

HERDSA

news

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The magazine of the Higher Education Research and Development Society of Australasia



Inside

Graduate skills and distributed expertise; HERDSA New Zealand; Liverpool postcard; New online discussion guide; Employability and career development; HERDSA/Japan cultural exchange; HERDSA NZ; ICT and academic journals



From the Editor

Maureen Bell

As each edition of HERDSA News takes shape I find myself reflecting on the generosity of our regular writers who unfailingly contribute to the quality of HERDSA News. Our feature writers offer critique and thoughtful argument and our showcase writers share their work with the purpose of enhancing student learning beyond their own institutions.

I first encountered Sophie Arkoudis' highly respected work in the field of internationalisation in 2007, through her guide to *Teaching International Students*, so it is a pleasure to have her write for HERDSA News. Her feature article discusses the problematic nature of ensuring students graduate with appropriate literacy skills. She explains why more attention needs to be given to guaranteeing exit standards and offers the way forward through a distributed expertise approach. Our intriguing cover shot by regular contributor Pat Halloran suggests the significance of literacy for all students.

Distributed leadership is also a key to Sandra Jones new HERDSA Guide, *Leading the Academy: Distributed Leadership in Higher Education* reviewed for us by Cyril O. Houle Award recipient Mark Tennant. There is synchronicity here for me too, as I acquired Mark's influential text *Psychology and Adult Learning* in 1994 and referred to it continually thereafter. Peter Kandlbinder, Editor of the *HERDSA Review of Higher Education*, offers us a review of Susan Page and colleagues work *Acknowledging Indigenous Achievement and Aspiration in Higher Education*.

Our Showcase articles highlight the exciting and varied developmental work of our colleagues in 'flipped' learning; online discussion; employability and career development; and a cultural exchange with Japanese colleagues. Owen Hicks has returned from his travels in Vietnam so we have a new Postcard correspondent. The ever exploratory Susan Bolt reports on getting a national insurance number, small cultural differences, and fascinating historical landmarks.

As always we recognise our high achievers and highlight our HERDSA Community's wide range of interests, activities and scholarship. Among our regular writers, Robert Cannon meanders around cartoons, doodles and good teaching; while Roger Atkinson exposes his grumpiness amongst the dilemmas and compromises of scholarly editing in ICT. HERD Editors Craig Whitsed and Wendy Green offer their regular column on our HERD journal along with Amani Bell's choice of essential reading from HERD.

Thank you to all our readers and writers. Have a safe and peaceful end of year break and a successful and fulfilling year. See you in Adelaide at the HERDSA conference in 2018.

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From the President

Allan Goody

Each time as I get to the point of writing this column, I look for inspiration either from recent events or places I have visited, discussions with colleagues, reading if I get the chance to do some, and a lot of reflection. As usual there is no lack of inspiration. It begins with the great article by Jan Orrell in the Spring 2017 issue of HERDSA NEWS on the value of academic developers, a theme close to my heart.

Jan states that it is the “function of academic developers to ensure that new directions in higher education are research-led” and I would add that we need to work with our champions in the disciplines and leadership to make this happen. It is here where we see an intersect between research in higher education and the increasing emphasis on the scholarship of teaching and learning (SoTL) and the expectation that more and more academics become involved in SoTL.

What I take from Jan’s article is a sense of optimism. For those aspiring to an academic development position I encourage you to pay attention to Jan’s wise words and take positive affirmation of your decision to take on this important role. And for new academics out there in the classroom, there is optimism in knowing that academic developers are there to help smooth the way.

Optimism leads to Bob Cannon’s meanderings in the same issue and his quite amusing take on the titles of journal articles. The ‘hope’ that Bob refers to near the end of his article also relates to our work as academics and academic developers and the hope that what we do is noticed by senior management, that it does change education and society for the better.

And speaking of titles, Owen Hick’s Postcard in the last issue gave cause to reflect on the “academic treadmill” and the consequences of the treadmill’s ever-increasing speed; but there is still that optimism and hope.

Owen also touched on what he sees as a new era of colonisation of higher education in these emerging higher education sectors. It is a timely reminder that we not impose our “way of doing things” on others but to present the alternatives backed up by the research that has relevance and application to that particular context. And to learn from others through dialogue and practice. My recent work in Papua New Guinea and Japan reminded me once again that some things just don’t work in another context, not necessarily because of the enthusiasm, or lack thereof, of the learners but factors such as culture and infrastructure that just won’t allow it.

Of course, this thinking is firmly grounded in the work of Paulo Freire who saw education as building on the experiences of the learners rather than imposing the culture of the teachers upon them. Once again, it was a conversation with a colleague that took me back to my graduate student days and reading Freire’s work and our class discussions with Myles Horton who together with Freire ‘spoke’ the book *We make the road by walking: Conversations on education and social change*.

All this optimism and learning from other contexts takes me to the Hong Kong Branch 20th anniversary symposium held at the end of August. Eleven teams of undergraduates presented projects which aimed to enhance their learning through partnering with their teachers - although for some it was more about taking control of the teaching and learning process. Yes, one of those ‘what is old is new again’ movements, students as partners, (Freire again and his idea of engaging students in dialogue) was clearly demonstrated by these inspiring students.

HERDSA is always seeking ways of engaging students in the society and events and this model from the Hong Kong branch is one we should consider for replication across other branches.

The last issue of HERDSA NEWS offered a timely message to look back at where we have come from and revisit some of those seminal readings and seek out the sage advice of those ‘who made the road by walking’, such as Jan, Bob and Owen, all now HERDSA Life Members. I close by extending my thanks to the HERDSA Executive, Officers of HERDSA and the HERDSA Office for the work you have done over the past year to support HERDSA and your fellow members (and non-members). I wish everyone an inspiring, productive and successful 2018 filled with hope and optimism.

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The Hong Kong student symposium will be showcased in the next edition (Ed).



Integrating communication skills through distributed expertise

Sophie Arkoudis

A recent announcement by the Minister at the Australian International Education Conference highlights some of the concerns that exist within the sector regarding English language standards of international students. We are all familiar with comments about soft-marking and the difficulties facing academic staff in teaching students who experience difficulties communicating in English. According to the Minister, new standards will ensure that students entering tertiary education courses from ELICOS programs will have the right level of English language skills.

English language testing is often offered as a simple solution to the complex issue of English language standards in higher education. This apparently simple solution reveals an overreliance on a language test to assure the English language standards of international students, and ensure their academic success. This blind faith in risk management by English language testing at the point of student entry inhibits the development of more robust ways of addressing and improving English language outcomes for students in their university studies. The risk management solution also inhibits the development of

strategies which can address some of the allegations of soft marking and cheating.

It is reasonable to expect that university graduates have achieved minimum levels of communication skills upon graduation. Universities state that communication skills are an important graduate attribute for their students. Communication skills are also very important for graduate employability, as numerous employer surveys have revealed. There is a clear link between communication skills and employability. This link has been established within research, and the increased use of English language tests by professional bodies indicates employers' uncertainty of the quality of university graduates in terms of their communication skills.

Yet practices within universities remain ad hoc, with communication skills often targeted as a 'problem' for international students who have English as an Additional Language (EAL). Traditionally, English language entry requirements have been used to assure English language and literacy standards in higher education. Universities have relied on assessing the readiness of students to undertake study where

English is the medium of instruction, assuming that they will develop effective communication skills during the course of their study. If students achieve only the minimum entry requirements for communications skills, they can undertake an extra English language test upon commencement of university study and students are then recommended for further programs to develop their academic language skills.

While English language entry standards are important and are a necessary part of a standards framework, more attention needs to be given to guaranteeing exit standards. Currently it is possible for students with poor communication skills to graduate from Australian universities. The solutions are not simple but necessary if the sector is to avoid the strong possibility of exit testing, as recently introduced for graduate teachers.

Universities have faced a number of challenges as the student population diversifies and students enter higher education study with differing communication skill levels and needs. This diverse and often unprepared cohort has led to increased pressure on academics whose responsibilities have extended to aspects of learning support and development of communication skills. Many feel ill-equipped to deal with the issues which include plagiarism. A number of approaches have been put in place but mostly small scale, peripheral, often unknown outside of the specific unit, and ending as funding goes or the initiator leaves the institution.

Thus it is possible for some students to pass their course of study without being assessed on their communication skills. While we debate about where responsibilities lie for developing and assessing students' communication skills, these skills are still not core business in teaching and learning. Yet the research is unequivocal. The highest impact on student learning occurs when communication skills are integrated within disciplinary learning and assessment.

Research has highlighted that English language support programs which operate outside a student's discipline lack context and specificity, particularly in written work. A key issue identified

through a number of OLT/ALTC projects in Australia found many academic staff lacked competence, confidence and willingness to implicitly teach communication skills. Research has found that many academics lack the expertise to include the explicit teaching of writing; value content over skills; cite an already overcrowded curriculum; have no desire to include 'skills'; or do not recognise the need.

So what is the best approach? A plethora of research makes claims for the effectiveness of particular communication skill interventions on international students' learning. This is not surprising given that, as Hattie (2015) points out, nearly any intervention can show some evidence of success. Hattie's work demonstrates that practices need to be based on evidence of their impact on student learning and they need to be scalable. In other words, there may be evidence that some students benefit from personalised one-on-one consultations with staff to improve their written communication skills. Yet, without ongoing institutional support and resourcing, particular practices are ultimately unsustainable and therefore likely to be ineffective.

Therefore the critical issue is not only what options work best, but how institutions can develop sustainable and integrated whole-of-institution approaches to assure graduates' communication skills upon exit. With a variety of practices, strategies and initiatives occurring across the sector, the emerging priority for institutions is to identify what works best in terms of impact on student learning and as sustainable and scalable practices. The impetus for change will come from universities adopting the stance that students will not graduate unless they can demonstrate effective oral and written communication skills. This will send a clear message to students about the importance of developing communication skills during their study. Universities will need to get serious about integrating communication skills into disciplinary curricula.

While a number of higher education institutions have developed institutional strategies for assuring the communication skills of their graduates, practices can be disjointed and not connected to disciplinary assessment. It is not possible to protect minimum standards for oral and written communication skills unless these are assessed, and the most appropriate place for this assessment is within disciplinary

"the highest impact on student learning occurs when communication skills are integrated within disciplinary learning and assessment"

teaching and learning. However, there is still much debate about who is responsible for developing and assessing student communication skills. All of the above should increase student awareness of their responsibilities and the importance of communication skills. An integrated approach that includes a variety of practices to develop and assess student communication skills is needed, with responsibilities distributed among key people in teaching and learning.

The idea of distributed expertise is useful in considering how various approaches contribute to ensuring students have attained threshold levels of English language communication upon graduation. Teaching and learning leaders, course coordinators, teaching academics and academic language and literacy advisors all play a role here. Course coordinators are in a position to decide what communication skills students should achieve, and where and how these are assessed. Teaching academics design communication skills outcomes and assessment. Academic language and literacy advisors support course coordinators and teaching academics in developing resources for teaching communication skills.

Anne Harris and I recently co-directed an OLT funded project that developed the *Distributed Expertise Model* (DEM) which offers a way for universities to provide evidence that graduates have

achieved threshold standards required for communication skills. The DEM incorporates six action points for strengthening the evidence-base for graduate communication skills within a whole-of-program approach. The model aims to assist universities in strengthening their evidence-based approaches to the teaching and learning of communication skills and is readily adaptable to all programs.

A number of critical responsibilities underpin the DEM. First University policy will outline requirements for program coordinators regarding quality assurance of student communications skills. Then, the responsibility for assuring graduates' threshold standards for communication skills is distributed across all stakeholders: institutional leaders, program coordinators, teaching academics, language and learning advisors, students, and representatives from industry and professional associations. Third, the development and assessment of student communication skills takes place through cumulative milestones within their program of study. Finally, program teams provide evidence of cumulative milestones that lead to achievement of threshold standards.

Consolidating the evidence-base utilises the cumulative milestones that provide confirmation of the assessment of student communication skills across the program. Evidence of levels of attainment can be used for benchmarking purposes. The Quality Assurance loop is therefore completed through evaluation of the evidence-base that can result in improving practices across the program, and inform internal course reviews as part of the quality assurance process.

What is now required is a shift from entry to exit standards. This can be achieved by developing a distributed expertise approach to the development of communication skills of graduates.

Professor Sophie Arkoudis is Associate Director of the Melbourne Centre for the Study of Higher Education and has published widely in the area of English language education.

Links

Project website: www.graduate-communicationskills.edu.au



Who's who in HERDSA

Susan Blackley

I am a teaching/research academic in the Faculty of Humanities at Curtin University. I am also Director of Student Experience and Senior Lecturer in the School of Education. My fields of teaching are mathematics education and educational psychology. My research interests are STEM education, digital technologies, professional identity and digital andragogy.

My HERDSA membership provides me with the opportunity to establish and maintain collegial contact with tertiary educators across different fields. This is the first year in which I have not maintained my teacher registration and my HERDSA membership is a relevant alternative. This year I became a WA committee member prior to my election onto the national executive.

HERDSA Highlights for me are being awarded my HERDSA Fellowship, training as an assessor, having my first mentee awarded her Fellowship.

I am reading an eclectic mix, *How to Live More With Less* by Dominique Loreau and *Dunkirk: The History Behind the Major Motion Picture* by Joshua Levine.

What annoys me? includes obnoxious, pointless red tape, pontificating professors, blustering politicians, students who think they are entitled, and cold-call advertising.

My future support of HERDSA relates to the Professional Learning Portfolio which encompasses Fellowships and New Scholars. As a member of this HERDSA executive portfolio I would like to work with the Panel of Assessors to revamp the assessment of Fellowship applications and design a rubric to ensure consistency. I want to investigate synergies with the Higher Education Academy and find ways to scale up the impact of the HERDSA Fellowship.

A personal achievement was being named a Worldwide Branding Professional of the Year in Higher Education 2015-2016 based on criteria including professional accomplishments, academic achievements and leadership abilities.

Outside of HERDSA I love music, film, cooking and first and foremost my two gorgeous grandchildren. Gus is twenty-eight months and Lizzie six months. I love having facetime with my children and grandchildren; trying new recipes (and then eating the results), and playing chess with my darling husband on the weekend with a glass or two of Chardonnay.

One quality I admire in others is being able to work in the evening. I am a morning person.

If I could turn back time I would change nothing. I am future-facing.

NEW SCHOLARS

Deb Clarke

As a new scholar commencing your career in a full time tenured academic position perhaps the furthest thought from your mind is career planning. However, it is important to strategically design your career progression. Shelda Debowski in her book *The New Academic* writes that the academy requires academics to assume multiple roles to satisfy ever increasing expectations. So how as a new academic do you plan your career?

First, find a mentor (or two) who you trust and who is professionally respected. Different people in the academy offer different skills and advice in teaching, research, administration and governance. Your mentor/s should guide you in establishing your academic credibility and point you to relevant conferences and professional development opportunities, acclaimed journals and grants.

Second, craft a map with multiple pathways to your highest desired position. When I was commencing my academic career, my professor said to me, "When academics talk about you, what do you want to be known for or as?" His second question was "How are you going to get there?"

Third, act like vacuum cleaner... Hoover up all the advice and opportunities to assist you in the direction you wish to move. Small funding amounts get you started and may lead to substantial grants. Acting as a data collector on a large research project can help you break into a particular research area. Networking with conference delegates can build your teaching or research community. Asking questions in university meetings indicates your interest in academic governance.

Lastly, listen to advice, ask questions, clarify understandings and always respect your colleagues.

Around the branches



Across Australia, New Zealand and Hong Kong our branches offer added value to HERDSA members. HERDSA Branch Chairs are shown above, from left to right: Karin Oerlemans (ACT), Anna Siu Fong Kwan (HK), Rebecca Sealey (QLD), Sharron King (SA), Tracy Douglas (TAS), Elizabeth Levin (VIC), Melissa Davis (WA).

ACT

Chair: Karin Oerlemans

ACT HERDSA has been busy. In September Tess Snowball, ANU hosted a workshop with Cathy Stone, from Newcastle University, who shared her research *Opportunity through online learning*. For those who missed this session, Cathy shared a link to her Melbourne presentation. You can find it on YouTube.

November saw us at Charles Stuart University, hosted by Pam Roberts, where Pam and Karin ran a workshop on *Developing your Philosophy of Teaching Statement*. In December, ACT HERDSA was the guest of Gavin Mount at the UNSW ADFA Campus. Gavin facilitated a cross-institutional panel discussion on the *Research of Teaching and Learning*.
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Hong Kong

Chair: Anna Siu Fong Kwan

A highlight of Hong Kong branch 20th anniversary celebrations was the symposium *Redesigning student learning experience in higher education*, co-hosted by the Education Development Centre of the Hong Kong Polytechnic University (PolyU). Eleven teams of students from seven local universities and higher education institutes shared their

recommendations for teaching and learning in higher education.

The Symposium was officiated by HERDSA President, Dr. Allan Goody who presented awards along with Dr Julia Chen (PolyU). Professor Chetwyn Chan (Associate Vice President Poly U) welcomed participants who were greatly impressed by student presentations and ideas (see our Showcase article in the next edition). Project details are at the HK Branch website: <http://herdsahk.edublogs.org/>

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South Australia

Chair: Sharron King

As the 2018 conference approaches our planning is ramping up. We are very excited to be showcasing Adelaide and looking forward to welcoming you and providing an exciting program. Because of the conference our planned event for October *Sessional Staff and Career Trajectories* with guest speaker Jeannie Rea, President of the NTEU, has been postponed until April 2018.
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Tasmania

Chair: Tracy Douglas

HERDSA Tasmania member, Dr Jo-Anne Kelder was recently awarded a University of Tasmania Citation for her Outstanding Contribution to Student Learning for enabling, leading, and inspiring academics to provide high quality curriculum. HERDSA Tasmania member, Professor Natalie Brown was recently appointed Director of The Peter Underwood Centre in which she

has a pivotal role as a champion for educational attainment and aspiration. The Centre is a key leader in sustained improvements in learning and educational experiences, aspirations and attainment.

Tasmanian branch members attended an informative seminar *Opportunity through online learning* presented by Dr Cathy Stone. November was a busy month with the *Creative, Engaging and Effective Presentations Online* workshop and the *Writing a Teaching Philosophy* workshop. A number of members presented and facilitated discussions at the annual *Teaching Matters* conference.

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Victoria

Chair: Elizabeth Levin

We've had three really popular and successful events in the second half of 2017. We hosted an *Academic Integrity* forum and workshop presented by Associate Professor Tracey Bretag from Uni SA. Tracy reported preliminary findings from a current OLT funded project, *Contract cheating and assessment design*. Next Associate Professor Cathy Stone from University of Newcastle led a workshop on her project entitled *Opportunity through online learning: Improving student access, participation and success in higher education*.

September saw Monash Education Academy hosting HERDSA/ACEN rekindled with Lisa Bolton from QILT (Quality Indicators for Learning and Teaching) presenting a keynote to over one hundred and twenty attendees.

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Western Australia

Chair: Melissa Davis

We congratulate WA Branch members recognised in the Department of Education Citations for Outstanding Contributions to Student Learning: Denise Jackson and Abigail Lewis. We held our annual HERDSA Rekindled mini-conference in September and thank the presenters, attendees, Edith Cowan University and the WA Network for Dissemination for their support. The conference was opened by Professor Angela Hill, PVC at ECU, who emphasised the importance of researchers conceptualising scholarship of teaching and learning in an appropriate theoretical context. This was an excellent reminder for members to explore the SOTL modules at the HERDSA website, and for the Branch to consider more activities to support members undertaking scholarly research.
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The Higher Education Research and Development Society of Australasia (HERDSA) is a scholarly society for people committed to the advancement of higher and tertiary education.

HERDSA promotes the development of higher education policy, practice and the study of teaching and learning. HERDSA encourages and disseminates research on teaching and learning and higher education development and works to build strong academic communities.

www.herdsa.org.au



FELLOWS COLUMN

Erik Brogt

Why did I become a HERDSA Fellow? To answer this question Susan Blackley posed to me, I realised I had to make a distinction between my motivation to engage and the process of becoming a Fellow itself.

My motivation was two-fold. First and foremost HERDSA, and in particular the New Zealand branch, is 'my crowd'. I look to you for support, inspiration, collaboration, and sanity checks. As I am the only academic developer in my institution, I need to have links to my community to stay connected and current. The second motivation was more selfish and pragmatic. Obtaining a Fellowship could increase my effectiveness as the academic developer at my institution, demonstrating international peer recognition for the quality of work that I do, and enhancing my credibility as an academic expert voice on matters teaching and learning.

In preparing my portfolio, I was lucky to have Dr John Boereboom at my institution. John is one of the few New Zealand HERDSA Fellows, and he agreed to be my mentor. He helped me start and kindly shared his own portfolio with me as an example. I had already written a portfolio for my Senior Fellowship of the Higher Education Academy, however the HERDSA portfolio was

substantially different. This allowed me to reflect in a different way upon my teaching philosophy, practice, and scholarship.

I particularly liked the clear structure of the portfolio template, with each criterion divided into sections (description and outcomes; reflection and learning; further development), and a separate section on evidence to support the narrative. This gives little 'wiggle room' and forces you to critically confront your ideas, evidence, and involvement.

I had two great reviewers of my portfolio. Both zoomed in on my philosophy of teaching, something I thought I had thought through pretty well. On their invitation to reflect further it became clear that my philosophy of teaching and my academic development practice were about the empowering of others. Even after a decade in the field, that came as a mild revelation, and it helped me to make my philosophy and practice clearer, and to formulate this succinctly as a statement of strategic intent for academic development. So, to my reviewers, I don't know who you are, but thank you for your challenge. The whole experience has made a big difference to my professional life.

Erik Brogt is a HERDSA Fellow, a Senior Fellow of the Higher Education Academy, and a Senior Lecturer in Academic Development at the University of Canterbury.



HERDSA New Zealand

Barbara Kensington-Miller

HERDSA New Zealand has held two particular events this last quarter, which have both received great feedback and which I want to share.

The first was an all-day meeting for the HERDSA committee at the University of Auckland, apparently the first time the committee has ever met together in person since it was set up. Meetings are usually monthly using zoom and although this medium works reasonably well it is often difficult to be inclusive with a large group online and an agenda to get through in one hour. Sometimes members are late to arrive as they have come from other meetings or have been teaching, and at the other end sometimes they have to leave early for similar reasons, so it is difficult to do much together in under an hour let alone socialise and network.

Although we usually start with some informal networking, it is hard work developing new ideas amongst the group using this medium. I had been keen for a while to get the group together for a day, to get to know the group better and to establish some events for 2018 which HERDSA members would be happy to support. In September we managed to get twelve of the fifteen members together

in Auckland, flying in from Dunedin, Christchurch, Wellington and Palmerston North. It was a fabulous day, very productive, with lots of networking and collegiality as we worked together through a full agenda. At the following online meeting, there was a noticeable difference with people keen to catch up and lots of energy. It would be great if we can budget this to be an annual event, as there was so much buy in and a strong sense of community built.

The other event was a symposium for academic developers of New Zealand, organised by four of the HERDSA committee: Erik Brogt (Canterbury University), John Milne and Luk Swiatek (Massey University) and Kathryn Sutherland (Victoria University). This was an all-day event held in Wellington in October, hosted by Victoria University. There were over thirty participants, with all eight universities represented and one tertiary institution from Hamilton.

The morning began with a keynote presentation by Associate Professor Mark Barrow from the University of Auckland on *The past, present and future of academic development*, a very interesting and well-presented

history of academic development. We then had a lot of fun with a type of speed dating for each university to share what professional development their academic centre has been involved with running. Each centre had approximately two minutes to share which was then repeated eight times as everyone rotated around. By the last group I had my centre's offerings well scripted. Dr Kathryn Sutherland then presented some fascinating statistics about early career academics from her international research. This led into a discussion about what is needed to better support early, mid, and late career academics over their whole career.

Following lunch we had a panel of three. Dr Erik Brogt, Associate Professor Stephen Marshall and Professor Wendy Lerner (Victoria University) shared what they thought were the academic/professional support needs in the short, medium, and long-term future, and how to incentivise academic development. Dr Stanley Frielick, the Director of Ako Aotearoa, the National Centre for Tertiary Teaching Excellence in New Zealand, presented a talk about having *Professional standards and recognition of tertiary teaching* for New Zealand. A hearty and robust discussion about the Higher Education Academy (UK) and the need for nationally recognised accreditation followed. The last session of the day was a discussion on *Where to from here? Academic development in New Zealand universities in the future*.

The day finished with drinks at the Milk and Honey Café at the university. A fantastic day and possibly an annual event. A good program supported by HERDSA and Ako Aotearoa.

Teaching Education Research in New Zealand

TERNZ is the forum for enquiry into higher education learning and teaching.

Plan to be in beautiful New Zealand in November 2018.

www.hersda.org.nz



Recognising Outstanding Service

Congratulations to HERDSA members awarded Citations for Outstanding Contributions to Student Learning, Denise Jackson, Abigail Lewis and Alison White. In this edition we highlight Abigail Lewis.

Abigail Lewis

HERDSA Fellow Abigail Lewis has been awarded a 2017 Citation for her Outstanding Contribution to Student Learning for the development and implementation of an innovative clinical practicum program in Speech Pathology using reflective practice to optimise the development of students' clinical skills.

Abigail was the first Clinical Co-ordinator and a lecturer in the Bachelor of Speech Pathology at Edith Cowan University (ECU) in 2009. Although she no longer works clinically Abigail remains passionate about her profession. Abigail wants students to develop the ability to construct knowledge from the latest research evidence, to keep honing their clinical skills, develop into reflective practitioners and "to be the best speech pathologists they can be because they know the profound impact they can have on people's lives". Abigail's reflections on the scholarship of teaching and learning make interesting reading. "The Scholarship of Teaching and Learning is a discipline with a long history of research and development – how wonderful to be able to stand on the shoulders of giants that have gone before me."

Abigail has found development opportunities at ECU and through HERDSA. She has developed unique curricula and resources that develop students' ability to be fully present with their clients and maximise client outcomes. She has introduced and evaluated a unique reflective supervision training program for supervisors of speech pathology students which has improved supervision to maximise student learning. Her clinical program has been recognised as ground breaking by the national peak body Speech Pathology Australia.

Photo: Abigail Lewis (left) with Leanne Holt



Science, technology, maths and engineering = STEM

Sally Male

This November I attended an exciting seminar at the University of Technology Sydney by David Williamson Shaffer from University of Wisconsin-Madison. Shaffer and collaborators have developed virtual internships, used extensively in the engineering disciplines and a valuable strategy for all disciplines with a professional focus.

School students and even university engineering students commonly have very little understanding about the roles of STEM practitioners. Children do not interact with, or see on tv, engineers, physicists, computer scientists, and mathematicians as they do with teachers and doctors. Engineers, for example, are stereotypically thought to be men in hard hats and fixing engines. These stereotypes have not attracted sufficient students and particularly not women.

In reality, STEM professionals have diverse roles working in teams to improve people's lives. Real internships, which might support students to learn about STEM practice are too few and often substandard. Shaffer's team has a solution.

In virtual internships for 16 to 18 year olds, students receive tasks by email from engineers. These roles are played by tutors and senior students. Virtual interns work through the design process beginning with refining design requirements. They consult internal engineers and advisors by email and communicate with peers in their teams using text chat. Students experience cycles of practice using authentic tools on authentic tasks, and reflection. Shaffer identified the authenticity of the learning activities and the frequent reflection in practice as critical features of the virtual internships.

Student learning can be assessed using analyses of the connections they make as evident in their text chats and text reflections, and the strengths of these connections within teams. Students can be advised based on missing conceptual connections that they should be making. A 'domain manager', similar to a unit coordinator, monitors the processes and adapts emails to students as necessary. The focus on collaboration on open problems is important and often insufficient in traditional STEM curricula. The virtual internship offers endless possibilities for introducing students to the realities and attractions of unfamiliar professions.



Meanderings

Robert Cannon

Decluttering our office is the professional equivalent of dieting to shed unwanted fat. To add to the stress of the clutter we have, the sheer volume of new publications is overwhelming. A dear friend advised me to stop worrying about keeping up with this flood of information and just watch cartoons. “You will learn more from watching Bugs Bunny”, he said. At first, I thought this a cynical and absurd attitude. Now I am not so sure.

Cartooning is not widely used in teaching, although its use in the form of ‘concept cartoons’ has been explored by Keogh and Naylor in science teaching (*International Journal of Science Education*, 21, 1999). Many people expect a relationship to exist between cartoons and humour. This is not the case as concept cartoons simply integrate dialogue with a visual stimulus. The authors explain concept cartoons through this statement from a Grade 4 child: “You can climb inside the picture and you can see the discussion. It helps you to hold the ideas inside your head and you can look again if you need to.”

I learned a few lessons for academic work from old Bugs Bunny cartoons and commentary on their production. This comment on the approach to his craft by Chuck Jones, Bugs Bunny’s creator, illustrates this learning: “It’s not just

about gags, not just about characters, not just about discipline, it’s about studying the real world and learning something new and putting that back into the work. In other words, inspiration.”

My friend’s line of reasoning was correct, learn something new from the ‘real world’ and put this back into one’s work, just as cartoonists do.

Four American psychologists demonstrated this real-world putting-back in a study published in the October 2017 edition of *Teaching of Psychology*. They explored what their students believe constitutes poor teaching. They found poor teaching behaviour is not wholly the inverse of good teaching. According to their sample of university students, poor teaching has characteristics of being disrespectful, offering unrepresentative and unfair assessments of learning, having unrealistic expectations for student learning, and being less than knowledgeable on course content.

These are qualities of ‘misbehaviour’, the authors suggest, qualities that all university teachers should avoid. Therein lies the value of this work: it warns teachers of poor teaching characteristics students may experience that disrupt their learning. “Knowing in advance what particular teaching misbehaviours to shun is likely to prevent teachers

from inadvertently adopting them”, they conclude.

Could we describe this as an exercise in decluttering behaviour, perhaps? Avoiding poor teaching behaviours does not make a good teacher, it stops one from being a poor teacher. The general idea of good teaching not being the inverse of bad teaching is illustrated in other domains. For example, governments spend considerable sums of money on public health services like vaccination programs, treating water supplies, providing sewerage, and collecting garbage. They do this not to make us healthy, but to keep us from becoming unhealthy.

This line of thinking has been pursued in research into the management of people at work. Frederick Herzberg developed this idea nearly sixty years ago in his book, *The Motivation to Work*. This thinking is durable and practical, worthy of continuing consideration and application. Like the poor and good teaching and public health services examples discussed above, Herzberg shows how the factors that motivate and keep people happy at work and those that make people unhappy and demotivated are not necessarily the inverse of each other.

To understand motivation, Herzberg proposes a two-factor, motivator-hygiene theory. The first step is to clean up the job environment – he calls this attending to hygiene factors – and then attend to the motivators. The hygiene factors are extrinsic to the work done and include policy and administration, supervision, interpersonal relationships, working conditions, salary, status, and job security. Managers must attend to these hygiene factors by cleaning up the working environment and not expect them to motivate people. They won’t. Cleaning up the working environment will not make people happy and motivated, but it will stop them being unhappy and demotivated. Motivation requires attention to a very different set of factors. The motivators are intrinsic to the work itself. Motivators include achievement, recognition for achievement, the work itself, responsibility, and professional growth or advancement.

Herzberg's hygiene-motivator theory has been the single most useful theoretical construct I have used in my day-to-day work when leading and managing people. It does not help with every individual case but the theory is invaluable in addressing day-to-day people management issues.

Something most of us do is doodle. Is this a hint that we are all potential cartoonists? A glowing testimonial for a new book, Julie Schumacher's *Doodling for Academics*, led me to buy it online. A quick glance at the acknowledgements page was encouraging. It sets the tone for the book: "The author would like to embarrass the following people by recognising the influence of their warped sensibilities and timely assistance..." After flicking through the pages, I had one of those disheartening 'why did I buy this?' moments and put the book aside. When I eventually returned to it, I discovered there was much to appreciate in its contents, contrary to my previously ill-judged dismissal. There is a clever snakes-and-ladder colouring-in exercise built around the academic promotion ladder, a Venn Diagram colouring task to evaluate a PowerPoint presentation during a committee meeting, and a find-the-word puzzle for use during a visiting scholar's lecture. This puzzle has challenging descriptors such as jejeune, pomo, logorrhoea, and somniloquent that sent me diving into a dictionary for edification. The use of these words in student evaluations of teaching is not recommended, however.

Doodling for Academics is more than a book for doodling, it is as much a book of puzzles and a colouring book. For the declutterers among you, one helpful colouring-in page displays the kinds of paraphernalia cluttering our offices: desk toys, photos of deceased pets, unwashed coffee mugs, dried out highlighters, old cords and cables, and dead plants. Coincidentally, I came across an article in *The Atlantic Magazine* (July 9, 2015) on the cognitive benefits of doodling. The article looks at the evidence and questions whether doodling is an unequivocally bad thing. The article cites research published in *Applied Cognitive Psychology*, 24, 2010 by Jackie Andrade who finds doodlers performed better on

a memory test and recalled 29% more than non-doodlers. Andrade asserts that doodling may have facilitated deeper processing by reducing daydreaming without competing for the brain's verbal processing resources.

This is important news for educational developers. Many will have worked hard with colleagues on strategies to overcome daydreaming and lack of student attention in lectures. Now, it seems, there is little research to support the old belief underpinning this kind of work, namely that students' attention declines after 10 to 15 minutes into a lecture. Evidence that this old belief is not well founded comes from the work of Wilson and Korn in *Teaching of Psychology* (published on 1 April 2007) who conclude that most of the earlier studies failed to account for individual differences in attention. They recommend that teachers must do as much as possible to increase students' motivation to 'pay attention' as well as try to understand what students are thinking about during class.

Now, *that* understanding would be fascinating! *Doodling for Academics* can help here, it has a colouring-in page with instructions to colour the parts of the brain that are firing. Among the things displayed as possibly going through the student's mind are the family dog, YouTube, Snapchat, a boozy weekend, xxx, an assignment (allocated by far the smallest space in the brain diagram), and a broken heart. If I get around to it, I must be sure to cite this new study in any future revisions of the *HERDSA Guide Lecturing for Better Learning*.

Around to it...do you recall the days when you could get a 'Round TUIT', a circular device you could pin to your office noticeboard giving you the capacity to do everything that would have otherwise been put off to a later date – 'when you got around to it'? I always assumed this was a joke, a play on words. But meandering in the field of attention and daydreaming research I discover I am wrong. TUITs, round or otherwise, are not jokes. They are an important intellectual construct: 'Task-unrelated Images and Thoughts', aka daydreaming. This is according to authors Sophie Lindquist and John

McLean in their paper 'Daydreaming and its correlates in an educational environment' in the April 2011 edition of *Learning and Individual Differences*.

Their study investigated correlates of TUITs during lectures using a sound alert to students to record if they were experiencing a TUIT at that moment. The results of the experiment revealed significant negative correlations between TUIT frequency and age, details in notes taken, and course interest. Students seated in the front third of the lecture experienced significantly fewer TUITs. Also, as TUIT frequency increased, there was a trend towards poorer performance in tests of lecture-based content. So, keep an eye on elderly, uninterested students sitting at the back of your class!

Doodling has spawned numerous books including Milton Glaser's *Drawing is Thinking* and Sunni Brown's *The Doodle Revolution*. One section of Brown's book, 'Doodle University', will appeal to academics. I think she makes a convincing case for lifting the status of doodling from a type of misbehaviour and a waste of time to an important tool for teaching comprehension and creative thinking. She does this in the book and her TED Talk, *Doodlers Unite*.

To grasp the scale of book publishing on doodling, google 'doodling books'. This is a field worthy of the attention of educational developers. I predict finding the word doodling appearing in journals at rates approaching vogue words such as resonate, engagement, neoliberal, sustainability, and pedagogy. And maybe doodlers will eventually graduate to become competent cartoonists with enormous potential to improve the quality of teaching in higher education.

Robert Cannon is a consultant in international development whose current research interest is in the sustainability of benefits from educational development projects. Robert was formerly Director of the Advisory Centre for University Education at the University of Adelaide. Robert is a HERDSA Life Member. cannonra@icloud.com

Links

What Bugs Bunny can teach us about characters:
<http://tinyurl.com/y7lodkqw>



ICT: A journal editor's grumpy old person perspective

Roger Atkinson

To begin this musing about ICT and academic research journal submissions with an explanation about the phrase 'grumpy old person', the word 'person' signifies a conformance with contemporary correctness, 'old' is a code indicating many year's experience with the central topic, the editorial processing of academic research journal submissions, and 'grumpy' is a code for my dissatisfaction and unease about the most important of current trends. Whilst there could be much debate about identifying the 'most important' trends, for some or perhaps most journals these are rapid increases in numbers of submissions, and in the proportion originated from non-Western contexts by authors whose first language is not English ('ESL authors').

To go a little further with my broad generalisations, let's sketch two of the important perspectives upon how to deal with this 'swamping' of journals (to borrow a bad word from a contemporary discourse in Australian politics). One perspective centres upon ICT for journal management, such as *OJS* and *Scholastica*, to help cope with large numbers. Another perspective

centres upon maintaining a 'real person' presence for aspiring authors. To illustrate these perspectives, consider the following inquiry recorded during one of my months as 'duty editor' for *Issues in Educational Research* (IEER: <http://www.iier.org.au/>). IIER is developing a routine whereby the associate editors take one month turns at being duty editor, the person who responds to inquiries, acknowledges submissions, and composes an 'editorial reject', or a recommendation to proceed with an external review and potentially an acceptance. The following emails record a real though unusually extreme case:

Hi...

I have been writing this message from [country]. I'm a Ph.D. student. I would like to publish article in your journal. I dont know exactly what to do. If you help me, I'm delighted
So, I want to ask a few questions..
Firstly, is it free to publish articles on yours journal?
And, if it is published paid, how much will I paid?
Thank you,

Hello [first name],
Please see <http://www.iier.org.au/iier-inf.html>, where you will find that

IIER does not require any payment by authors. That is, "no page charges". As to "I dont know exactly what to do", I suggest that reading a large number of English language articles in educational research journals such as IIER will be very important. Write notes in English after reading articles that relate to your PhD topic.

Roger [IIER duty editor signature file appended]

Hi

thank u for answer.. I want to publish the article on you.I understand that I will not paid ? how long will it take to evaluate?
can you help?

[uh oh, follow up needed, IIER duty editor Roger for [month] realises his misunderstanding of one part of the request from [name]

Hello [first name],

IIER does not pay any money to the authors of articles. I do not know any case of an academic research journal paying authors for articles. You could discuss academic publishing and how it works with your PhD supervisor.

Roger [IIER duty editor signature file appended]

This exchange illustrates a number of dilemmas and the unavoidable compromises. Should the duty editor ignore the query (to save precious time) or respond (incurring a risk of more time being consumed)? To what extent should journal editorial staff journal become involved in mentoring or coaching potential authors? Going further into related dilemmas, to what extent should copy editing by a journal's editorial staff be relied upon to minimise deficiencies in the quality of an author's academic English? Do we allow our review and selection processes to be influenced by a knowledge of the authors' context and language backgrounds?

Not surprisingly, the unavoidable compromise is often 'It depends...'. As time is the largest of the 'it depends', inquiries of the kind illustrated above can be given only brief, even terse replies. However, any reply is better than none, as sometimes prospective authors seem to use inquiries to ascertain whether anyone is 'listening'. The time factor is especially significant for the largest part of the duty editor's role, that is composing 'editorial rejects',

as ideally these should provide good mentoring or coaching for potential authors of a future submission to IIER or another journal. Looking back through about 54 editorial rejects and review rejects that I composed for IIER's January-June 2017 submissions, I found a word count average of 486 words and a range from 98 to 1434 words. Is that sustainable? Again, 'it depends...'. With numbers of submissions currently increasing by about 30% per year, coping requires a combination of inducting new associate editors to share the load, becoming briefer and more 'formulaic' with increased reliance upon template-style composition of advice, and gradually increasing the proportion of editorial rejects from the current level, 60%. The last of these three responses increases the load for associate editors, but reduces the load upon external reviewers, and the editor and associate editors who conduct the external review queue. Even successful authors often require considerable advice on how to improve their accepted articles!

Deficiencies in the quality of an author's academic English constitute another dilemma, perhaps with more complexity than the matter of providing good mentoring. Whilst mentoring is mainly a 'it depends upon time...' question, copy editing and sometimes more substantive editing by journal staff is more complex, as the attainment of a high standard of academic English tends to become a responsibility shared between authors and editorial staff. As copy editing can be a very demanding and time consuming task, especially for submissions from ESL authors, most journals are backing away from the task, often advising authors to find their own copy editing services, whilst also increasing the importance of poor academic English as a rejection trigger, or in the cases of some 'predatory' journals, simply abandoning copy editing and failing to reject for poor English.

There is another aspect of the dilemma over academic English. It is not unusual for the IIER duty editor to recommend external review, knowing that the problem of poor academic English in the submission can be overcome by

IIER's copy editing, without imposing an excessive number of hours per copy edit. However, an external reviewer may not be fully aware of such subjective judgments, and may place too much weight upon poor academic English as a rejection trigger, thereby risking the journal's reputation for absence of bias against ESL authors.

"Do we allow our review and selection processes to be influenced by a knowledge of the authors' context and language background?"

The dilemma over academic English links in to even more complex dilemma, namely do we allow our review and selection processes to be influenced by a knowledge of the authors' context and language backgrounds? For example, should we make 'allowances' for poor academic English, knowing that an author has not used a copy editing service, or software such as *Grammarly*, or a translation service? Going further, is it appropriate, as part of the duty editor role, to search for further information about the authors' context and publication record? This question has become important because one of the key considerations faced by the duty editors is whether a particular topic and context has been 'under-represented' or 'over-represented' in IIER, a key consideration linked to the need for a generalist journal such as IIER to maintain its diversity of topics and contexts. The underlying rationale is that being 'over-represented' reduces the prospects for attaining the status of an 'important issue in educational research'. With numbers of submissions currently increasing by about 30% per year, introducing a new trigger for rejection is a necessary compromise.

The outlining of some dilemmas and compromises above has almost no references to the role of ICT. That is one reason for my grumpiness. The information and communication

technologies provide no direct support for the 'real person' who has to attend to inquiries such as the one illustrated above, or write editorial rejects and reviews. Though I hasten to add that ICT provides truly invaluable indirect support, in my case mainly through *MS Word*, Internet access for a large amount of background reading of educational research articles, and *Google* and *Google Scholar* searching. To cite just one example, in editorial rejects and reviews I often suggest several specific references, but the main method is giving URLs for Google or Google Scholar searches. Probably quite effective, and a great time-saver!

The other reason for grumpiness is a feeling that the world wide academic publishing industry could be much more inclusive towards non-Western contexts and ESL authors. Sometimes I have thought, 'If other journals did more...', though I'm not complaining about the time expended. Aspiring academic researchers in developing and newly emerging economies are deserving of encouragement, however modest it may be, towards becoming represented in the crowded world of international journal articles.

Roger Atkinson retired from Murdoch University in 2001. His current activities include honorary work on the TL Forum conference series and *Issues in Educational Research*. Website: <http://www.roger-atkinson.id.au/> Contact: rjatonkin@bigpond.com

Links

See <http://www.roger-atkinson.id.au/pubs/herdsa-news/39-3.html> for this article in HTML, including links to numerous references for this topic.



Are you alright? Postcard from Liverpool

Susan Bolt

To all my dear HERDSA colleagues, I send greetings from the UK where I am currently the Interim Head of Academic Development in *The Leadership Organisational Staff and Academic Development Academy* at the University of Liverpool. People development is central to the work of The Academy, including staff development, researcher and teacher development, graduate traineeships and apprenticeships.

At the time of writing this postcard I found myself approaching the first anniversary of my arrival in the UK on 14 November 2016. When you've lived in one country all your life it takes you by surprise that your identity is challenged when you move to another country. I had to put aside expectations and assumptions about my identity, my credit rating, no claim bonuses, professional reputation and networks and rebuild them in a different context. On 30 November 2016, not long after my arrival, I was offered an Educational Developer position at the University of Liverpool.

To start work I needed a National Insurance Number (NIN) and a bank account. I secured an appointment for a NIN interview for 9 December 2016 at the Rusholme Job Centre Manchester. I

filled in lots of forms, presented my ID and certificates and had two interviews. Then, I was told my NIN would be posted to me in six weeks' time. I had my passport but needed my NIN posted to my street address to complete the identity check to get a bank account. A utilities bill would have been fine, but they were all in my husband's name and not valid for my use. I booked an appointment with the bank for Friday 20th January and I started work on the following Monday.

The mist was beginning to lift and sunlight was starting to emerge as I walked up the hill from the Liverpool Lime Street train station and caught my first glimpse of my new workplace, 126 Mount Pleasant, affectionately known as 126, the home of Academic Development. Accreditation and continual professional development (CPD) play significant roles in academic development and contribute to the University's strategic priority of ensuring that 100% of its staff with substantive teaching roles have the opportunity to gain teaching qualifications through our programs. These include the Graduate Teaching Assistants program leading to accreditation as an Associate Fellow of the Higher Education Academy

(AFHEA); Teaching for Researchers which leads to accreditation as AFHEAs; the Certificate in Professional Studies in Learning and Teaching in Higher Education leading to accreditation as Fellows of the HEA (FHEA). We also offer a Post Graduate Certificate in Learning and Teaching in Higher Education and a Post Graduate Diploma/Master of Arts in Learning and Teaching in Higher Education. Our Teaching Recognition and Accreditation Framework facilitates HEA professional development and accreditation at various levels through mentoring and assessment.

It didn't take long for me to adapt to working in Academic Development in the UK. Some of the challenges included deciphering the acronyms and translating them into an Australian equivalent, encountering a restructure, renovations and relocation – all the usual suspects. The people were friendly but I was surprised when I was continually greeted with, "Are you alright?" I wondered what the problem was but there was no problem, it was a common English greeting – which I've now adopted.

When I mentioned to people in my UK higher education network that I was planning to live in the Greater Manchester region they replied, "There are lots of universities within 50 miles so that won't be a problem". It didn't take me long to realise that a considerable commute between home and work was quite common, with some people finding it necessary to set up two homes if the commute was too great a distance. Since my car has arrived and I have started driving to work, my commute time has been halved to about two and a half hours per day. Liverpool is only thirty eight miles from my home so I'm relatively fortunate. The commute is helped by brilliant radio commentating and programming designed to keep you cheerful in traffic jams frequently caused by roadworks or breakdowns. In Australia I rarely listened to the radio, now I listen to it up to fifteen hours a week.

The commute has also changed my cooking habits. I have succumbed to purchasing the occasional ready meal. They are brilliant. I don't use them all the time, but previously I wouldn't have even dreamed of it.

A Norwegian colleague of mine said, “There’s no such thing as bad weather – only the wrong clothes”. Summer is the time when there is lots of light and winter is the time when there are lots of lights. I’ve learned to appreciate the light and changes in foliage. The light is very soft, the foliage is gentle, the leaves come, stay for a while, change colour and fall from the trees to the ground – a regular pattern of change that is comforting in itself. Occasionally, a heat wave is announced by the radio commentators. Being in such a heatwave is like being in the air conditioning while the heatwave is happening somewhere else.

The sky is not always grey and the buildings not always shrouded in mist. The Victoria Building featured in the photo is a key landmark in Liverpool, and for the University of Liverpool which commenced in 1882 and was then known as the University College with 45 students. The University College grew rapidly and in 1887, the year of Queen Victoria’s Golden Jubilee, it began fundraising to build its new headquarters. The Gothic style building was constructed with ‘ordinary bricks and terracotta dressings’ in commemoration of Queen Victoria’s ‘50 years of fortunate reign; erected by the citizens.’ It opened in 1892 and provided space for administration, lectures, staff offices, common rooms and the Tate Library.

The term ‘red brick university’ was coined by Bruce Truscott (aka Edgar Allison Peers), a Professor of Spanish at the University, who used these words in the title of his book about 19th Century universities. The University of Liverpool website provides further information and videos about the Victoria Building.

After more than a century of service, in 2008 to celebrate Liverpool’s year as European Capital of Culture, the Victoria Building was renovated and opened to the public as the Victoria Gallery and Museum. It remains a central feature of the city and the University campus. The stunning architectural structure and decoration provide a great place to go for coffee, lunch or to have meetings with colleagues.

The second floor of the Tate Hall Museum houses a quirky collection of interesting artefacts including



A World a Particle display in Tate Hall Museum

dentures, early x-rays, taxidermy and fossils collected over the lifetime of the University. It also houses an interesting display designed to help visitors to the museum understand particle physics.

Three of the University’s nine Nobel Laureates were from the physics department. Two of them worked on the Manhattan Project during the Second World War. Interestingly the work of James Chadwick who won the Nobel Prize for Physics in 1935 led to the development of the first atomic bomb and the work of Joseph Rotblat who won the Nobel Prize for peace in 1995 contributed to the emphasis on nuclear disarmament in world politics.

I hope you have enjoyed reading about my adventures in the UK. In this postcard I have reflected on what it was like for me moving from Australia to the UK and getting started in my job at the University of Liverpool. I featured the Victoria Building which is known as the Victoria Gallery and Museum because of its links with the establishment and global impact of the University of Liverpool for more than a hundred years.



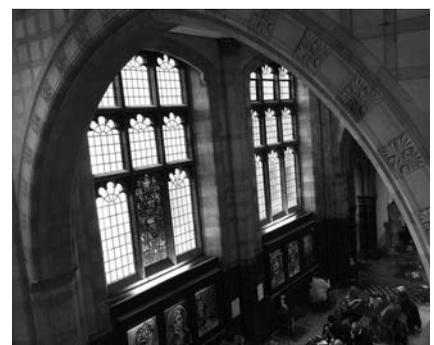
Victoria building

I am enjoying working in the higher education sector in a different context. It allows me to meet new people and consider issues from diverse perspectives. In conjunction with my role I enjoy discovering new insights from the past, reflecting on what is currently happening and considering what might be to come. If you have anything you’d particularly like to know about please let me know and I’ll do my best to investigate it on your behalf.

Dr Sue Bolt is Interim Head of Academic Development and Director of Studies for the Certificate in Professional Studies in Learning and Teaching Higher Education program at University of Liverpool. Sue is a member of the North West of England PFHEA Network; a member of the University of Liverpool Teaching Recognition and Accreditation panels; an external assessor for the University of Keele Excellence Awards and the Queensland University of Technology Academy for Learning and Teaching and participates in the HEA’s UK wide accreditation network.

Links

History of the Victoria Building
<http://vgm.liverpool.ac.uk/about-us/building-history/>



Cafe inside the Victoria Gallery and Museum



FROM THE HERD EDITORIAL DESK

Craig Whitsed and Wendy Green

As we sit to write this, both of us are struck by the developments – local and global – that are significantly influencing higher education in our region. We are mindful, for example, of the debate about the potential influence of the Chinese Government on academic freedom and the course content in Western Universities; the role of governments in higher education funding and reform; and the role of universities, teaching, and research in the context of productivity and employment. The contentious and complex nature of higher education is reflected in many of the manuscripts submitted to *Higher Education Research & Development* (HERD) this year.

Recently, we received the 2017 publishing report from Taylor and Francis, which showed that HERD is continuing to expand its readership and impact. By the end of June 2017 we received 92,364 downloads. This figure is up by 12.8% on last year. This increase is reflective of a longer-term trend – there have been significant increases in downloads each year for the past three years. Likewise, there has been a sustained increase in the number of citations of HERD articles, and HERD’s impact factor has risen to 1.206. Follow the link below.

Our Special Issues continue to attract significant attention, with 28,279

articles from the last Special Issue downloaded since its publication. The role of Special Issues Editor cannot be understated. Since taking on the role of Special Issues Editor in January this year, Dr Kelly Mathews has led the preparation of our 2018 Special Issue *Frontier perspectives and insights into higher education student success*, which she is co-editing with Professor Hamish Coats. We are saddened to announce Kelly has decided not to continue in the role of Special Issues Editor due to family and other commitments. We wish to take this opportunity to thank her for the excellent contribution she has made as Special Issues Editor and we wish her well.

Meanwhile, work has started on the 2019 Special Issue. Following an open call for expressions of interest, we received several quality EOIs. This left us with the difficult task of selecting just one. After careful consideration of all the EOIs based on the stated criteria, we did make a decision. Judith Seaboyer and Tully Barrett will be the Guest Editors of our 2019 Special Issue, *New perspectives on reading and writing across the disciplines*. A call for papers for this Issue will go out shortly.

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Links

www.herdsa2017.org/workshop-publish-field-higher-education.php

ESSENTIAL READING

Amani Bell, Co-Editor of HERD, discusses an article from HERD 36/7 (2017) Barnacle, R., & Dall’Alba, G. *Committed to learn: student engagement and care in higher education*.

I’ve had my eye on this article ever since it came through the review process. It links into current debates and discussions about the future of work, and the purpose of universities. Barnacle and Dall’Alba interrogate the concept of student engagement within the neoliberal university. Like many of us, they are troubled by the “nexus between student engagement and performativity”. Examples are the widespread use of surveys of student engagement – “attractive...because they render the complex simple”, and the limitations and risks of focusing on employability as the main outcome of higher education. Drawing on the work of Martin Heidegger and Nel Noddings, the authors turn to the notion of care as a productive way to think about student engagement and graduate qualities.

The authors define caring as “a distinctive kind of relation to have with someone because it involves a genuine openness to who they are and the situation in which they find themselves ... Both carer and cared-for must both participate and feel the caring that...is occurring”.

The paper left me reflecting that there are many dedicated educators who care deeply about their students and student learning – and students care too. It’s just that the conditions of work in higher education constrain what can be achieved. That doesn’t mean we shouldn’t keep trying, so thank you to Barnacle and Dall’Alba for encouraging us to think more deeply about creating a learning “environment that promotes development of a capacity to care”, towards an ultimate aim of a more just and caring world.



New guide builds confidence in asynchronous online discussion

Irina Verenikina, Janine Delahunty,
Pauline Jones

Positive student interaction and collaboration are important for learning, however, this often proves challenging in online modes. We developed the *Guide to Fostering Asynchronous Online Discussion in Higher Education*, funded by an OLT Grant received by the University of Wollongong in collaboration with three other universities.

The idea for this project stemmed from our pedagogical belief that peer interaction is essential for student learning. Benefits include enriched learning experiences and outcomes through sharing thoughts and ideas, and feeling part of a learning community.

Over our years of work as tertiary educators, student discussions have been a favorite feature of our face-to-face classrooms. The transition from traditional face-to-face teaching to partial or fully online teaching provided an exciting opportunity to shift student discussions to a new conceptual level. We aimed to capitalise on the potential of asynchronous forums for extended time for reflection and opportunities to express opinions in a public forum. However, face-to-face pedagogies are not neatly transferable to online environments and we had to re-think ways of planning

meaningful discussions and supporting students to participate effectively.

While asynchronous discussion is one of the most used modes of communication in HE online courses, research still reports issues including limited interactions amongst group members, low contribution rates and lack of academic focus. While it may be fair to assume that modern students (and teachers) are experienced in everyday social media interactions, this does not necessarily mean they possess the skills or motivation to participate effectively in academic online discussion. Communication strategies that address the incongruence of the written-spoken nature of academic online discussion need to be explicitly taught.

Based on our expertise in educational psychology and linguistics we designed and trialed a set of practical principles for fostering online discussion (the Guide) which covers four areas we identified as essential.

Outcome-oriented task design means the discussion tasks are engaging and explicitly linked to learning outcomes. The tasks are designed around an authentic problem.

Explicit communicative strategies are taught including examples of language choices. The communicative strategies

are based in theory and research and are conducive to creating a positive social space, building a collective understanding and co-construct new knowledge.

Interactional scaffolding by the lecturer ensures that the discussion goes smoothly and that the learning outcomes are achieved. The lecturer models communicative strategies, provides support and steers discussion toward shared understanding.

Clear expectations for student participation are outlined in a simple and unambiguous way. To encourage reciprocal interaction posts are written in a short, spoken-like manner.

The Guide was implemented in a variety of contexts and disciplines including Psychology and Fundamentals of Research. Outcomes were assessed from multiple perspectives. The results were reassuring in relation to student engagement and staff satisfaction; students' appropriation of the communicative strategies; and development of collaborative understandings of content. Staff reported increased confidence in designing and facilitating online discussions.

While our discipline is social science, the Guide would be helpful to lecturers in other disciplines. The Guide is not prescriptive and we recognise that enacting the suggestions will vary across disciplines as each has their own distinct ways of working with knowledge and offers particular kinds of tasks in the apprenticing of students. We offer the Guide as a resource for refining academic practice as we strive to enhance our students' learning experiences in online learning and to develop essential skills for asynchronous communication.

Associate Professor Irina Verenikina; Associate Professor Pauline Jones, and Dr Janine Delahunty are from the University of Wollongong. Their OLT SEED Grant Building capacity to scaffold online discussion was developed in collaboration with Gwen Gilmore, VU; Jo Luck, CQU; and Caroline Cottman, USC.

Photo: (left to right) Irina Verenikina, Janine Delahunty, Pauline Jones.

Links

Fostering Online Discussion in Higher Education (FOLD) and The Guide to Fostering Asynchronous Online Discussion in Higher Education are at: www.fold.org.au



An adaptable model for employability and career development

Mark Stow and Karin Crawford

HERDSA 2017 incorporated an innovative approach to facilitating focussed and in-depth discussions through a number of streams. Within the Students as Partners stream, a topic arose about the ways in which universities might demonstrate the value of co-curricular activity, including student engagement in partnership working, and alongside this, support students to gather evidence of their developing skills and knowledge. One of the ways that we achieve this at the University of Lincoln is embedded in an approach to engaging students in career planning and developing and gathering evidence of employability skills; *The Lincoln Award*.

Our approach has been one of evolution and the development of an Award which resonates and engages students in their career planning. Integral to this, and the various iterations of the Award, has been a greater understanding of student motives and perspectives. Working with students as partners is therefore critical to its success. Furthermore, integral to the Award is engagement in work or volunteering experience, which clearly incorporates students working as partners with employers and the University.

In an age of increased political scrutiny on the personal and societal benefits of higher education, employability has become of central strategic importance to universities across the UK. The challenge for most institutions is to find a solution that is effective in engaging students earlier with their career planning, whilst also complementing academic disciplines, and aligning to the inevitable differentiated approaches to employability across the University.

Many universities have sought to find a 'one size fits all' model, seeking to embed employability and careers education either within the curriculum, co-curriculum or extra-curriculum. The challenge in adopting such an approach is that often what is offered can disengage or fail to resonate with one of the three key stakeholder groups which remain central to ensuring an institutional approach to employability is successful – students, employers and academics.

At Lincoln we have adopted a flexible and adaptable approach which can complement student, academic and employer demands whilst effectively engaging students with their career planning throughout their time at the University. Our 'award winning' *Lincoln*

Award model can complement and draw together the embedded approach through a curricular, a co-curricular, or an extra-curricular approach to employability. As a framework, the Award has provided us with the opportunity to adopt an evolutionary approach to employability, one in which the Award is constantly growing and able to respond to the requirements of our students, employers and academic colleagues. Engaging and partnering with our students, understanding their perspective, is therefore critical to its success.

The Lincoln Award was originally developed to draw together our central programme of careers education with the extra-curricular activities that our students were engaged with through the Students Union; as well as to help drive students to engage more comprehensively with their career planning whilst at University. To ensure that we could maximise engagement of our students, we took the decision to adopt a non-accredited and flexible time-framed approach; enabling our students to complete the award in their own time across the duration of their studies at the University.

There were several key features in the original award, which have remained consistent throughout its evolution, and these include:

- Skills self-assessment to identify areas of development and focus for the award
- Forty hours of work experience or voluntary work to gain some insight and experience
- Engagement with a minimum of two career and employability service activities chosen from our central programme of events
- A reflective log and review of the skills assessment
- An assessed mock interview conducted by an employer.

As the pressure on Universities has grown over recent years with the dramatic increase in tuition fees, we have also seen pressure exerted internally on academic departments to offer a more integrated approach to employability support. The Lincoln Award offers a co-curricular model in which academic schools could offer a non-accredited approach which

was effective and integrated whilst not impacting upon the challenges of curriculum management. As a result we started to offer the Lincoln Award in partnership with some schools, integrating their employability modules, external presenters and sessions in a new compulsory strand entitled *Approved Academic Subject activity*. This required all students on the award to engage with school based employability activity as a core element of the award, and supported the schools in providing a framework for employability whilst offering more compulsion for students to engage with co-curricular employability lectures and support. In effect it was an embedded approach, but remaining outside of the curriculum.

As a result of our flexible approach and the importance given to student and graduate employability and outcomes we have seen rapid growth of *the Lincoln Award* from eighty registered students in its original year in 2009 to over thirteen hundred students registered and actively participating on the award in 2016, which equates to approximately 10% of the University student population.

Just as with student numbers, our employer involvement and participation has grown significantly.

Employers have always played a critical role in the award. The mock interview was always envisaged to be conducted by employer partners. Numbers of employers have now grown to such an extent that students have a vast array of interview experiences to choose from – from corporate graduate scheme interviews, to role specific interviews, post-graduate study and teacher training – the options are broad and all encompassing. Indeed, we have even now involved other University professional service departments to offer role specific interview experiences.

Over the last two years, we have noted that student numbers of 10% of the population appeared to resemble a ‘glass ceiling’, and as a result have embarked upon further developments to engage students and employers. Consulting with our students, gathering feedback and facilitating student focus groups ensures that the Careers and Employability



Lincolnshire Police Lincoln Award students receive their uniforms at the launch event of the new initiative.

Service is cognisant of student opinion. Such partnership working ensures that we can utilise student views to directly impact upon how we approach our work, and how we develop our services to be inclusive, impactful and engaging.

From this participation and engagement, we know that employer brands and tailored experiences were integral to engaging students who increasingly demand a differentiated experience which resonated with their ambitions. The development of two new employer branded *Lincoln Award* Frameworks – the *Lincolnshire Police Lincoln Award*, and the *Teacher Training Lincoln Award* – were both developed to support our employer partner agendas whilst also taking the opportunity to offer our own students a unique employer led experience. What makes them unique is that these awards incorporate employer internal training, previously the reserve of their own employees, in place of the academic subject activity. In addition the participating employers offer the students work experience opportunities and a mock interview, bespoke to their profession, ensuring a thoroughly immersed experience for the students. Such an innovative approach saw us win two national awards in 2016, and significant interest from Police Forces across the UK who were interested in developing a similar model with their local institutions.

As a higher education careers service and a university in a highly politically

charged climate, we have truly responded to the challenges of the sector through *The Lincoln Award*. ‘Adapt and survive’ is a principle which rings true across the higher education sector in the UK, and this presents what we believe are endless opportunities to innovate and create new solutions to connecting students, employers and academic disciplines under the employability

“a flexible and adaptable approach which ... effectively engages students with their career planning”

banner. Our approach has resulted in a simple employability framework which engages all stakeholders and supports their varied requirements, whilst maintaining a consistent level of demand and resource requirement for the careers service. Standing still is not an option, and we are already looking for and embarking upon the next iteration of our service model.

Mark Stow (right in photo) is the Head of Careers and Employability at the University of Lincoln with over fourteen years experience as a careers practitioner. Mark has an interest in innovation within careers education, and research informed practice. He holds the position of Advocacy Director for the Association of Careers Advisory Services. Contact mstow@lincoln.ac.uk

Karin Crawford is the inaugural Head of the Lincoln Higher Education Research Institute at the University of Lincoln. Karin has extensive experience as a teacher, researcher and manager in Higher Education. Her interests include exploring practices that support student skill development, partnership and engagement both within and beyond the classroom.



'Don't touch my moustache' A cultural exchange of learning

Allan Goody with Kathryn Sutherland,
Barbara Kensington-Miller, Shelda Debowski

HERDSA is one of twenty-four organisations worldwide that make up the International Consortium for Educational Development (ICED) network. ICED – and its member organisations like HERDSA – work to promote educational and academic development in higher education around the world, and one of ICED's goals is to support countries for whom academic development is a relatively new phenomenon, like Japan. In early 2016 I began discussions with Professor Gary Tsuchimochi, then director of the Center for Teaching and Learning at Teikyo University in Tokyo, about a series of workshops that experienced HERDSA members might offer on teaching, learning, and academic development. More than twelve months later, four intrepid HERDSA representatives found themselves in an airport hotel in Tokyo with little idea of the wonders the next few days of cultural exchange would deliver. Staying in a hotel with *Hello Kitty* themed rooms (not ours) and being only 100 metres from Hello Kitty World was just the beginning.

To represent HERDSA's diverse constituency, I took two New Zealanders; current HERDSA NZ Chair,

Barbara Kensington-Miller, and IJAD co-editor and former HERDSA Vice-President, Kathryn Sutherland; and another Australian, former HERDSA President, Shelda Debowski. HERDSA is the third international network from ICED to participate in this series of collaborations with Japan. It began in 2015 with the Professional and Organizational Development Network in higher education (POD) from the USA, followed in 2016 by the Society for Teaching and Learning in Higher Education (STLHE) from Canada. As representatives of HERDSA, we felt very privileged to be part of this series of collaborations that Gary started as a way of bringing expertise to Teikyo University to improve teaching and learning. By the time the collaboration was underway, Gary was in a new role and we worked with the Center's new Director, Professor Fumiko Inoue, who proved to be a superb host. And, in the tradition of sharing and collaboration in academic development, participants from other Japanese universities were also invited to participate.

Despite all the planning amongst the HERDSA team and in dialogue with our hosts at Teikyo University over more

than a year before we landed in Japan, the four of us set off on our two-hour bus ride from Haneda Airport to Teikyo University feeling a little apprehensive as to what lay ahead for the next four days. We could not have anticipated the depth and breadth of sharing and learning, storytelling and laughter, and the invigorating exchange of cultural learning, as well as healthy doses of amazing food and hospitality.

The program that HERDSA ran at Teikyo University involved two concurrent series of four workshops and a symposium. Shelda and Barbara focused on aspiring and new academic developers through a program called *Delivering an Excellent Academic Development Service*. Their workshops addressed the challenges of being an academic and the development needs of academics, as well as the role of the academic developer. They spent time helping participants grapple with their own identities as academic developers, and provided hands-on practical ideas on how to design high quality workshops.

Kathryn and I worked with a group of early career academics. While we say 'early career', many participants had extensive teaching experience but little or no exposure to the research on teaching and student learning in higher education. The workshops focused on *Learning Design for Student Engagement* using constructive alignment to address curriculum design, teaching strategies, assessment of learning, and evaluating teaching practice.

The workshops with both groups were productive *and* fun, with eager and open engagement from the participants, despite some language barriers. We modelled many active learning strategies that challenged them as learners and us as facilitators. As the workshops progressed we learned more about the Japanese higher education context, which gave us the opportunity to reflect on our Australasian way of doing things, and how learning and academic development might happen in different ways.

While occasionally language was a barrier, most participants were happy to test their English language skills, some

even preferring to work in English in their small groups. Kathryn often tested her rusty Japanese too and the rest of us muddled through with a few additions to our vocabulary. For the record, ‘doutashimashite’ – while it SOUNDS like ‘Don’t touch my moustache’ – actually means ‘You’re welcome’!

In between the workshops we participated in a well-attended symposium entitled *Building a Strong Academy*, attended by university representatives from all over Japan. Kathryn and Shelda presented keynote addresses, and were joined by Professor Yoshihito Okinaga, the President of Teikyo University and Dr. Hiromichi Yoshitake, Trustee of Tokyo Metropolitan University. Under the leadership of President Okinaga, Teikyo University is making great advances in creating a challenging and supportive learning environment for students and it was encouraging to see this leadership so open to innovation and embracing best practice in teaching and learning. As an aside, Teikyo is also Japan’s best rugby university. This year they won their eighth straight university rugby title, so we Kiwis and Aussies felt right at home.

Those who know Kathryn will appreciate that she had one of her poems about early career academics (together with obligatory New Zealand sheep dog photos) translated into Japanese, and it was very well received; along with data from her recent book on early career academics. Shelda drew on her most recent work to emphasise institution-wide support for academics which was also very well received, as the comment from one symposium attendee attests:

About the contents of Dr. Sutherland and Dr. Debowski’s presentation, I have

never heard before. Their presentations about the relationship between the faculty’s actual situation (feelings) and the university and how the university should think about teachers were very helpful. It was a good opportunity for me to think about the situation of teachers.

Barbara and I later joined in the symposium as part of a panel to address many challenging questions from the audience. While there is a lot happening with the Japanese Government’s initiatives to improve teaching and learning in universities, for some academics, professional development in teaching and learning is a novel idea. As one participant said:

In Japanese universities, I think that emphasis is generally placed on student education, but I think that it is not so conscious of teachers, especially young teachers, to support them. It was a new idea for me that both of them are important and urgent issues in the quality assurance of education.

Of course, as with any academic development activity, food and drink were involved. We were treated to several fine dining experiences at restaurants around Tokyo. We were joined most evenings by Gary, Professor Inoue, and her staff from the Center for Learning and Teaching at Teikyo University. Perhaps the most amusing moment of the collaboration came during one of our shared meals. We were on to the final course of a seven-course meal of deliciousness when we looked around the table and realised all four HERDSA representatives, as well as two husbands who had come along for the trip, were using chopsticks; while the Japanese were – wisely as it turned out – using spoons to lap up what turned out

to be some very slippery rice. When in Tokyo, always follow your host’s lead!

Our host, Dr Inoue, was gracious enough to forgive our chopstick errors and language inadequacies, and expressed her “sincere gratitude to HERDSA for being a part of this collaboration and to [the four of us] for great lectures and workshops that will further accelerate educational development in Japanese universities”. For us, it was a new experience in collaboration and demonstrated that we are never too old to learn new things. The collegiality, sharing, and creating of friendships across borders and cultures is what makes our profession so rewarding. We did our best to enhance the good name and reputation of HERDSA, and apparently achieved that, as evidenced by Dr Inoue’s “sincere hope [that] that our good relationship will continue”. We hope so, too.

Do make contact if you would like us to recommend places to eat across that fantastic city! agoody56@gmail.com

Photo, main I to r: Dr Barbara Kensington-Miller, University of Auckland; Dr Shelda Debowski, Past-President HERDSA; President Yoshihito Okinaga, Teikyo University; Dr Allan Goody, President HERDSA; Dr Kathryn Sutherland, Victoria University of Wellington; Professor Fumiko Inoue, Director Center for teaching and Learning, Teikyo University

Below left: Professor Fumiko Inoue, Director Center for teaching and Learning, Teikyo University (front left); Professor Gary Tsuchimochi, Founding Director Center for Student Learning and Research, Teikyo University (front right); with HERDSA thanks the following sponsors of our 2017 conference

Below right: Kathryn Sutherland with workshop participant, Kazuyo Koide





Don't FLIP the classroom flip the learning

Helen Flavell and Georgina Fyfe

The *flipped classroom* has been generating buzz and a quick search illustrates a growing body of literature, but what's it all about, how well informed are university students and staff and what are its implications?

Flipped classrooms invert the traditional sequence of learning. Instead of the teacher transmitting content, students complete preparatory low cognitive work prior to attending class where they apply what they have learnt. The teacher is thus available to facilitate learning and provide individual assistance for the more cognitively challenging material.

Many higher education disciplines already require students to complete preparatory readings/activities. What is new in higher education 'flipping' is the use of technologies, which means that the preparatory content can be delivered and curated in an engaging way that has the potential to address different learning needs.

With the growth in technologies and platforms there is a growing focus on the design of preparatory material and activities to maximise learning. For example, challenge tests can direct the focus of individual learning to address gaps in knowledge. Timely feedback delivered through smart

phones can inform students of their progress on preparatory materials as well as providing tailored messages of encouragement and congratulations. The flipped classroom, therefore, includes a range of low cognition preparatory activities before the teacher-facilitated, applied learning takes place.

Our model is *flipped learning*. We believe it is more appropriate terminology as it emphasises pedagogical design rather than sequencing content or technology use. What is clear in the recent flipped classroom literature is that although flipping holds promise it requires a scholarly, evidence-based approach which acknowledges the needs of different student cohorts and disciplines.

At Curtin University's Faculty of Health Sciences flipped learning is and is well integrated, particularly within the large-scale inter-professional first year units. Typically, around 3,000 students complete the four core units annually. An OLT funded seed grant and two Curtin funded projects have investigated effective engagement. What we have learnt reflects much of what is emerging in the literature.

Firstly, that the content needs to be spiralled through the preparatory,

teacher-facilitated, and post-class evaluation phases, as in the MIRI Model which we developed at a conference at Curtin University in Miri, Sarawak following a student survey. The Miri model consists of three inter-connected phases:

Online - challenge testing and short, sharp interactive activities to prepare students for class activities and help them identify their learning needs.

Collaboration - in-class challenge testing and group work to check understanding of important concepts and respond to areas of difficulty.

Reflection - student reflection on learning using post-class online tests and feedback on group work using SPARK^{PLUS}.

Preparatory material must demonstrate a clear link and constructive alignment with the facilitated learning activities which carry the higher cognitive load. Preparatory activities require reflection on team roles and learning and should be engaging, interactive and succinct with videos and podcasts; and a time bar to indicate progress. During the facilitated learning component low stakes or no stakes tests can be used to motivate completion of preparation activities. Finally, students need to understand the purposes of, and be transitioned to, flipped learning.

We highly recommend professional development for teaching staff when undertaking *flipped learning*. Exploration of flipped pedagogy, the scholarship of teaching and learning, the implications for student and academic identity. Tutors need support in exploring their role; classroom management and facilitation. All need adequate time to create effective flipped learning experiences.

Dr Helen Flavell (left in photo) is Coordinator SoLT in the Health Sciences L&T team and Georgina Fyfe is Dean, Learning and Teaching, in the Faculty of Health Sciences, both at Curtin University.

Links

Refining a Flipped Learning model: <http://conference.herdsa.org.au/2014/detailed-prog.html>



Students get justifiably concerned by any perception that the playing field is not level. They recognise that attending university is a gateway to substantial financial and social benefits and want to be certain that the same opportunities to succeed are available to everyone who enters higher education. From the students' perspectives, every student entering university starts at the same place and they are therefore entitled to have the same level of support. This perspective overlooks the reality that students have differing starting points in gaining opportunities from higher education. Fairness is about getting the same opportunities despite these differences.

Page, Trudgett and Sullivan review the experiences of Indigenous students in Australian higher education institutions to show that many have found opportunities to succeed notwithstanding often-stark differences in their life and educational experiences when compared to the non-Indigenous population. For the authors the aspiration is for Indigenous students to achieve parity of opportunity with their non-Indigenous counterparts. They want to celebrate the many achievements that have already been made, while acknowledging that more is required if we are to reach this goal of parity any time soon.

Page, Trudgett and Sullivan identify three main areas of achievement that can be built upon to achieve equity of opportunity. Firstly, most universities have focused on access and participation of Indigenous undergraduate students.

Past, Present and Future Acknowledging Indigenous Achievement and Aspiration in Higher Education

Susan Page, Michelle Trudgett, and Corrinne Sullivan

This has been successful in increasing the number of Indigenous students studying at Australian universities. What interests the authors is that this increase in participation is occurring while Indigenous undergraduates are electing not to enrol in block-mode programs. This indicates that these students have achieved a level of confidence to enter mainstream programs away from the specialised support structures designed specifically for them. While there has been a clear rise in the participation levels of Indigenous Australians in higher education, the outcomes are unevenly distributed across the sector.

The authors observe an increase in support for Indigenous postgraduate students. Some institutions are showing a commitment to providing support structures to maximise their success in postgraduate study. This increase in Indigenous postgraduates is slowly removing one of the barriers to entry into senior management positions in universities. Yet Page, Trudgett and Sullivan found that almost half of Australian institutions still fail to include an Indigenous position within their senior executive structures. They expect this will change and within the next twenty years every university will have a senior Indigenous appointment, possibly even an Indigenous Vice-Chancellor.

Perhaps most challenging of all is embedding Indigenous perspectives into the broader curriculum. The authors found that some universities have developed Indigenous specific graduate attributes while others have developed projects to include Indigenous knowledge as a distinctive aspect of Australian higher education. Indigenous graduate attributes tend to focus on non-Indigenous employability such that university graduates are able to work effectively with Aboriginal and Torres Strait Islander peoples and communities.

The authors conclude that a review of the policies and structures universities have put in place to support Indigenous student learning shows that great steps have been taken and positive outcomes have already been achieved. For most non-Indigenous academic staff the barriers faced by Indigenous students may not be obvious because the current system works in the majority of students' favour. Page, Trudgett and Sullivan's review is a major step in recognising that decisions that have been made in the past to benefit the majority of students do not necessarily deliver fairness to all. The goal of parity with non-Indigenous students will only be achieved by continuing to address the disproportionate challenges faced by Indigenous Australians in higher education.

Page, S., Trudgett, M., & Sullivan C. (2017). Past, Present and Future: Acknowledging Indigenous Achievement and Aspiration in Higher Education. *HERDSA Review of Higher Education*, 4, 29-51. Retrieved from <http://www.herdsa.org.au/herdsa-review-higher-education-vol-4/29-51>

The authors

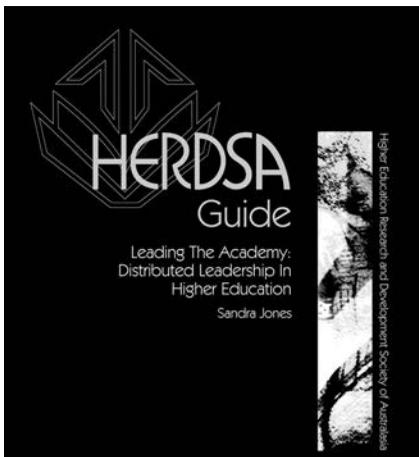
Professor Susan Page is an Aboriginal academic whose research focuses on Aboriginal and Torres Strait Islander peoples' experience of learning and academic work in higher education and student learning in Indigenous Studies.

Professor Michelle Trudgett is an Indigenous scholar from the Wiradjuri Nation in New South Wales. Michelle is Professor of Indigenous Education and Director of the Centre for Indigenous Knowledges. Both are at the University of Technology Sydney.

Corrinne Sullivan is a lecturer in the Department of Indigenous Studies at Macquarie University who was awarded a Citation for Outstanding Contribution to Student Learning for the development of a transformative and motivating learning space in Indigenous Studies.

The reviewer

Peter Kandlbinder is Executive Editor, HERDSA Review of Higher Education.



This HERDSA Guide had its genesis in a series of projects on distributed leadership funded by the now defunct Australian Learning and Teaching Council (ALTC) and the Office of Learning and Teaching (OLT). The author and her colleagues (Hadgraft, Harvey, LeFoe and Ryland) collectively produced outcomes that included the *Action Self-Enabling Reflection Tool (ASERT)*, a conceptual model of distributed leadership, and a *Benchmarking Distributed Leadership Framework*, all of which are found in this Guide. [Author's note: I was evaluator for one of the projects informing this Guide, see Jones et al, 2014].

The author is an advocate for the wider adoption of distributed leadership in higher education. Her rationale is that distributed leadership provides an antidote to managerialist culture with its associated individual performance measures and the corresponding focus on individual leaders in positions of power. The author's stated purpose of the Guide is "to support the sector's understanding of, and practice in, distributed leadership" (Preface p.x). To this, one could add 'adoption of' and 'commitment to' distributed leadership.

The Guide is organized into six chapters, the central chapters (2-5) follow the Participatory Action Research Cycle of: Plan (understanding); Act (enabling); Observe (evaluating); and Reflect (embracing). This is in keeping with the leadership-as-practice dimension of distributed leadership and the author's approach to research in this area.

The opening chapter provides an introduction to the research on distributed

Leading the Academy

Distributed Leadership in Higher Education

Sandra Jones

leadership; although I should say that research is referred to throughout the Guide; while the last chapter focuses on organizational change for the sustainability of distributed leadership. The substantive chapters have a theoretical component followed by resources, case studies and reflective questions. To illustrate the latter, Chapter 5 has a set of questions that include 'What evidence is there that a relationship approach to leadership is recognized in your institution?' The suite of questions throughout stimulate reflection on leadership at one's higher education institution, with an emphasis on identifying and evaluating the elements relating to distributed leadership.

Rather than providing a definition of distributed leadership, the author outlines its features from different perspectives. For example, it stands in contrast to what she calls 'heroic leaders' who are seen as charismatic, exhibiting characteristics that set them apart from their 'followers'. Perhaps the best example of this approach to leadership can be found in the use of Ernest Shackleton's Antarctic expedition in leadership training as depicted in Nancy Koehn's *Ernest Shackleton's Lessons for Leaders in Harsh Climates* published in the Harvard Business Review. Instead of the heroic leader there is co-operative action, a spread of expertise and shared contributions, with leadership being a property of groups rather than individuals. The *Action Self-Enabling Tool* sets out the values and criteria necessary to enable distributed leadership: a context of trust, a culture of respect, a recognition of the need for change, and collaborative relationships. To these values a set of criteria are added: people are involved; processes are supportive; professional development is provided; and resources are available.

So it seems that distributed leadership requires more than an attitude and set of values, it needs management support.

This raises the issue of the relationship between authority, decision-making and distributed leadership. It is to the author's credit that she offers views contrary to her position that distributed leadership challenges managerialist culture. Whether distributed leadership effectively shifts management and decision-making prerogatives in higher education remains a moot point. I note in this regard the final case study in the Guide which describes the action-learning teams set up at RMIT. The author makes much of the authorities that supported this initiative: the DVC, Directors of Learning and Teaching, Heads of School, and Departmental Managers – all decision-makers in positions of authority.

In the closing chapter the author states, "This guide presents the theoretical base, resources, examples and self-reflective prompts to enable future champions of a distributed leadership approach to emerge" (p65). This is a fair assessment, and the Guide is a great resource for anyone interested in engaging with distributed leadership in higher education. But the use of the term 'champion' is somewhat ironic. Are champions really so different to 'heroic leaders'?

Sandra Jones. (2017) *Leading the Academy: Distributed Leadership in Higher Education*. Higher Education Research and Development Society of Australasia.

The reviewer

Mark Tennant is Professor Emeritus at the University of Technology, Sydney, where he has held the positions of Dean of the University Graduate School and Dean of the Faculty of Education. He was the recipient of the Cyril O. Houle Award for Literature in Adult Education for his book *Psychology and Adult Learning* and is co-author of books including *Teaching, Learning and Research in Higher Education*.

Links

Jones, et al 2014: <http://ro.uow.edu.au/sspapers/592/>

Ernest Shackleton's Lessons for Leaders in Harsh Climates: <https://hbr.org/2012/11/ernest-shackletons-lessons-for>



A practical approach to Literacies for Life: EmployABILITY rethought

OLT Senior National Teaching Fellow Dawn Bennett has developed a self-assessment tool with which students can create a personalised employABILITY profile. This forms part of a brand new Student Employability Starter Kit. Dawn's Literacies for Life model, grounded in social cognitive theory, underpins the kit.

The self-assessment tool and other resources at the website are free on the basis that employABILITY, as Dawn calls it, needs to be formative and accessible to all students.

Educators can request an anonymised, cohort-wide profile summary as well as assistance with the workshop and reflection processes.

The educator site hosts multiple employability development resources for use with students, and the tool is research-enabled for colleagues who wish to analyse the aggregated findings.

For more information, please contact Dawn at: developingemployability@curtin.edu.au

New Scholarship of Teaching and Learning Modules

HERDSA has developed a set of modules to support new scholars, and those leading new scholars, on their Scholarship of Teaching and Learning (SoTL) journey.

The modules have been specifically designed for the HERDSA community. Included are videos of prominent Australian and New Zealand HERDSA members contributing their valuable insights. The Modules address the following focus areas:

1. Learning to speak SoTL introduces you to the nature and purpose of SOTL with examples of the types of learning and teaching issues that you might investigate.
2. Conceptualising a SoTL Project assists you to progress from a general research idea to the development of a sound research plan.
3. Designing and conducting a SoTL Project familiarises you with a range of data collection and analysis methods, and assists you to draw conclusions about your findings.
4. Writing up SoTL findings provides support and guidance in the process of writing up the findings of your SoTL research.



5. Communicating SoTL findings assists you in finding dissemination opportunities and selecting a journal in which to publish your work.

Member access

log in at www.herdsa.org.au and follow the links to *My Dashboard* then SOTL modules. There is no charge for HERDSA members.

Institutional Licences

email office@herdsa.org.au for price and log-in details.

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