to the new institute from 1 July 2016. The Office for Learning and Teaching will continue business as usual until 30 June 2016.

Instructions for the 2016 OLT fellowships round have been published. Intending nominees for National Senior Teaching Fellowships and National Teaching Fellowships should, in the first instance, discuss their intention with the relevant OLT Institutional Contact Officer (ICO). A list of ICOS – and the Instructions for the round - can be found on the OLT website.

The OLT has recently published a range of final reports from grant projects and fellowship activities on its website covering a range of topics including: the quality of Australia’s higher education system; supporting and engaging mature first in family university learners; professionalising university teaching; a peer assisted teaching scheme.

Further information on the OLT, its programmes and any of the above can be found on the OLT website at: www.olt.gov.au
Across Australia, New Zealand and Hong Kong our branches continue to offer added value to HERDSA members. HERDSA Branch Chairs are shown above, from left to right: Gesa Ruge (ACT), Anna Siu Fong Kwan (HK), Rebecca Sealey (QLD), Sharron King (SA), Tracy Douglas (TAS), Elizabeth Levin (VIC), Melissa Davis (WA).

ACT
Chair: Gesa Rouge
Following our successful HERDSA Teaching and Learning Workshop series, we concluded the year with a HERDSA Networking event, branch meeting and a Festive Lunch. HERDSA members shared higher education trends, teaching and learning research initiatives and experiences.
gesa.ruge@canberra.edu.au

SAVE THE DATE
24 February 2016
Workshop presentation by Dr Naomi Dale: Threshold Learning Outcomes - Innovative ways to apply and adjust your units and assessments.

March 2016
Research presentation by Dr Elke Stracke: Examining as teaching; a cross-disciplinary study of PhD thesis examination reports.

Hong Kong
Chair: Anna Siu Fong Kwan
Hong Kong Branch is developing closer collaboration with different local universities to increase HERDSA’s impact on Hong Kong higher education.

A dinner dialogue Leveraging Student Response Systems for Active and Collaborative Learning in Hong Kong was held. A symposium is planned in collaboration with the Chinese University of Hong Kong, see below. The symposium is expected to attract more than 100 participants.

HERDSA members working and visiting Hong Kong are most welcome to HERDSA HK activities. Visit the website or contact Anna for information.
anna.kwan@outlook.com
http://herdsa.edublogs.org/

SAVE THE DATE
7 January 2016
Symposium: The Internationalization Phenomenon as Related to Development of MOOCs.
Chinese University of Hong Kong

Queensland
Chair: Rebecca Sealey
The mini-conference Shaping Higher Education with New Ideas and Emerging Initiatives was a great success. The event includes an invited keynote, two re-kindled presentations from the 2015 HERDSA Melbourne conference, and six new presentations in preparation for the 2016 HERDSA Fremantle conference. More on this in the next branch news.
rebecca.sealey@jcu.edu.au

South Australia
Chair: Sharron King
A final seminar for 2015 Improving fundamental assessment practices was presented by A/Prof Betty Gill

Associate PVC (Academic) Health and Science from University of Western Sydney. The Annual General Meeting was held to elect 2016 executive committee and plan events for 2016.
sharron.king@unisa.edu.au

Tasmania
Chair: Tracy Douglas
Tasmanian members have recently engaged in scholarly activities led by the BEST network, Higher Education Academy (HEA) and International Society of the Scholarship of Learning and Teaching (ISSOTL) on the UK Professional Standards Framework (UKPSF). A number of HERDSA members recently attended workshops led by the HEA to learn more about the UKPSF and associated Fellowships.

Tasmanian branch members also attended and presented at the Teaching Matters 2015: Tasmanian Blends conference and explored some unique learning experiences in place at the University of Tasmania.
t.douglas@utas.edu.au

Victoria
Chair: Elizabeth Levin
HERDSA VIC is still basking in the glow of the successful HERDSA 2015 conference held in Melbourne last July and members are planning a small event to celebrate 2015 and plan for 2016.
elevin@swin.edu.au
Western Australia
Chair: Melissa Davis
The WA Branch is now focused on planning the HERDSA 2016 conference to be held in Fremantle. The conference website is fully functional and looking very attractive.

We gratefully acknowledge the photographic talents of HERDSA member Dr Patrick Halloran for the images of Perth and Fremantle that form part of our conference logo and enhance the conference website.

Meanwhile branch member Dr Susan Bolt, National Executive member and HERDSA Fellow, has undertaken her Endeavour Fellowship, investigating the similarities and differences between HEA, OLT and HERDSA fellowships; and the UK Professional Standards Framework and Australian University Teaching Criteria and Standards. Sue visited the Higher Education Academy and universities in the UK.

Endeavour Fellowships are Australian Government merit-based awards to support Australians undertaking study, research and professional development overseas. Sue managed to combine her work with delightful cultural experiences and highly recommends the Endeavour Fellowship scheme.

You can see photos of Sue’s travels at http://susanbolt.weebly.com/

HERDSA WA members look forward to welcoming you to Perth for the HERDSA 2016 conference.

www.HERDSA2016.org

FELLOWS COLUMN
A structure for effective reflection
The Fellowship portfolio
Abigail Lewis

When I attended an intriguing sounding session, Making time to TATAT, little did I know that I would be embarking on a two and half year journey to a HERDSA Fellowship. TATAT certainly sounded interesting - Talking about Teaching and Learning. I’m a speech pathologist, talking is everything! The introduction to TATAT was run by Robert Kennelly and Dr Lee Partridge. Robert set up regular meetings every 2-3 weeks while Lee continued to facilitate our meetings when Robert returned to Canberra. Our group comprised academics from several universities so we kept in touch through Edmodo, sharing stories and feedback.

One year later I embarked further on the HERDSA fellowship journey by becoming an Associate Fellow and fortunately Lee was my mentor. We met monthly and my statements for each criterion gradually evolved as I deepened my thinking about my practice and my pedagogy.

I moved into academia in 2009 to take up the clinical coordinator and lecturer role in the new speech pathology course at Edith Cowan University. Reflection is a key part of speech pathology practice however I found the structure for the HERDSA Fellowship very helpful in learning how to reflect in my new discipline as a teacher and engage with the evidence base of that profession. Completing the statements for each criterion helped me engage with all the areas of teaching practice; meeting individual needs, developing curriculum, the wider institutional context, the scholarship of teaching and learning, and linking with the field.

In preparing the statements and my portfolio I have become more intentional in learning from my teaching practice, implementing changes based on those reflections and my developing understanding of pedagogy. A key outcome for me was realising that teaching in Higher Education is about forming positive long-term relationships with students. I am focusing more on the development of these relationships and hope these relationships will continue as graduating students move into their careers.

I continue my involvement with HERDSA, being on the WA Branch committee and very involved in the planning of the 2016 conference in Perth. I look forward to meeting you all in Perth next year and strongly encourage you to attend the TATAT workshop and begin your own Fellowship journey if you haven’t done so already!

Abigail Lewis is clinical coordinator and lecturer in the speech pathology course at Edith Cowan University.
This is my last article in HERDSA News as Chair of HERDSA NZ, and I thought I’d finish with something a little different. What kind of movie represents our work in higher education research and development? What kind of movie encompasses our various activities: offering workshops for staff and students, teaching on a diploma in HE, developing institutional policies, researching, writing resources, and offering advice on academic practice? Here are some of my thoughts.

Are we in a mystery movie, perhaps? At least part of what we do is identify and solve the puzzles of scholarship and practice – how do you foster engagement in first year students? How can formative assessment best support learning? But higher education research and development is not a psycho type thriller. Perhaps it’s more like the early Harry Potter movies before they got too sinister (though in our more paranoid moments we may suspect dark, market forces working in the background).

Are we in a Western, like Clint Eastwood in A Fistful of Dollars? Or, because our work is very much a team effort, perhaps higher education research and development is more like The Magnificent Seven? Exciting, yes, but I think this is a damaging metaphor to adopt (and probably sexist). This makes us the good guys, but others have to be the bad guys. This metaphor would mean our colleagues are either villains to defeat or victims to protect, and neither of these are healthy relationships.

For the same reason we are not in a crime movie like The Untouchables. The lecturer that fails to engage their students is not Al Capone. We are not the higher education police. Nor are we in an adventure movie with some black and white story of good vs. evil. We are not Superman and this is not Star Wars. I don’t see us as cleaning up a corrupt town, policing crime, or fighting evil. In fact I don’t see anything wrong in higher education. There are things that can be improved, of course, but this doesn’t mean that we should see them as bad, evil and wrong. Our colleagues, our institutions, and their leaders are not the enemy, not criminals, and not evil.

Even if we’re not in a Western, it might still be important to see ourselves as higher education action heroes. This would certainly make our work meaningful and help us to keep going in the face of the inevitable slog, resistance, and the looong time it takes to make substantial changes. Yet I can’t see myself as Angelina Jolie in Tomb Raider or Arnold Schwarzenegger in Total Recall, though perhaps I can identify with the hero in a teaching movie. Like Sidney Poitier in To Sir with Love, Michelle Pfeiffer in Dangerous Minds, or Robin Williams in Dead Poets Society, we make an inspiring difference (without demonising anyone).

What about a sports movie? Our work in higher education could be nicely framed as the struggle to transform a disorganised team into a winning team, like the Bad News Bears (OK, they didn’t actually win at the end, but they did improve beyond all expectations, and that might be enough). Perhaps we are like Mr. Miyagi in the Karate Kid, providing training and development for our colleagues, students and institutions? (Though I am dubious about portraying us as the master to our colleagues). The dull drudgery of some of our work—marking, transcribing, addressing the same issue again and again—could be nicely captured in a sports movie. Ideally it would all be portrayed in a montage of shots set to stirring music like Rocky training for his big boxing match (and hopefully unlike the soldiers slogging forward, constantly under fire in Saving Private Ryan where almost everyone is killed).

Higher education research and development might sometimes feel like a serious life work, but maybe we would be better to treat it more like a comedy (Back to the Future perhaps), or better still a musical like Singing in the Rain – There are problems to overcome, but let’s sing and dance while we deal with them.

clinton.golding@otago.ac.nz
I am in the fourth month of my new role as a lecturer in e-Learning at the Centre for Academic Development (CAD), Victoria University of Wellington (VUW), New Zealand.

As this is my first academic position I was thrilled to be offered the job in April 2015, but the excitement soon turned into anxiety as my start date approached. However, I was pleased that my first day at work was not as scary as I had imagined. The welcome and ongoing support from my head of department and colleagues have been wonderful. The people meeting and the endless bits of information were pretty overwhelming, reminding me of my first day as an undergraduate.

While coming to terms with my role as well as the systems at VUW, I found myself reflecting on what now seems the easy life of a postgraduate student. The transformation is pretty sharp. One day I was a ‘student’ and the next thing I know I am being treated as an academic – an identity I really was unsure about.

As with any change of position, I soon found myself visiting departments to familiarise myself with my new environment. It was daunting to meet individual heads of department but to my surprise, all of them treated me with respect. It was pleasant, but I did feel the expectations they had of me as well. During this time, I had excellent catch-ups with my colleagues in CAD to help me understand my role as an academic. All of them kindly shared their experiences and gave precious advice. These visits and catch-ups have helped me gain a better idea of my role as well as a glimpse into the process of becoming an academic.

Every day brings new challenges and new surprises. It is very different to the life of a postgraduate, but one I am really enjoying. With this, I would like to share the following modified quote from an anonymous yoga practitioner:

_Your academic life will not necessarily be ‘the best’, but it is important to know how to make yourself ‘better’ in the journey; not to reach the ‘pinnacle’, but to maintain a constant state of progress._

May all emerging as well as experienced academics be motivated to unleash your potential and reach your dreams!

I dedicate this sharing to my three awesome supervisors, Sarah Stein, Russell Butson and Jacques van der Meer for their excellent guidance and HERDSA for its amazing support.

kwongnui.sim@vuw.ac.nz
CONGRATULATIONS to Coralie McCormack and Ms Lorraine Parker!
HERDSA acknowledges the distinguished contribution individuals have made to higher education research and development in our region. At the 2015 Conference the HERDSA President conferred two new honorary Life Members.

Coralie McCormack’s Life Membership recognises her outstanding and sustained contribution as educator, reflective practitioner, scholar and mentor. Coralie has made numerous outstanding contributions through capacity building for leadership in learning and teaching. She has guided institutional and national teaching award schemes, convened educational programs for early career academics and established continuing teaching and learning communities of reflective practitioners through HERDSA TATAL (Talking about Teaching and Learning). Her active involvement in eight HERDSA TATAL groups throughout Australasia is having a profound impact on participants and the communities they influence.

As long-term member of the HERDSA executive, Coralie professionalised the development of the fellowship portfolio scheme and continues to support the community of HERDSA Fellows. Coralie has mentored and influenced countless higher degree students, academics and educational designers.

Coralie has through her academic publications advanced knowledge and practice in the field of narrative inquiry. Her extensive publications are influential and focus on the alignment of teaching and learning, the importance of the individual’s learning process and the absolute essentiality of nurturing teachers. Her academic research reflects her educational and personal values and has advanced knowledge of national and international significance.

Coralie has shown consistent commitment, excellence and influential leadership in educational capacity building, sustained development for communities of practitioners and scholarly contributions to the Australian Higher Education sector. Coralie is described by colleagues as reflective, perceptive and supportive; a true scholar, a quiet achiever, a reflective practitioner, and an engaged critical listener who leads with informed wisdom.

Coralie McCormack is Adjunct Associate Professor at the University of Canberra.

Lorraine Parker’s Life Membership recognises her sustained contribution to HERDSA New Zealand, HERDSA, and the wider community of tertiary educators as a teacher, researcher, manager and leader. Lorraine’s strong interest in and commitment to leadership roles saw her become Co-Director, Deputy Director, the Director of the variously named Centres for Educational and Professional Development at the University of Auckland and subsequently Auckland University of Technology. Lorraine led the support for continuing professional development; development of institutional policies, processes and practices associated with organizational development, career development, leadership and management development, and educational development. Under Lorraine’s leadership the Centre flourished and she was awarded the AUT Vice Chancellor’s Award for Excellence in Management (2002).

Lorraine actively supported the establishment of the Association of Staff Developers of HERDSA New Zealand Universities and the Tertiary Education and Research New Zealand (TERNZ).

Lorraine served as Vice President and President of the New Zealand Association for Training and Development and the New Zealand branch of the Association of Tertiary Education Management. In these roles Lorraine was highly respected for her thoughtful approach to leadership and her pro-activity in new initiatives.

Colleagues describe Lorraine as manifesting ‘HERDSA qualities’ – a deep concern for the scholarship associated with our everyday teaching lives and genuine caring for the well-being of colleagues. Lorraine’s leadership and management capabilities are greatly respected.

Lorraine Parker is a learning and development consultant.
Recognising and rewarding teaching: Australian teaching criteria and standards and expert peer review

Emeritus Professor at University of Western Australia, Denise Chalmers, has been awarded a National Senior Teaching Fellowship (2015).

Denise is well known for initiating and leading successful national and international initiatives and programs including developing and embedding teaching quality criteria and indicators; assessment and curriculum review and reform; enhanced teaching and learning through the strategic use of online and communication technologies, and promoting student focused teaching and learning practices.

Denise is an active contributor to the scholarship of teaching and learning in higher education through publications, proposing and participating in innovative and successful competitive grants and projects, speaking engagements and working with networks and institutions nationally and internationally. Her contribution to the national and international agenda on developing and enhancing teaching and learning and criteria, standards and indicators of quality in higher education has been outstanding.

Over 25 years Denise has led two university Centres of Teaching and Learning as Director and was a Foundation Director of the Carrick Institute (later ALTC). She served as President and Vice President of the Council of Australian Directors of Academic Development.

On her work over the next year Denise comments, “In my role as a Senior National Teaching Fellow I will be working towards promoting the message that it is critical for higher education institutions to recognize and reward excellent teaching as it is central to obtaining an excellent student experience”. She goes on to say, “The critical link between excellent teachers and the positive student learning and engagement experience can be missed by institutions and it is important that they be understood as two sides of the coin”.

The Fellowship will focus on the theme of rewarding and recognising teaching.

Outstanding service to higher education research and the tertiary education community

Associate Professor Barbara Grant of University of Auckland has been awarded the TERNZ medal for outstanding service to higher education research and the tertiary education community.

Barbara’s contributions to higher education scholarship and education have international status and recognition, as reflected in citation of her publications, her roles within several higher education professional bodies, and her membership of the editorial bodies of leading higher education journals.

Barbara has been an active and key figure in HERDSA and HERDSA New Zealand. An example of her work is two successful Researching Higher Education Symposia in New Zealand.

Barbara’s contribution is particularly evident in her leadership of the journal Higher Education Research and Development since she became Executive Editor in 2012. During her leadership the journal has enjoyed an increasing ISI journal impact factor rating and the quality of articles has improved.

Barbara has an extensive publication record in the top journals and many of her articles are highly cited. Another strong contribution is Barbara’s work on doctoral and academic writing.

TERNZ is Tertiary Education Research in New Zealand
MEanderings
Robert Cannon

“Let me put it to you this way: ‘The Age of Entitlement’ is over”, declared former Shadow Treasurer Joe Hockey in his speech to the Institute of Economic Affairs in April 2012. Acknowledging basic rights such as security and freedom, Hockey focused on the problems arising from the belief that people are entitled to goods and services that someone else has to pay for. Hockey was concerned with providing so-called “free” government services to those who feel they are entitled to receive them.

If you think the entitlement problem is actually much bigger than this, then you are in good company. In his book The age of absurdity: Why modern life makes it hard to be happy, Michael Foley claims the demands for rights in the 60s and 70s has degraded into a sense of entitlement, a generalized demand for attention, and a feeling of grievance. Foley calls this a culture of entitlement, attention seeking, and complaint.

A culture? Yes! David Brooks in The road to character agrees. He argues that we are seeing a shift from a culture of humility – as he says, not “blowing your own trumpet” – to a culture where people think they are the centre of the universe. Brooks calls this culture “The Big Me”. In one of his examples of this shift away from humility, he compares a 1950 Gallup survey result where 12% of high school students considered themselves a very important person with results in 2005 where an astounding 80% did so!

Some of the biggest Me’s in education – when measured in dollar terms – are Australian Vice Chancellors. Remarkably, they earn vastly more than the amounts paid to the Prime Ministers of both Australia and New Zealand, the President of the United States of America and the average paid to American university presidents. The Australian, 10 June 2015, says this: “Australia’s highest paid vice-chancellor saw his salary package increase by $120,000 last year to reach $1.3 million. Michael Spence, head of the University of Sydney, topped the list of 37 vice-chancellors, followed by Greg Craven from the Australian Catholic University ($1.2m)…” According to Adelaide’s The Advertiser, 19 June 2015, salaries are lower in South Australia where Adelaide University’s Vice Chancellor pocketed a pay rise of only $90,000. However, as The Advertiser points out, this $90,000 increase is respectively bigger than the average $70,000 in total earnings of adult full-time workers in South Australia!

To ensure that you do not forget who these Big Me Vice Chancellors are, you will surely not have missed their beaming images in the regular solicitations for monetary contributions to help out with expenses and other good causes. The Big Me spills over into advertising. University web sites are full of self-congratulatory assertions such as “one of the world’s best”, “where great minds collide” (ouch!), “an outstanding reputation”, and “consistently ranked among the best in the world”. I recall that about 15 years ago, the University of Adelaide changed its name to Adelaide University, so that it would top the lists of Australian universities – as its name begins with A – and also declared its strategic goal of being the best university in the world. So each of the foregoing assertions are actually quite modest in comparison!

Another indicator of the Big Me can be found in higher education journals. Perhaps the Big Me proposition is debatable here, so let us agree that these editions focus on the “Big Us” – academics and academic developers. Unless I am mistaken, there seems to be an increase in the number of articles about Us. Higher Education Research and Development (34, 3, 2015), on queering the academy, and the International Journal for Academic Development (20, 3, 2015) on the roles of academic developers, provide two examples of this focus. It is not clear that this focus on ourselves is consistent with the continuous improvement goals of the organisations that publish these two journals. Do education and academic development academics have time to research themselves rather than the pressing problems of the education of students or their institutions? The question is complex in terms of academic freedom but it is also important strategically. This is because it invites unwanted attention when university budgets are a source of constant risk, particularly in academic development work.

This reminds me of an earlier strategic issue. That was the failure of many universities from the 1960s through to the 1980s to act convincingly on the repeated complaints about the quality of teaching. These complaints were presented in several reports over many years from government, students, and other bodies such as the then Australian Vice Chancellors’ Committee. An early example of concern about teaching is
this 1957 submission to the Committee on Australian Universities, where the Vice Chancellors stated: ‘There remains the question ‘Is the care of students during their first year defective?’ We consider that it is certainly defective” (Report of the Committee on Australian Universities, 1957). What a fine example of humility, and honest, self-critical evaluation of an important matter for which the Vice Chancellors themselves were ultimately responsible!

And the result of the failure to act? The relative freedom and autonomy enjoyed by universities began to be eroded by the actions of successive governments to direct activities through funding incentives, to regulate, and to demand greater accountability from universities.

It is not surprising that we can find so much evidence of the Big Me around us. Many “me-focused” pressures have influenced us at some time or other. These pressures include Dr Spock’s influential book about childcare, now in its seventh edition, and first published as The common sense book of baby and child care in 1946. Spock’s book encouraged parents to be more flexible with their children and to treat them as individuals. Other me-focused pressures include the increasing emphasis on student-centred learning and self-assessment and, more generally, commercial advertising with messages about how we are so important that we “deserve” a particular product or service. Quite some distance from humility!

Discussing humility reminds me of Cerberus, the three-headed hellhound from Greek and Roman mythology. Guarding the entrance to the underworld to prevent the dead from escaping and the living from entering, Cerberus had to prevent the dead from escaping and the living from entering, Cerberus had his number unearthed a trove of old World War II training manuals and films. Our hubris was cut to pieces as we worked through this material and saw that we were not anywhere near as innovative as we had thought and that many others in the Australian, British and American militaries had been there well before us. Our watchwords after that experience were “nothing new since ’42”.

These watchwords have haunted me ever since. They come to me often, for example, when I look through the reference lists of journal articles that imply almost nothing was published before the year 2000 and so much is given a patina of originality and novelty. Many of the important ideas and initiatives in educational development got underway years before – research on student learning, problem-based learning, lifelong learning, self assessment, the scholarship of teaching, leadership development, PhD supervision practices, and teaching portfolios are a few that come to mind. “Nothing new since ’42” often comes to mind when I look at items in the online HERDSA NEWS PERSPECTIVES newsletter The Conversation, with discussions of important educational ideas without so much as a wink-and-a-nod to the reality that what seems to be a new challenge or idea has actually been around for years.

To return to the Big Me, and David Brooks’ The road to character, he concludes by suggesting that those of us younger than 70 have grown up in a competitive meritocracy with a lot of emphasis on individual achievement. Promotion systems reinforce this by requiring accumulating evidence of our teaching and research performance. This meritocratic system fosters boastful public displays of achievement, wonderfully aided by the convenience of social media applications such as LinkedIn and ResearchGate. Some of these applications nag us to be even bigger with regular reminders to make more links and display more publications.

Competitive meritocracy and the Big Me is wonderfully illustrated in Dr Seuss’s book Oh, the places you’ll go! allegedly still a big hit as a graduation gift, and which provides a fitting conclusion:

Oh! The places you’ll go! You’ll be on your way up! You’ll be seeing great sights! You’ll join the high fliers who soar to high heights. You won’t lag behind, because you’ll have the speed. You’ll pass the whole gang and you’ll soon take the lead. Wherever you fly, you’ll be best of the best. Wherever you go, you will top all the rest.

Robert Cannon is an evaluation adviser to the USAID PRIORITAS education project in Indonesia. Recently, he has also been an external evaluator and Chief of Party of the USAID-funded Palestinian Faculty Development Program. Robert was Director of the Advisory Centre for University Education at the University of Adelaide from 1977 to 2001. cannonra@icloud.com
Free Wi-Fi everywhere!
Roger Atkinson

After a musing about free textbooks in the previous IT in higher education column, here is a happier musing on another topic in the freedom genre. Happier, because free Wi-Fi is everywhere! Ubiquitous! My starting point on this topic was a recent holiday in Europe. On our first morning abroad, Clare and I walked around Copenhagen, past the central railway station with suburban trains proclaiming free Wi-Fi on board, into a congenial coffee shop, with free Wi-Fi on its menu. Settled down with our iPad and HP Windows laptop to read email and check various websites for news. Very civilised! Reflected on how much the traveller’s Internet access has improved in the last few years. In earlier times, usually one had to search the back streets to find a dingy cybercafé in an overcrowded upstairs room, packed with old Windows desktops, their keyboard lettering worn into illegibility, not much ‘bandwidth’ available, and as for coffee, sometimes one could get DIY instant in polystyrene mugs.

Our ‘free Wi-Fi everywhere’ expectation was reinforced nearly everywhere in Denmark, Norway and Sweden, in part because most of our travel was on a coach equipped with free Wi-Fi access to the Internet, via local 3G mobile phone networks, and in part by free Wi-Fi found in almost every hotel on our itinerary. After the Nordic countries, we endured a gap in free Wi-Fi, as Deutsche Bahn and other long distance rail carriers did nothing for us on our Stockholm-Berlin-Vienna journey, notwithstanding our First Class passenger status. We needed the very good Wi-Fi/coffee shop in Vienna that we found just around the corner from our five star, free Wi-Fi only-in-the-lobby hotel! Strangely, free Wi-Fi availability and hotel star ratings are inversely correlated.

Travelling on, by coach in parts of Austria, Slovakia, Slovenia, Croatia, Bosnia-Herzegovina and Montenegro, again we enjoyed free Wi-Fi nearly everywhere. However, mobile phone ‘black spots’ were more extensive, so dropouts in our coach’s Internet connection were more frequent, and cafe style free access was not as widespread as in northern Europe.

So, what is the purpose behind these musings? Firstly, upon return from that most delightful holiday, I was motivated to check the ‘free Wi-Fi everywhere’ hypothesis for Australian campuses, a simple exercise that provided a way to reflect upon trends in purposes and opportunities. Secondly, soon after we ended our European holiday, some of the cities, railway stations and freeways on our itinerary became overwhelmed by Europe’s 2015 summer and autumn refugee crisis. A crisis alleviated, or worsened, depending on one’s disposition towards refugees, by ‘free Wi-Fi nearly everywhere’.

Firstly, ‘free Wi-Fi everywhere’ is a reality for Australian campuses, as I confirmed quite readily from searches of all university websites in Australia. The underlying technological opportunities are well known, especially those presented over the last few years. We now enjoy greatly expanded use of ‘BYOD’ (bring your own device), made possible by very attractive, much lower prices for devices, especially the more recent mobile devices - lightweight laptop computers, tablets such as the iPad and similar, and smart phones such as the iPhone and similar. And, most importantly, Wi-Fi, enabling the new devices to be used anywhere on campus within the range of a Wi-Fi enabled router. Coupled with the present day incredibly low charges for external network traffic, ‘free Wi-Fi everywhere’ is an obvious opportunity for campuses.

Less dependence and reduced expenditure upon university-supplied computer workstations in laboratories and libraries is a bonus.

The adoption of ‘free Wi-Fi everywhere’ is a large transition from the mindset of one to two decades ago, when university-supplied Internet access had to be rationed, for example by strict conditions of use that banned ‘non-academic’, ‘wasteful’, ‘social’ activities such as Internet Relay Chat. Now, spurred along by recent cohorts of hitech-savvy students and the technological advances, university attitudes are much more liberal. Strict conditions of use are in the background, and positive, socially-oriented projections are typical. For example, Western Sydney University:

What’s the benefit to me?

The major benefit to students and staff is Internet access ‘anywhere’ on campus. Provided you’re in a wireless zone, you can log in with your wireless device and access the Internet without battling red tape. You can access the Internet in many areas that don’t have a traditional network installed, such as campus cafes, the Library, and lecture theatres. You can take advantage of good weather and work outside, or connect during a lecture. Other benefits will be seen as users become familiar with the capabilities of wireless – for example,
students and staff may develop more innovative and flexible approaches to the learning experience. Macquarie University projects a similar though somewhat more explicitly detailed view: Macquarie OneNet WiFi is the easiest, most convenient everyday way for students and staff to connect wirelessly to our campus network and the internet with a set-and-forget personal connection. Any time your WiFi device is within range after being set up it will connect and authenticate automatically. The results are secure always-on connections without expiry and the ability to avoid costly 3G data access whenever you’re in a coverage area.

[In Macquarie’s acceptable use policy pages] ...

Use of ICT resources and facilities for personal purposes is permitted only if it: is in the University’s opinion, not excessive; is lawful and compliant with Macquarie University policies and State and Commonwealth legislation; respects intellectual property and the ownership of data and software. Use of Wi-Fi access as an attractive feature in marketing for university residences is illustrated by St Thomas More College, University of Western Australia. The College website presents a graphic, not accompanied by any further explanation. The target demographic will understand, and know what they can do with their free “250 GB per month”.

From the University of Wollongong:

From 1 December 2015 all students at UOW Living will soon be able to access Quota Free Internet. The cost of this will be absorbed in the weekly rental - there will no longer be a requirement to purchase internet quota from an external provider. All internet services will be provided by UOW.

However, unusually, one college places an explicit limit on the Internet access it provides to students: The decision of Ormond College to install a filter blocking access to pornographic material is a way of strengthening its statement about what defines the College as a values-based community (Rufus Black).

After this picture of abundance on campus, almost indulgence, with ‘free Wi-Fi everywhere’, consider now a completely different context for this technology: the role of free Wi-Fi in Europe’s 2015 summer and autumn refugee crisis. The same Wi-Fi technology! Though for refugees with little money, access means using a cheaper brand of smart phone, not a laptop or tablet, and also high dependence upon free Wi-Fi, owing to the expense of SIM cards for independent access to the Internet. However, the purposes are uniquely different from those perceived by students on Australian campuses, or by tourists in near-luxury style coaches. As expressed in one blog posting:

#RefugeesWelcome: How smartphones and social media empower refugees and EU citizens and bring change to European refugee policies

As the cost of smartphones is continuing to go down, and free or cheap access to the Internet is standard in many countries, it should come as no surprise that many refugees carry one with them. A smartphone was, as the journalist noted, probably the best investment many refugees could make. Through their smartphone, refugees use Google maps and GPS to find their way forward, and Facebook, Whatsapp groups or Viber to stay updated on any new barriers or problems that lie ahead. Three studies by the REACH initiative on the situation in Lesbos, Kos and Athens, confirm that the main source of information for asylum seekers is social media updates, followed by word of mouth and information from families already in the final destination. In many cases, Syrian asylum seekers are able to go online using free Wi-Fi provided by restaurants or cafes (Tina Comes and Bartel van de Walle).

Many other recent headlines and media reports have touched upon the importance of free Wi-Fi:

Tech helps refugees make journey – and survive when they arrive (New Scientist)

Free WiFi for refugees (Deutsche Welle)

Volunteers bring Wi-Fi to refugees in Europe on backpacks (abcnews.go.com)

Google Maps is putting Europe’s human-traffickers out of business (Business Insider Australia)

WhatsApp offers lifeline for Syrian refugees on journey across Europe (Mashable Australia)

Educational institutions, especially European universities, are alert to opportunities to meet needs and recruit students with potential:

How Europe’s academy is addressing the refugee crisis (Times Higher Education)
The refugee crisis and higher ed (Inside Higher Ed)
Students: Find scholarships (IE Syria Consortium for Higher Education in Crisis)
Study opportunities for refugees (Friedrich-Alexander Universität Erlangen-Nürnberg)
German colleges open up to refugees (Handelsblatt Global Edition)
Study and work support for highly educated refugees (Foundation for Refugee Students, Netherlands)
Supporting refugees to access higher education (European Resettlement Network)
Scholarships for international, migrant and refugee students (University of Canberra)
Western Sydney University announces scholarship fund to support refugees (Western Sydney U.)

... the University community has been moved by the humanitarian crisis currently unfolding in the Middle East and Europe, and wants to do all it can to assist by providing more educational opportunities for those who settle here, particularly in Western Sydney - one of the fastest growing regions in the country. ..."Western Sydney University has a long and proud history of opening its doors to those for whom the journey to university has been anything but conventional" says Professor Glover (Western Sydney U.).

I wondered about a new and free smart phone app, perhaps named “AustraliaApp”, designed for going viral on social media, proclaiming a bold new message, “Come to the country where Wi-Fi was invented! Tech-savvy youth especially welcome. University and technical college scholarships available. Tap HERE to apply for Australia!”

Roger Atkinson retired from Murdoch University in June 2001. His current activities include honorary work on the TL Forum conference series, Issues in Educational Research, and other academic conference support and publishing activities. Website (including this article in html format): http://www.roger-atkinson.id.au/

Links
http://www.roger-atkinson.id.au/pubs/herdsa-news/37-3.html for this article in HTML including links to numerous references for this topic.
HERD’s editorial team is now in the last year of our tenure with the journal. At a recent meeting (in August) we focused on what we’d like to achieve before we hand the journal over to the next editors.

A cluster of important changes to editorial practice that we made early on in our tenure relates to special issues. We decided to take possession of setting the topics for special issues rather than accept outside proposals. This decision has allowed us to create space for topics we think are important for the field of higher education. Our choices have been underpinned by diverse considerations: sometimes we have chosen topics that have already had a lot of exposure but need some new thinking (such as leadership); sometimes we have selected a topic with little exposure in the field (such as queer theories) or one that has been profiled through a recent conference (such as space/place, the theme of the HERDSA conference in 2013).

We also decided to have only one special issue each year to protect HERD’s capacity to publish accepted articles within an optimal timeframe. And, in consultation with our publisher, we aimed to make the special issue the first of the year in order to optimise its potential for citations.

During our meeting, we planned some interesting offerings for the next 15 months. The upcoming special issue on space and higher education, guest edited by Dr Robyn Barnacle, is already well underway. The topic for 2017 is academic life in the measured university, the theme of next June’s Academic Identities Conference in Sydney, and the call for papers will have come out by the time you read this column.

We have also begun work on two other themed contributions: the first is a symposium on the topic of southern theories and higher education, which comprises a viewpoint from Emerita Professor Raewyn Connell accompanied by invited responses from colleagues around the world. This symposium will be included in an issue later next year. The second is a tribute for Australian scholar Professor Alison Lee, who made a significant contribution in a range of fields in higher education studies during her academic career. Comprising articles Alison published in HERD, Studies in Higher Education and Teaching in Higher Education, and an editorial written by members of our team, our tribute will be published as a virtual issue in the first half of 2016.

Barbara Grant, Executive Editor, HERD, on behalf of the editorial team

Links
Access Tai’s Pick article: http://dx.doi.org/10.1080/07294360.2015.1070126
Watch our first YouTube video: https://www.youtube.com/channel/UCqf-DloufKhOWjd_E-JWhFw
Follow us on twitter: @HERDJournal
Find the latest journal and sign up for a HERD email alert: www.tandfonline.com/toc/cher20/current#VdZuu1dVA-N
Peter Goodyear recognises that universities have been changing for many years. Stand at the front of a contemporary lecture theatre and gaze upon the wall of laptops and digital tablets and you quickly realise that a lecture is now a very different experience for both lecturers and students than it was ten years ago. Goodyear believes that it is only by universities becoming places of imagination and planning that they will be able to meet the challenges that they will inevitably face. And those challenges promise to be significant. Universities are bracing against major disruptions from intergenerational change, digital technologies and declining incomes. Traditional teaching – by which Goodyear means, teaching the way you were taught yourself – is not going to survive in a significantly changed higher education landscape.

To tackle the challenges facing higher education Goodyear would like universities to be more open to design thinking. Goodyear argues that design has the potential to help university staff cope with the pressures of working in a constrained environment by encouraging greater creativity in academic work. For Goodyear the key is to stop assigning creativity to a narrow specialised field and ensuring that design is a capacity developed by all university staff.

The place that Goodyear sees as an obvious home for design in universities is in teaching. Teaching is a multiple dimensioned activity that consists of numerous design components nested together. One of the benefits of categorising teaching as design is that it recognises the interdisciplinary nature of the thinking required to solve the complex problem of student learning. Just as in other design processes teaching rarely involves designing something new. Typically the results of design are the creation of specifications of some kind. In teaching this might be a lesson plan or syllabus to be enacted in the classroom.

In return for accepting teaching as a design process Goodyear argues we get the methods used by design professionals to deal with conflicting requirements and working with end users. This primarily involves reframing problems in new ways and rapidly generating a large number of possible solutions. Goodyear describes this as working on design experiments in which teachers test and expand their understanding of the problem of student learning in the classroom.

To make universities more open to design will require a significant shift in thinking. Goodyear ignores the attempts to use design thinking to reshape other industries that have had only limited success in rolling out small scale achievements across an organization (Nussbaum, 2013). His goal is to bring about cultural and organisational change even though he accepts that design as a concept does not yet have a high level of familiarity within higher education contexts. Goodyear’s goal may be to bring about cultural and organisational change but he accepts that design as a concept does not yet have a high level of familiarity within higher education contexts. Indeed, he recognises that it does not even have a natural fit with teaching work. Teachers in higher education are reluctant to use other teachers’ educational products. Furthermore, the structures and rewards do not recognise sharing and re-use of design ideas as a part of everyday teaching practice.

Where Goodyear does see an opportunity is in technology that is making it easier to search online collections of fine-grained teaching materials. He argues that the current growth in the reuse of learning resources may over time also spill over into the area of reusable education designs.

In the end, teaching as design is a philosophy. Goodyear is not calling for all university teachers to become designers and instead wants all staff to develop an understanding that the process of design is a way of tackling complex challenges. He divides teaching work into three kinds of activities: Teaching as interacting with students, planning, and evaluating and reflecting. He conceives of teaching as design as a focus on the planning phase in which the two worlds of teaching and design will need to meet half way.

This article raises fundamental questions about the purpose of higher education learning – whether it is for knowledge acquisition, participation or creation. Goodyear admits that the easiest goal for teaching as design is when learning is conceived as a process of acquisition. He also argues that just because it is the easiest it should not be the only application of teacher creativity.

Peter Kandlbinder
Executive Editor HERDSA Review of Higher Education

References

Teaching as design.

Peter Goodyear is a Professor of Education at the University of Sydney and the co-director of the Centre for Research on Computer Supported Learning and Cognition (CoCo). He is an Australian Laureate Fellow and a Senior Fellow of the ALTC.
"Surely it might be appropriate to see all our students, irrespective of their chosen discipline or subject, as actor-citizens whose speech might powerfully influence the socio-political world." (Eliot Shrimpton)

Common sense, everyday experience, or even the simplest reflection on our daily interactions tells us how important it is for us, for our students and for our colleagues to be able to express ourselves clearly, with power, authority and sincerity when we speak. We don’t need threshold learning outcomes or the published standards of our profession to highlight the centrality of the spoken word in our professional, community and personal lives. Yet how well do we understand, let alone achieve, this goal of speaking well? And how are we helping our students to develop this ability which is so critical to their learning and future practice?

A series of studies of students in law, theology and veterinary science I conducted over the past fifteen years has shown how powerful the spoken word can be when students are asked to speak, rather than write, what they know. The opinion of the law student who stated that “in a written assignment you can remain quite remote from what you write” was echoed by many students across the three disciplines. A veterinary science student’s statement that “In an exam, you can just go in and write stuff and it’s anonymous in a way … In a viva, you want to take a bit more responsibility for what you’re saying … You’re interacting more and they can help you get more out of yourself” is typical of many students’ comparisons of written to oral assessment.

Some common themes weave their way across these studies. Firstly there was students’ close identification with the spoken word and a distancing from the written word, with oral assessment often described as more personal and authentic. This was aligned with an ‘honesty’ in speech alongside a willingness to write things that are not truly believed or understood. A second theme was strong feelings, sometimes expressed in terms of anxiety, but an anxiety that stimulates rather than inhibits performance. This was aligned with a sense of personal presence: “It’s really me” and a strong awareness of audience (examiners or fellow students) whose physical presence in oral assessment is undeniable. A third theme was the expectation that the spoken word will have an impact – it will evoke a response, potentially a strong one. The response was directly related to the student’s intention; in the case of presentations, this was often to change an audiences’ understanding.

These findings suggest that we should pay much more attention to students’ use of the spoken word than we do, including the role of speaking in assessment situations, in the classroom, in practice settings – in fact in any setting where speaking comes to the fore. But why do students speak so passionately about spoken assessment? Is there something about orality that can profoundly change students’ experience not only of assessment but of learning and of themselves? My early investigations of these questions led me to Plato who famously championed the spoken word over the written, and to Walter Ong whose classic 1992 text on Orality and Literacy (Routledge, 2012) was recently re-issued for a second time with additional chapters by John Hartley from Curtin University.

My more recent explorations of these questions has led me into a field
where the spoken word is undoubtedly paramount – the world of acting and actor training – and into an exciting collaboration with Eliot Shrimpton, Head of Academic Affairs (Drama) at the Guildhall School of Music and Drama in London and an accomplished actor and trainer of actors. With Eliot’s support, I have interviewed a number of Guildhall School staff and students, inviting them to respond to the deceptively simple question, What does it mean to speak? The results of this research have been understandings of the spoken word that surprisingly parallel many of the perceptions of speaking expressed by the law, theology and veterinary science students interviewed in the earlier studies. The results also provoke challenging thoughts about our own speaking – in lectures, conference presentations, meetings, and other interactions – as well as the formal and informal situations involving our students’ speaking. Here are six ideas that have emerged from these interviews:

What it means to speak. Speaking is a physical act that involves the use of breath to create sound which then becomes a means of “manifesting oneself to the world”, “speaking oneself into existence”, or, as one of our interviewees put it, “voice is how you get your inside out!”

The priority of intention. For the actor, speaking is always driven by an intention. The intention is always to have an effect on the other person – to elicit a response or induce a change: “It’s always about changing the other person, or mostly about changing the other person”. It may also be about having an effect on the audience. It is particularly interesting to note that the intention is never the self-centred one of producing a good performance.

Understanding, knowing and the spoken word. Our actor colleagues had a strong belief that words must be understood in order to be spoken in a convincing way. When an actor seems unconvincing, it may be because they do not quite appreciate what they are saying: “I think a lot of the time when you go ‘I don’t really believe this actor’, I think a lot of the time when you really question them, it’s because they don’t know

what they’re saying and they haven’t admitted that to themselves.” At the same time, however, there was the view that the act of speaking could both assist understanding and confirm for the student that they did in fact know what they were talking about.

Ownership. “You can write something that you don’t fully understand in a way that you can’t speak something that you don’t fully understand … an actor has to own every word they say and that’s one of the differences between a bad and a good actor. A good actor won’t speak a word until they physically feel it in their imagination and their heads. A bad actor will bluff it. The audience can tell the difference. There’s no comparison when you hear it.”

Focusing on the hearer. Many interviewees referred to the actor’s need to focus on the actor they are addressing, not on themselves. This seems to serve several inter-related purposes: to convey authenticity; to ‘reach’ the other actor since the intention is usually to provoke a response from them; and to avoid a focus on the self which seems to limit the actor’s capacity to reach the other actors and the audience: “Actors to start with get hung up on ‘how am I doing’. You know, ‘am I doing it all right, am I doing it well, am I doing it the best way’. As opposed to ‘what am I doing to that other person?’ If you put your attention onto the other person, changing them and focusing on them, to start with it helps you not to be so self-conscious.” The Guildhall School mantra: ‘It’s not about you!’ expresses this pithily.

Breathing. Underpinning the spoken word is technical mastery of voice and breath. Significantly, this aspect of the spoken word was absent from the assessment studies. Few of us outside the professional worlds of acting or singing have an awareness of the physical aspects of breath and voice production, though these are the sine qua non of speech.

So where does this leave us? Most of us take our own speaking and the speaking of our students for granted and while we might say that it is important that our students are competent oral communicators, what this denotes is largely unconsidered. What might good speech mean for our students and their future interactions with clients, colleagues, friends and family? If speaking well is indeed a powerful way of manifesting ourselves to the world and having impact in that world, developing a more sophisticated understanding of the spoken word along with the ability to speak to others with authenticity, purpose, respect and power should be core elements of any higher education program. The insights of actors and trainers of actors might provide a provocative but highly practical point of entry into this most fundamental graduate ability.

Gordon Joughin is a higher education consultant based in Brisbane. He has written and presented extensively on oral forms of assessment from students’ perspectives and is editor of Assessment, Learning and Judgement in Higher Education (Springer, 2009).

g.joughin@bigpond.com

The Roger Landbeck Professional Development Fund

For early career academics from culturally and economically diverse backgrounds.

To apply or donate go to the HERDSA website:

www.herdsa.org.au

or contact:

office@herdsa.org.au
Call for papers for the 2017 Special Issue of Higher Education Research and Development

*Academic life in the measured university: Pleasures, paradoxes and politics*

Guest Editors: Tai Peseta, Simon Barrie, Jan McLean

This special issue of HERD welcomes research articles, scholarly essays and other more innovative kinds of academic writing that take up the idea of academic life in the measured university in inventive ways. We welcome submissions that address the full scope of academic settings – teaching, curriculum, research, doctoral education, service (disciplinary and community engagement), leadership and governance – and that draw from a range of disciplinary perspectives. We are especially keen on receiving submissions that address or re-work the themes drawing on arguments about Indigenous knowledges, southern theory, and its intersections with different ways of understanding, engaging with, and theorising the university.

Extended abstracts of 500 words should be submitted as an attachment by 28 February 2016 to:
tai.peseta@sydney.edu.au
and include in the subject line – Submission to HERD Special Issue 2017 – Extended Abstract.

A guide for authors is at: www.tandfonline.com/herd

For further information contact: tai.peseta@sydney.edu.au

**HERDSA SPECIAL INTEREST GROUPS**

Science, technology, engineering and mathematics education

The Science Technology Engineering and Mathematics (STEM) Education Special Interest Group was launched in September 2015.

Members of the STEM Education SIG will be getting together at the 2016 HERDSA Conference in Fremantle, Western Australia to share their perspectives and passions in this area of special interest. Professor Alastair Summerlee (President and Vice Chancellor, University of Guelph) will be the guest of honour at the STEM Education SIG dinner which will be held on Tuesday 5 July during the HERDSA Conference 2016.

Susan Blackley and Rachel Sheffield (co-convenors) have just completed a proof-of-concept project using Makerspaces to support STEM education in primary school. They are planning to extend the reach of Makerspaces in STEM to children and their parents during National Science Week in August 2016.

Form your own Special Interest group

Do you have a particular research interest? Would you like support in advancing research and development in higher education? Are you a leader looking for some followers? Are you looking for an opportunity to demonstrate leadership in higher education at a national level?

There is a still chance to form a HERDSA Special Interest Group to develop your network and link up with other researchers.

If you want to know more about how to form a HERDSA SIG we will help you get started and locate HERDSA members who share your passion to join you.

Links

For information and/or to join the STEM education SIG contact Susan Blackley: susan.blackley@curtin.edu.au

For information about SIGs contact:
Jennie Billot: jbillot@aut.ac.nz or
Susan Bolt: susan.bolt@cbs.curtin.edu.au

HERDSA SIG Facebook page:
https://www.facebook.com/HerdsaSIGs/
The 5th International Academic Identities conference in Sydney 2016 explores contemporary academic identities and practices in all their complexity and multiplicity. While the theme points most obviously to the imposition of measures upon those who labour in the university – both staff and students - it also examines the ways the university itself (and the academic practices it encourages) has become transformed by measurement.

We welcome submissions that critically interrogate the full spectrum of academic identities, activities, practices and contexts that comprise the measured university.

Conference submissions are due on Friday 15 January 2016.

The journal Higher Education Research & Development (HERD) will run a parallel Special Issue dedicated to the conference theme due for publication in 2017.


#ACIDC2016

HERDSA GUIDE

Lecturing for Better Learning, 3rd Edition

Robert Cannon and Christopher Knapper

$30.00 HERDSA Members price

In this Third Edition of his popular HERDSA Guide on Lecturing, Bob Cannon in collaboration with Christopher Knapper from Queen’s University, Canada, notes that although nothing much has changed in our understanding of lecturing since the last edition of Lecturing in 1992, a great deal has changed that affects our work as tertiary teachers. In particular, the growing body of research on student learning forces us to think hard about the way we teach in higher education and in particular how and when to use lectures for maximum learning effectiveness. This revised Guide still focuses on the lecture as the most popular method of large group teaching, but introduces a subtle shift of focus in challenging the reader to ensure that their major goal is always to help students learn more effectively.

Order this publication and other HERDSA Guides at: www.herdsa.org.au
Visit Western Australia for the JULY 2016 HERDSA conference

Photos: Patrick Halloran