

HERDSA connect

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



Inside Asia Pacific headlines, assessment security and academic integrity, building a sustainable future, university integrity at a tipping point, essential reading IJAD and HERD, an authentic learning experience, Helen Sword's farewell column.



From the Editor

The ready availability of essay mills and contract cheating services are an increasing concern across higher education and our Feature writer Phillip Dawson considers balancing the pursuit of cheat-proof assessment with the aim of working with students so they want to, and know how to, avoid cheating. The increasing use of online assessment is of course related to the covid pandemic which still feels ever-present in everything we do, including this edition of CONNECT. Check out Student View for the article from Michelle Walker who reflects on a remarkable journey through supervision across the two catastrophes of earthquake and covid, and read Lucasz Swiatek's empathic viewpoint on the impact of covid on academic work over the last year of upheaval. The effects of the pandemic on various policy issues are highlighted by Marcia Devlin in Policy Perspectives who reminds us that covid has brought into focus the understanding that change requires commitment to progressive policy and action.

HERDSA's international links continue to increase into the Asia-Pacific region. We have reports from the Hong

Kong branch Sustainable Transformation webinar and from the Singapore Special Interest Group in development that will hopefully lead to another HERDSA branch in the Asia-Pacific. Achieving the United Nations Sustainable Development Goals in higher education through a new global policy framework to support higher education institutions is possible according to Maryna Lakhno, and say hello to our new Asia-Pacific Headlines section courtesy of John Ross and *Times Higher Education*.

The report recommending public policy reform for critical educational infrastructure is explained by Sally Kift, who offers insights into a fit-for-purpose AQF. Essential readings are from IJAD, HERD, our new online journal ASRHE and a special issue of the HERD journal Indigenous Voices which highlights the power of scholarly Indigenous voices, conversations about the fairness of university structures, and the value of Indigenous Knowledges in curriculum. University structures are also significant in a hard-hitting article from Robert Cannon who reviews the ICAC-OPI 2020 integrity survey of the three South Australia public universities and asks if change will result from the report.

We say goodbye to two of our writers in this issue. Many thanks to Helen Sword for her valuable advice on academic writing in her WORDCRAFT column, and to outgoing President Denise Chalmers for her two years of service.

The last word is again with covid which impacts on attendance at our Brisbane conference in July. If you can make it to the conference please come and say hello and let me know how you would like to showcase your own teaching-related activities in our magazine.

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From the President

This is my final contribution to HERDSA CONNECT as President with Professor Kogi Naidoo the new President of HERDSA from July 2021. Kogi has been a member of HERDSA and the Executive for many years so brings a wealth of experience to the role for the benefit of the members. It has been a great honour to serve as your President, albeit with a significant proportion of the time being disrupted by a global pandemic where we all clocked up many hours and developed skills using a range of online communication tools. In some ways it allowed more of us to connect with colleagues from across the regions who were able to join in webinars offered by branches that would normally be restricted to the local members. The sharing and support that has been extended across boundaries and beyond our normal spheres of work has led me to reflect on the word ‘service’. This is a topic of wider conversation on the meaning of service and who does it in the context of the British royal family, but I won’t go there.

Service or engagement are terms that are used to define categories of academic work – typically teaching, research and service/engagement – where at each performance review, achievements in each category are reported and expected to meet often ill-defined expectations.

The documentation of service is not limited to those in academic roles, with professional and support staff also expected to detail their service contribution. While service in these instances is typically identified as taking place in the institution, the profession or industry and the community within the context of work, the meaning and application of service is very much wider and more generous. It is on the wider and generous contributions that constitute service that I want to reflect on.

I am continually impressed by so many of my HERDSA colleagues who give so generously of their time and expertise to support professional and community initiatives. Some are related to their professional lives and some are personal programs for which they have a passion, often with the two intertwined.

We see this generosity too in the wider community with volunteers in the SES and the country fire brigades, Red Cross, Lions, Rotary, life savers and so many more that all swing into action when there is an emergency and support is needed. These are the very visible faces of service and for every one we see, there are scores of others behind that we don’t see who are providing just as valuable and necessary services. I met many impressive women at a recent

International Women’s Day who have identified needs and gaps and set up programs to support women, children and men from Indigenous, refugee, regional and low socio-economic backgrounds. More broadly, women and men have set up, and support, arts programs and kids sports. It really is impossible to capture the value, range and extent of those who give generously of their time and talent to service.

So to all of our members who support, contribute, donate and serve well beyond what is documented on your service portfolios, I acknowledge and thank you for that. For all the service that you contribute professionally to your discipline and related associations, and to your universities and institutions by serving on committees and working well beyond your position descriptions and just as generously given, I acknowledge and thank you, for these are just as important for enriching the lives of the students and colleagues the communities of our work in which we live.

Finally, I would like to thank my colleagues and friends in HERDSA who give so generously of your time and expertise – the HERDSA executive, the officers, the editors, reviewers, branch committees, conference organisers and members – for your service and support.

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The Higher Education Research and Development Society of Australasia is a scholarly society for people committed to the advancement of higher and tertiary education.

HERDSA encourages and disseminates research on teaching and learning and higher education development and works to build strong academic communities.

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Balancing assessment security and academic integrity

Phillip Dawson asks how we can balance assessment security and academic integrity.

Throughout the pandemic there have been two conversations happening around cheating that haven't really connected with each other. On the one hand, there has been a pursuit of assessment that is cheat-proof. And on the other hand, there has been talk about how to make it so that students will not want to cheat. Debate around the best ways to deal with cheating has become polarised, and the ultimate losers of this have been students. In this short piece I hope to convince you to join me in the murky middle of those two spaces. It's lonely in here and I could use some friends.

In late 2019 I set out to write a book on cheating and online learning. The core argument in the book is that we need to balance two competing ideas. The first of these is assessment security, which is about hardening assessment against cheating, and improving our ability to detect cheating. The second is academic integrity, which is about developing values of honest scholarship in students. These are the ideas underpinning the polarised debate I discussed before.

Assessment security is adversarial, in that it pits the assessment designer against the potential cheater. Academic integrity is positive and trusting, in that it is about working with students so they know how to do the right thing, and consistently do it, not because they are afraid of getting caught, but because they see the value in acting with integrity. Assessment security is to policing as academic integrity is to crime prevention.

Neither assessment security nor academic integrity on their own are enough. There are no perfect assessment security approaches that stop all cheating, and in the long run our goal is for our graduates to act with integrity without the need to be monitored. Similarly, while there are some positive academic integrity approaches like honour codes and academic integrity modules that appear to reduce rates of cheating, they fail to change the behaviour of an unacceptably high proportion of students.

The lightning rod for this debate during the pandemic has been remote proctored exams, which are a type of online exam where students are monitored through their computer, webcam and/or microphone. There are legitimate

criticisms of remote proctoring from an academic integrity perspective, in that it might create a culture of distrust, or that it might normalise surveillance of students. However, many Australian universities have adopted remote proctored exams because during the pandemic they were seen as the most secure way to offer something akin to a traditional exam.

How can we best occupy the middle ground between these two poles? As a research and development community, I think we need to push for evidence from both sides. Taking the example of remote proctoring, we first need to know what students think about the surveillance involved in remote proctored exams. A vocal minority of students have mounted some successful anti-proctoring campaigns, but are their views reflected by the broader student cohort? Secondly, we need better independent evidence that proctoring actually works. Most of the peer reviewed empirical studies about the effectiveness of remote proctoring at stopping cheating take the following form. Some students sit an online exam with proctoring, others sit one without proctoring, and the proctored students do worse in the test than the un-proctored students. I'll leave it up to you to come up with some alternative explanations for why people might do worse when under surveillance, but I think we need better evidence.

Demanding evidence that doesn't yet exist will hopefully help drive the field forward. But what can we do now, when working with colleagues? I've found just having a chat about how we balance assessment security and academic integrity to be the single most helpful step towards a more nuanced and constructive conversation about cheating. For sure, these ideas are in tension, but they are not a dichotomy. We can improve both assessment security and academic integrity.

Professor Phillip Dawson is Associate Director of the Centre for Research in Assessment and Digital Learning (CRADLE), Deakin University. His book published in 2021 is *Defending assessment security in a digital world: preventing e-cheating and supporting academic integrity in higher education*.

ACCOLADES



Erik Brogt

The HERDSA TERNZ Research Medal is awarded to Erik Brogt from the University of Canterbury for his sustained outstanding contribution to enhancing higher education in New Zealand through his research and service.

Erik Brogt is a valued and respected member of the higher education community in New Zealand. Erik is an active scholar in higher education, with over fifty publications in highly ranked and influential journals such as *Higher Education Research and Development*, and *Studies in Higher Education*. Erik also regularly collaborates on research with colleagues across New Zealand, and he has been principal and associate investigator on numerous projects funded through Ako Aotearoa and HERDSA.

Erik devotes his energies to serving the broader Australasian Higher Education community. He is a long-standing member of the HERDSA New Zealand Executive Committee, with over a decade of service, including multiple years as Treasurer. He is founder and co-chair of the HERDSA Special Interest Group in Academic Development, an initiative that demonstrates his commitment to building community. Erik was the driving force behind the HERDSA New Zealand submission to the Productivity Commission on issues regarding new models of tertiary education in New Zealand.

In addition to all his notable accomplishments through his leadership in research and service, Erik embodies values of collegiality and generosity of spirit.

Australian Awards for teaching Excellence

We congratulate and acknowledge our HERDSA members from teams that received citations in the 2019 awards for outstanding contributions to student learning.

Adam Bridgeman as member of The University of Sydney SRES team. Empowering teachers and providing personalised learning experiences.

Sarah Hattam as member of the UniSA Program Director Team. Creation and implementation of a suite of professional development initiatives in inclusive pedagogy.

Elizabeth Taylor as member of the Monash Pharmacology Education Team. Innovative teaching approaches to enhance career awareness and employability skills.



FAREWELL THEDA THOMAS

On the 4th of January 2021, the HERDSA community lost one of its most passionate and much-loved champions of learning and teaching, Associate Professor Theda Thomas.

Theda had taught in higher education since 1983, beginning in South Africa before commencing with the Australian Catholic University in 2002, where her roles included Associate Dean Learning and Teaching in the Faculty of Education and Arts and in the Faculty of Arts and Sciences.

Theda had a rich and productive history with HERDSA. Theda was pivotal to the organisation of the 2015 HERDSA Annual Conference. In 2017 Theda became the first Victorian branch member to complete the HERDSA Fellowship, and in 2018 became Chair of HERDSA Victoria.

Under Theda's inclusive leadership, the branch ran highly successful events on student wellbeing, embedding Indigenous knowledges and more, bringing together people from all Victorian universities. HERDSA Vic was expanded beyond universities under Theda's leadership through the development of a highly active Small Providers' Network.

Theda's funeral service was held on Friday the 15th of January. Friends, family, colleagues and community members spoke of Theda's humble soul and her warmth and passion. Those of us who had worked with Theda in higher education heard stories of a love of learning that knew no sector boundaries, and indeed, at the service, many children spoke of Theda as an inspiring educator. Theda will be remembered across HERDSA and well beyond with great fondness.



Who's who in HERDSA

Rachel Spronken-Smith

As Dean of the Graduate Research School at the University of Otago I have oversight of about 1600 doctoral candidates across the University and anything troublesome lands on my desk e.g. supervision, progress or examination issues. As well as developing and implementing graduate education policy, I still enjoy teaching and facilitate many professional development sessions for research candidates and supervisors.

I worked as an academic developer after moving to the University of Otago in 2004. I became quite active in HERDSA, being a member of the National Committee from 2004-13 and then an elected member of the Executive Committee 2011-13. When on the National Exec I held a portfolio (with others) for researcher development. I loved that role and felt privileged to seek out and support new members of HERDSA, particularly our more novice researchers.

Gaining a professorship was pleasing. I never thought I would be able to get to that level, especially when I had children and insisted on maintaining a life outside academia. My absolute highlight was gaining a national tertiary

teaching excellence award for sustained excellence in 2015. Winning the TERNZ award in 2016 was a real highlight of my academic career as it provided affirmation for the research I do in higher education. Coming quite late to higher education after about nine years researching and teaching climatology and geography, I have always felt like a bit of an impostor, but getting this award helps give me some evidence that maybe I am okay at research in higher education. Teaching and empowering students is what drives me. And how lucky am I to also do research into engaging pedagogies and developing graduate attributes. I used my Fulbright Award to do research on doctoral education and outcomes.

Being a HERDSA member is like being a member of an extended higher education family. I really mean that. HERDSA is one of the most welcoming and fun organisations I have been involved in. I made some great friendships, met terrific peers and loved the annual conferences. Unfortunately in recent years, as I have been involved in the doctoral education community, I have had less opportunity to be as involved with HERDSA. But I will

return to that HERDSA family soon, once I return to the Higher Education Development Centre after I complete my term as Graduate Research Dean. I hope to re-engage more deeply with HERDSA then. In the meantime I continue to read the excellent journal, love getting the magazine, and get to conferences when I can.

My significant failure in tweeting was at a HERDSA conference many years ago where we were asked to tweet something. I duly sent a tweet, which to my horror had me with a pineapple head. My daughter had been into my account and changed my photo. I am just so busy I can't keep up with another social media platform, no matter the benefits.

I love reading, gardening and walking dogs mainly, and also day hikes. Netball used to be my main sport but my knees finally said enough after about thirty -five years of playing. I am trying to keep playing tennis, with limited success. I am a keen reader of non-fiction. Just now I am reading Richard Osman's *The Thursday Murder Club*, which was recommended through my book group. Definitely an enjoyable read. My favourite read recently though was Delia Owen's *Where the Crawdads Sing*. I loved how she just transported me into that remote marsh in North Carolina.

It might surprise people that I hardly ever work in the evenings, and not much in the weekends. I am a firm believer in having a work/life balance even if academia blurs those boundaries. That does mean though that when I am at work I really am at work, with not many breaks.

What annoys me is University rankings and performance-based research funding. Not valuing teaching as highly as research. But more generally, greed, unsustainable habits and bullying behaviour.

I admire our Prime Minister Jacinda Adern. What an amazing leader we have. She has led the country through several catastrophes with compassion, empathy and kindness, drawing on experts to guide the government response.

Around the branches



Our branches in Australia, New Zealand and Hong Kong are extremely active and offer added value to HERDSA members.

ACT

ACT Branch is planning an exciting program of activities for members to share and disseminate lessons from teaching and learning projects being run at ACT universities. We are also keen to contribute to national webinar series. The branch committee has developed a collaborative project across five ACT universities investigating online assessment practices building from our successful webinar in 2020. We aim to develop a good practice guide incorporating design principles and student equity. Local HERDSA Heroes are being identified for nomination.

Hong Kong

Our HERDSA Webinar *From Band-aid to Sustainable Transformation?* to discuss our online experience in teaching, learning and assessment during the period of social unrest and pandemic outbreak was attended by one hundred and twenty-six colleagues. Video of the Webinar is available at <https://youtu.be/HqSFEmN4A10>. The third round of our ongoing project *Redesigning Student Learning Experience in Higher Education* focuses on student-staff partnership and pedagogical change during the pandemic. Sixty-seven students and colleagues joined the online briefing. A total of twenty-two team project proposals were received. Seventeen proposals were shortlisted to compete for the awards. The teams will present their projects in the online symposium on 26th June. HERDSA Hong Kong welcomes visiting members.

Queensland

HERDSA Queensland kicked off the academic year with its popular, online Coffee Catch-up session. The branch has also issued a call for expressions of interest to join the executive. We congratulate the Queensland 2020 AAUT Citation, Program, and Teaching Excellence Award winners: Professor Colette Southam, Associate Professor George Hrivnak and Mr Rob Layton; Dr Ashley Holmes and Dr Ramadas Narayanan; Leanne Kenway and the Pharmacy innovation team; the IT@JCU Design Thinking Team; Dr Belinda Spratt; Amanda Hatton and Dr Michael Bermingham with Professor Matthew Dargusch, and the Academic Integrity Team, Dr Ashley Jones and Ms Melissa Fanshawe. Associate Professor Jack Wang of University of Queensland won the award for Teaching Excellence and Teacher of the Year.

South Australia

The SA branch hosted a successful professional development webinar on zoom, attracting over fifty attendees in February. Inspired by TEQSA's discussion paper *Guidance note on scholarship review*, the webinar included presentations by Policy and Analysis Director of TEQSA Greg Simmons; Emeritus Professor and President of HERDSA Denise Chalmers; UK scholars Dr John Canning and Dr Rachel Masika. Two of the branch committee members are congratulated on their recent achievements. Each has been awarded Early Career Researcher Innovation Grants at UniSA. Well done Sandy Maranna and Shayne Chau. Sandy received a UniSA Citation for Outstanding Contributions to Student Learning (Digital Learning).

Tasmania

A number of HERDSA members presented at the annual UTAS Teaching Matters conference titled *Learning in 2021: Strengthening Connections*. Due to covid the 2020 conference was held virtually and was extremely successful in connecting colleagues across the university. Members Jo Kelder and Tracy Douglas facilitated well attended workshops at UTAS. Jo and Tina Acuna presented a workshop: *Future proofing curriculum quality of degrees through team-based scholarship* for the Australian Councils of Deans of Science (ACDS). Jo facilitated another workshop at ACDS on using the Peer Review Portal to identify evidence of scholarship activity. Members recently brainstormed ideas for 2021 and will continue with online coffee catch-ups. Sessions will include open discussion, presentations, dedicated journal paper discussions, SoTL writing sessions and collaborative project planning.

Victoria

The HERDSA Vic Branch had an active and virtual 2020. We held two HERDSA webinars, *Making Online Learning Connect with your Students* and *Sustainability in Learning and Teaching*, along with annual HERDSA Vic-ACEN *Snapshots* and small provider meetings. In January we were devastated to lose our former Chair, Theda Thomas, an inclusive, effective, much-loved branch leader (see article on page 4). Theda is very fondly remembered. Our 2021 executive contains members from all Victorian universities and members from the Small Providers Network. Work is underway on events including an in-person sustainability workshop, a webinar and the 2022 HERDSA Melbourne conference.



Western Australia

HERDSA WA brought in the New Year supporting Western Australia's Teaching and Learning Forum. This year the TLF was a one-day, online event. There were over three hundred and fifteen attendees from WA's higher education providers. Most exciting was the reach of the TLF to WA university campuses that are located outside WA, as was the HERDSA Kindled 2020 event. The Branch Committee has been busy planning events for this year and thinking forward regarding engaging with community even amidst unexpected restrictions. Virtual meetings and functions have opened discussion for different ways of doing things. The Committee is contemplating how online communities of practice can play a greater role in connecting WA HERDSA members.

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HERDSA New Zealand

Kia Ora Koutou

It is both an honour and a privilege to write this column as the newly appointed Chair of the New Zealand Branch. I would especially like to thank the previous Chair, Barbara Kensington Miller, for her support, guidance, and advice. I am fortunate to lead a vibrant, talented team.

Although, for the most part, we retain the same committee members, we say goodbye to our friend and colleague Julia Hallas, who has taken on a new role at her institution. However, we also welcome Linda Rowan from Massey University and Allison Jolley from the University of Waikato.

Our branch models the structure of the HERDSA Executive. We have portfolio positions, with people responsible for various tasks such as awards/medals, grants and our branch conference Tertiary Education Research New Zealand (TERNZ). This distribution of workload and ownership model works well and is something that I would see continue. In 2020 we awarded Erik Brogt the HERDSA-TERNZ medal for his

sustained outstanding commitment to enhancing higher education in New Zealand through his research and service. We also were able to provide financial support for Higher Education research through our grant scheme. Two recipients in 2020 were Qian Lui and Linda Rowan. Congratulations to both.

I am mindful that as a branch we aim to build a community of tertiary educators to facilitate teaching, research, and policy. University institutions well represent our membership. However, how might we extend our membership to Institutes of Technology and Polytechnics, the new *Te Pūkenga* – New Zealand Institute of Skills and Technology – and private training establishments? Further, I would like to see us build our relationship with existing higher education organisations within New Zealand and Australia. These are just some of the challenges ahead that the NZ Branch looks forward to addressing. Kia Kaha – stay strong.

Nga mihi – Rob Wass, Chair,
HERDSA New Zealand



STEM Sally Male

STEM graduates often work outside the professions in which they are qualified, either immediately following graduation or after experience in their STEM profession. Recently I became aware of immense contributions of STEM-qualified people to education in all disciplines from kindergarten to university.

Our lives are changing rapidly through STEM applications such as personalised medical devices, the internet of things, data visualisation, and autonomous vehicles. Technology can be associated with changes to power structures, daily life, and the environment that governments and society struggle to be aware of changes let alone mitigate risks. So STEM-qualified professionals have critical roles to play in STEM education beyond teaching and supervision and are able to identify opportunities through their familiarity with the requirements of students and educators. For example, engineers in education have developed platforms to support peer review in student teams, virtual internships, and visualisation of library data.

Advances in technology mean community members without STEM qualifications are increasingly able to use technology. STEM professionals in schools have the interdisciplinary capacity to inspire students and their teachers to develop confidence and skills to apply technology. University-educated STEM professionals are skilled in risk control, stakeholder analysis and consultation, documentation, testing, ethics, safety, and sustainability.

Embedding STEM professionals in education settings is critical. Engineers are highly valued in non-engineering industries. This should be explored when evaluating degree programs using graduate destination surveys. Learning to practice professionally is necessary even for those students taking a small number of STEM units or courses.



STUDENT VIEW Michelle Walker

The Christchurch earthquake destroyed the main archives I needed for my Master's research at Otago University in 2011. Fortunately, I had accessed these archives two weeks prior to the earthquake. Mental health was not commonly discussed then. I found it difficult to talk about my challenges with my supervisors. I did not recognise my fatigue and distress, nor did I know where to go for support. Despite the challenges, my two supervisors worked with me to hone my skills in organisation, research techniques, and writing.

I commenced a PhD in 2019. The mood has shifted at Otago University. There is more awareness of the range of support services available to students, including the Graduate Wellbeing Coach. Covid19 came into focus in March 2020 and New Zealand's approach closed libraries and universities. My supervisors advised me to work from home and they kept in touch with video calls and gave feedback on writing.

My experience of supervision has changed over ten years. Now I am more assertive and seek support when needed. Our regular meetings are supportive and my supervisors help me to hone my questions and thinking. I protect my mental health through realistic expectations, communication, and self-reflection. Successful supervision partnerships have involved transparent feedback, articulated expectations and boundaries, support, and attention to detail. Consequently, I have developed an independent approach to learning, one that centres on integrity, resilience, organisation, and inquiry.

Michelle Walker is a PhD Candidate in History and Preventive Medicine at the University of Otago.

Sally Male is Professor of Engineering and Technology Education and Director of the Teaching and Learning Lab, Faculty of Engineering and IT, The University of Melbourne.



The HERDSA Fellowship

Angela Tsai is an Associate Fellow engaging with the development of her Fellowship.

I am a Teaching Fellow for the School of Medical Sciences at the University of Auckland, a research-intensive institution. I contribute anatomy lectures and laboratories to science and non-science major students, with class sizes ranging from 20 postgraduates to 150-1300 undergraduates. In my other role as a course coordinator I am interested in authentic assessment and learning design, improving student metacognition and study skills, course organisation and student support at scale, and the potential of evolving educational technologies in purposeful curriculum and learning design. Ultimately, I am interested in addressing the complex challenges associated with the first-year transition and ways of embedding the development of student employability in the curriculum. Most of the courses at my institution are team-taught, and I have relished the opportunity to work collaboratively with fellow teachers to implement changes that have shifted our courses toward these goals.

I enjoy participating in professional development activities to advance my own teaching and learning knowledge. I attend local and national conferences, for example, Tertiary

Education Research New Zealand (TERNZ) which is hosted by the New Zealand branch of HERDSA. My first international conference experience was HERDSA 2018 in Adelaide. With the encouragement of a colleague, I signed up for the Talking About Teaching And Learning (TATAL) pre-conference workshop, which aims to facilitate our reflection and articulation of teaching practice and philosophy. Facilitators and long-time TATALers Robert Kennelly, Mary-Ann Shuker and Raj Shekhawat made the day such an enriching and enjoyable experience that the following year I became the lead facilitator for the HERDSA 2019 Auckland TATAL. A large contingent of the 2019 TATAL group continue to meet virtually today. Being part of this diverse and supportive online community of practitioners from multiple universities has been transformative for me, personally and professionally.

Listening to Mary-Ann Shuker from Griffith University describe her HERDSA Fellowship journey at our TATAL sessions inspired me to apply to become an Associate Fellow, with her as my mentor. The rocket/rocket-booster mentee/mentor metaphor invoked by Chris Tisdell in the previous issue of HERDSA CONNECT could not be more fitting. Mary-Ann has indeed been my unflinching rocket-booster.

My Associate Fellow application was accepted in September 2019 however I didn't make much progress before covid hijacked the 2020 academic year altogether, and continues to do so. Since accepting the invitation to write this column, Auckland has had two spontaneous sudden lockdowns that required us to rapidly pivot to online learning. Mary-Ann has been patient, supportive and empathetic, and helped me to continually re-focus on developing my portfolio, one criterion at a time. The TATAL community has also had a tremendously positive impact on my fellowship journey. Through collaborative reflective dialogue, TATALers help to highlight statements in my drafts that warrant clarification or deeper exploration. 2020 has been a year of unprecedented challenge, but also of immense professional and personal growth for me.

I am still in the process of crafting my portfolio, but the fellowship is already helping me to organise and make sense of the body of work that I have accomplished. The overarching focus of the fellowship on reflection and learning has helped me to move from describing *what* I do at a surface level, toward exploring and articulating my *why*. Through interrogating and making visible my assumptions and beliefs about teaching and learning, I have gained new perspectives as to how well my practices align with my values, and my evolving teaching philosophy. The process of gathering evidence to substantiate my claims has helped to crystallise aspects of my practice that I have accomplished, while highlighting gaps where my energy should be channelled. Being prompted to visualise further developments has been surprisingly invigorating and energising.

For me, pursuing the HERDSA Fellowship is a way of demonstrating formally my commitment to continuing professional development. I am fortunate to have been the recipient of so much support and encouragement throughout my fellowship journey. I look forward to completing my fellowship soon and giving back to the HERDSA and TATAL communities as much as they have given me.



Same, same, but different

Sophia Tan and colleagues are developing a HERDSA special interest group in Singapore.

Same, same, but different is a colloquialism that just about describes the six public universities in Singapore. Though charged with different visions, these universities are recognised as more prestigious than the private universities that have penetrated Singapore in the last couple of decades. While some are more research intensive, others offer applied degrees with more hands on and industry experience. Regardless, we share the same student population, one that has gone through years of the same system designed by the Ministry of Education. Our shared cultural context, however, did not automatically lead to the successful development of a community of practice among academic developers in Singapore.

In recent years, there has been a push for improvement in teaching quality and as such, an increase in academic developers in Singapore universities. At the Nanyang Technological University (NTU), for instance, the Teaching, Learning and Pedagogy Division has grown by more than 30% since 2017. While there has been a desire for academic developers to form a community of practice here, it has not

gained the traction we needed. Our universities did not have the resources to support inter-university activities.

With the pandemic, we have felt more isolated than ever. Each university rushed to cope on it's own. It was during this time of reflection that we realised we could have benefited from sharing and learning from our experiences. Unlike some countries, we are fortunate to have technological infrastructure and ready resources to help us move to emergency remote teaching overnight. This, however, did not guarantee overnight success. There was a gap between being technologically ready and being pedagogically ready. Filling this gap seemed like an insurmountable task that we all shared. This might have been the final push we needed to reach out to HERDSA to formally establish a Special Interest Group for Academic Development in Singapore.

Last October we had our first HERDSA closed-door event at NTU during our *Good to Great Conference*, spearheaded by a small group of academic developers and representatives from all six universities. During this event, Professor Denise Chalmers gave a keynote presentation that set the stage for us to think more deeply about

evidencing our impact as academic developers and centres.

As the participation and response to the first event was highly positive, we realised that we could harness our existing events to provide a platform to further our agenda. Last December the Singapore University of Social Sciences organised a follow-up event, *Re-imagining Assessment in a post covid-19 applied and digital world*, for academic developers and like-minded colleagues to share assessment practices for collective advancement and to meet the challenges of a fast-evolving education landscape.

Our vision is to formalise an Academic Development SIG in Singapore, providing a platform for those who are engaged in academic development, teaching, and learning support, as well as research in higher education. This will be a community of practice where academic developers in the local universities can exchange, develop, and apply knowledge and experience. After all, we face very similar issues and challenges at our universities.

Sophia Tan, Ho Yan Yin, Tan Chin Pei, Magdeleine Lew and Nachamma Sockalingam work in various capacities at the academic development centres at the Nanyang Technological University, Singapore University of Social Sciences, Singapore Institute of Technology, Singapore Management University and Singapore University of Technology and Design respectively.

Photo: Nanyang Technological University

Article of the year *International Journal for Academic Development* 2020

Timmermans, J. A. & Sutherland, K. A. (2020). Wise academic development: learning from the 'failure' experiences of retired academic developers, *International Journal for Academic Development*, 25(1), 43-57. <https://doi.org/10.1080/1360144X.2019.1704291>

The winning article as well as the five other shortlisted articles are available as free downloads until December 2021 from the Taylor and Francis website at:

<https://think.taylorandfrancis.com/rija-article-of-the-year/>



Asia-Pacific headlines

Excerpts of some of the best up-to-date writing from *Times Higher Education* Asia-Pacific editor John Ross (with permission).

Lectures old hat in Australia and New Zealand?

The pandemic is hindering rather than accelerating the banishing of lectures from Antipodean campuses, as administrators delay reforms for the sake of their change-weary staff. A survey on the future of face-to-face lectures in Australia and New Zealand has revealed mixed views, with some universities staunchly opposed to their reintroduction, some eagerly anticipating their resumption and some hedging their bets.

Australian undergraduates broaden study horizons

Coronavirus has prodded Australia's notoriously parochial university students to broaden their horizons, as pandemic lockdowns and stymied international travel boost the appeal of interstate study. Early admissions data suggest that the pandemic has exerted complex influences on Australian students, who traditionally favour nearby universities. While tertiary admissions centres in New South Wales and South Australia both recorded 20-plus per cent increases in interstate applications, Victoria experienced a 10 per cent decline – suggesting that Melbourne's 112-day coronavirus lockdown, one of the longest in the world, may have dented the city's allure for students near and far.

Vietnam approves joint online courses

The pandemic has helped accelerate a step change in Vietnamese education, fostering the expansion of online learning in South-east Asia's third most populous country. A Ministry of Education and Training circular issued in October, which authorises the online delivery of joint qualifications, completes a two-year policy drive pursued with Australia's assistance. While foreign officials are still clarifying approval processes, the new regulation should allow overseas higher education institutes to deliver online qualifications in conjunction with local partners.

Australian students 'try-before-you-buy'

Australian universities' new recruits are taking advantage of online education by sampling degrees before committing to them, in a trend that complicates planning and pressures universities to deliver good experiences from the outset. Charles Sturt University's acting vice-chancellor, John Germov, said incoming students were becoming "a bit more savvy" by trying out multiple courses before the census date cut-off when tuition fee debts started accruing.

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TALKING ABOUT TEACHING AND LEARNING WORKSHOP

- Develop a teaching portfolio
- Build an ongoing community of external academics and academic developers
- Develop your Fellowship applications (HERDSA, CMALT or HEA)
- Space and place to reflect collaboratively on teaching and learning

Join colleagues in a collaborative reflective investigation into your teaching and your students' learning as we Talk About Teaching And Learning (TATAL) in online and face to face workshops. The ongoing TATAL experience helps busy academics make the time once a month to reflect on, and share, underlying values and beliefs, to improve their practice and develop their teaching portfolio. It is especially helpful to any academic or academic developer who may benefit from reflective practice. Fourteen TATALers have now become HERDSA Fellows.

Information

Video introduction to TATAL:
<https://youtu.be/-chNtaUqZ2s>

Email: m.shuker@griffith.edu.au

Registration

HERDSA conference attendees register with conference registration
Standalone workshop:
<http://bit.ly/TATAL-EOI>

Closes Monday 21 June

2019 TATAL Participant comments:

"It has been nice to reconnect with others who think quality is important; and to do it well takes skill and effort. It felt like I was re-learning that caring about T&L is OK (and dare I say, important)."

"Teaching and learning are inherently linked, you can't expect to be a good teacher unless you are also a good learner."



Policy Perspectives Marcia Devlin

Australia's higher education sector is in transition. The pandemic has led to vast reductions in numbers of fee-paying international students, mass job losses and significant changes to the way in which our core businesses of teaching and research are undertaken.

In February 2021 Universities Australia reported that Australian universities had lost an estimated \$1.8 billion in revenue compared to 2019 and had shed at least 17,300 jobs in the same period. It is unclear whether that figure includes sessional staff not signed up for a subsequent period after the revenue hit started to bite, but I'd be confident not all of those precariously employed folk were included in this figure. Universities Australia estimates that the sector will lose a further \$2 billion in revenue in 2021. You don't need to be a professor of mathematics to understand what that will mean for employment in the sector.

Employment losses have disproportionately affected women. While there are no analyses available for the Australian higher education sector specifically, broader analyses can help us predict the likelihood of this gendered effect in our sector. Collins and colleagues examined changes in working parents' work hours during the pandemic, given increased school and day care closures and the concomitant

increases in caregiving responsibilities for working parents. It will probably not surprise *HERDSA CONNECT* readers to hear that "...mothers with young children have reduced their work hours four to five times more than fathers. Consequently, the gender gap in work hours has grown by 20–50 per cent".

In another example, in the tellingly titled *Early Signs Indicate That covid19 Is Exacerbating Gender Inequality in the Labor Force*, Landivar and colleagues found that women have employment disproportionately affected by covid19. Mothers are more likely than fathers to exit the labour force and become unemployed, suggesting that "...the covid19 crisis is already worsening existing gender inequality, with long-term implications for women's employment".

The Australian higher education sector desperately needs strong and stable leadership to ensure financial security for our universities so we can continue to provide outstanding education and undertake world-leading research. Study after study show the benefits to organisations of having women in senior leadership roles. However, the message doesn't seem to be getting through to University Councils.

Since the beginning of 2020, eighteen of the Australian sector's thirty-seven

public university vice-chancellors have announced their departure. Of the fifteen interim or permanent replacements to date, eleven have been men and just four have been women. Of those four women, two moved from one vice-chancellor role to another and both were replaced by men in their previous roles.

Is it possible that in the quest for strength and stability in a crisis, University Councils charged with finding the next set of university leaders are influenced by unconscious bias and, possibly, sexism in their decision-making? Will the ongoing lack of gender diversity in university leadership help or hinder efforts to ensure women who work in universities are not additionally disadvantaged by the effects of the pandemic?

In an essay for the Brookings Institute in September 2020, former Australian Prime Minister Julia Gillard challenges us to think broadly as we work our way out of the covid crisis. She asks whether 2020 will be remembered as the year that a global recession disproportionately destroyed women's jobs or whether there is a more positive vision of the future that we can seize through concerted advocacy and action.

I'd like to think the latter could apply in the Australian higher education sector, home to some of the brightest minds and deepest thinkers in the country. No doubt governments, regulators and institutions should 'do something' about gender inequity in universities. While we wait, we might remember that change requires individual as well as government, sector and institutional commitment to progressive policy and action. In the meantime, what are you going to do to make a difference?

Marcia Devlin is a former University Senior Deputy Vice-Chancellor and is now a Non-Executive Director and consultant.

Links

Collins, C. et al. COVID 19 and the gender gap in work hours. *Gender Work Organ.* 2021, 28(S1).

Landivar L.C. et al. Early Signs Indicate That COVID-19 Is Exacerbating Gender Inequality in the Labor Force. *Socius.* August, 2020.



So the SDGs touch numerous aspects of central concern to the university. Their multifaceted nature makes it possible to unite pre-existing policies under one umbrella. If we look at the main messages of SDGs, we see that their core values are all-inclusive, be it in terms of gender equality, poverty reduction, climate protection or education quality.

Goal 17, namely Partnerships for the Goals, is one of the stimuli that asks HEIs to act beyond national borders. University networks play a key role, acting as facilitators of information exchange and SDGs good practice models as well as source of empowerment for further action. This can be done at any level of the university, starting from inclusion in the curriculum of a HEI and ending in its sustainable investment strategies.

The United Nations Sustainable Development Goals can be achieved by all HEIs including small and regional universities, and the vocational education and training sector. The universal and non-binding nature of SDGs does not require a HEI to follow all the goals at once. Additionally, they give space for institutional creativity, which is so valued in times of limited resources yet offers unlimited prospects for a better future.

Maryna Lakhno is a doctoral research fellow in the Yehuda Elkana Center for Higher Education at the Central European University in Vienna. The preliminary title for her dissertation is *Universities: Local Agents of Global Changes. The SDGs as a Policy Framework for Higher Education*.

Links

UN Sustainable Development Goals:
<https://sdgs.un.org/goals>

Look out for an article by Emeritus Professor Geoff Scott, Western Sydney University, on SDGs in higher education in our next issue (Ed.)

Building a sustainable future

Maryna Lakhno scrutinises the United Nations Sustainable Development Goals from both actional and ideational perspectives and points to the existence of a new and consequential, although unexpected, global policy framework.

The idea of sustainability in higher education has been around for a long time. It started with early international discussions in the 1990s, continued during the United Nations Decade of Education for Sustainable Development and is currently embodied in the global engagement of higher education institutions (HEIs) within the framework of the United Nations Sustainable Development Goals (SDGs).

The SDGs are not primarily oriented towards higher education. There is nothing in this initiative that binds HEIs to act, let alone places legal obligations on them. So it may seem puzzling that many universities worldwide, from New Zealand to Mexico, voluntarily decided to work with the SDG Agenda 2030. Some have altered their institutional strategies and behaviours in fundamental ways in pursuit of the SDGs, even though this requires significant financial and organisational efforts. Those diverse and multifaceted changes include sustainability shifts in campus operations, curricula, ways of teaching/learning, outreach activities as well as research. Why are the SDGs so attractive for universities?

Education institutions in general are frequently seen as inevitable drivers for sustainable solutions. Sustainable development cannot be achieved by technological solutions, political regulation or financial instruments alone. Achieving sustainable development requires a change in the way we think and act, and consequently a transition to sustainable lifestyles, consumption and production patterns. Only education and learning at all levels and in all social contexts can bring about this critical change.

In general, universities are created for public good and have crucial influence on humankind, as they spread knowledge and participate in governance nationally and locally. HEIs have the potential to become platforms of innovation and have a direct influence on future decision makers in government, business and industry.

Universities are frequently associated with the crucial stakeholders of regional development. A university does not end inside its walls and includes multiple stakeholder groups including international organisations, national and local government, non-government organisations and businesses as well as university staff, students and their families. Universities serve as a bridge between institution, organisations and individuals.



into the misappropriation of over \$600,000 of university funds.

Traditionally, universities have relied on their academic reputation to generate society's trust: trust to teach students well, to guarantee the highest academic standards in the degrees they confer, to conduct research distinguished by integrity and scholarship, and to manage their affairs within the law and according to established policies. State corruption and integrity commissions expose serious failings in these matters that threaten that trust.

The SA ICAC *University Integrity Survey 2020* presents findings from 3,240 survey responses, with 21% from Flinders, 36% from the University of South Australia, and 42% from Adelaide. Responses are not disaggregated by university, however, separate reports are available on each university's website.

The South Australian ICAC-OPI report reveals significant bullying and threats to the careers of the people who work in universities defined in the ICAC Act (2012) as 'public officers'. The report has three distinctive qualities. First, it explores whether these 'public officers' are aware of their obligations to make reports on integrity and corruption. Second, it is a simple presentation and analysis of survey data, not a research study that builds on prior scholarship. Third, the report makes no recommendations. It provides only encouragement to university leaders to *consider* the report. That encouragement is consistent with the role of state corruption and integrity commissions.

The report presents quantitative data across seventeen academic and administrative dimensions of corruption and inappropriate conduct. The major dimensions are bullying and harassment, nepotism/favouritism, inappropriate staff recruitment practices, inappropriate practices in student assessment, failure to fulfil duties, conflict of interest, inappropriate practices in student enrolment, and corruption or inappropriate conduct in research or scholarly practice. It is true that the data show the majority of respondents are not reporting corruption or inappropriate conduct. However, the number of

University integrity at a tipping point?

Robert Cannon reviews the troubling ICAC-OPI 2020 integrity survey of the three South Australia public universities; Adelaide, Flinders, and South Australia. He believes the lack of public discussion since the release of the report erodes confidence that change will occur soon and that delay risks further reputational damage to the three universities.

“‘Stink from the corpse’: WA universities caught in vicious cycle for rankings, research and revenue” screams the headline in *The Sydney Morning Herald* of 17 December 2020, while Western Australia academics say “universities are on a dangerous path, the pursuit of international money and federal funding has turned them into research businesses”.

What is driving poor behaviour in our universities? Skewed and perverse incentives are significant. The ICAC-OPI report identifies the pursuit of reputation, student evaluation of teaching, student assessment, publishing metrics, remuneration arrangements, grants and funding, and performance management, among other incentives. Perverse incentives feed on the perception that university revenue and reputation are placed above maintaining academic standards. How could universities ever permit a disconnect between reputation and academic standards? University leadership is blamed for needing to “suppress

threats to revenue, which pushes them to suppress anyone or anything that might impact on the University's public image”.

The human cost? According to the report “Bullying is the norm. Everyone knows that there will be a massive personal cost and victimisation if issues are raised”. And the academic cost? “There is continued downward pressure on academic standards”.

The SA ICAC-OPI evidence is disturbing and reinforces concerns about standards revealed in past state corruption reports. These include academic misconduct at Curtin, attempted fraud at Western Australia, governance at Murdoch and procurement at Curtin, as investigated by the WA Corruption and Crime Commission. A report by the NSW Independent Commission Against Corruption in 2015 found the tensions between a university's academic standards compliance function and its business development function, leads to an environment conducive to academic misconduct. Queensland's Crime and Corruption Commission in 2016 recorded Australia's first criminal prosecution for research fraud at the University of Queensland and in 2020 a Victoria University employee was sentenced to prison following Victoria's Independent Broad-based Anti-Corruption Commission investigation

university staff experiencing corruption and conduct issues is appalling, for example, 346 on student grading and 959 on bullying and harassment. Respondents' qualitative comments illustrate personal experiences with academic matters. Here are some examples:

On management, "...any semblance of academic control over our curricula or research is gone – we are now forced into one poor decision after the other by professional staff managers who are not qualified to make decisions in these domains."

On student admissions, "When I first arrived at the university, in the first course I taught, I was shocked 30-40% of my THIRD-year university students could not write coherently or barely at a grade nine level. This initial experience has not worn off."

On student assessment, "There is financial pressure throughout the higher education sector to ensure that international full-fee paying students pass their coursework. This is putting pressure on academic staff to pass students with lower than normal academic achievement."

On research integrity, "A couple of my colleagues quite clearly publish bogus scientific research, plagiarise off others, or publish the same article many times in different journals...all just to increase metrics to help their CV."

The ICAC-OPI report states that "To dismiss these stories of lowered academic standards and pressure to pass students as being misrepresentative or malicious seems unjustifiable. The New South Wales ICAC made similar observations of New South Wales universities".

The report's modest 'final thought' provides a framework for universities considering their response. "University leadership is encouraged to consider this report as a potential tipping point at which to consciously step back and appraise how they could best promote integrity in all areas of their organisations... this is a matter of considering broader cultural norms and behaviour, not simply policy frameworks". 'Tipping point' signals

the urgency for strong action based on principled academic leadership.

As at the 27th of April, the three universities had responded differently to the report on their publicly accessible websites. The University of Adelaide has published the report on its website, together with a separate report that presents analysis specifically about the University. These two reports are presented alongside a third Statement from the ICAC-OPI Commissioner on misconduct by a former Vice-Chancellor. A Council committee is addressing recommendations in that Statement. Flinders University has posted the full report and the specific Flinders-only report. The University of South Australia has posted only their specific University report. No university had posted current or proposed actions on their websites. However, in December 2020 in the local newspaper, *The Advertiser*, the three Vice-Chancellors pledged to act on their reports.

Integrity and corruption reports from several jurisdictions in Australia present examples of our universities failing to meet the world-class standards of academic excellence they so often claim for themselves in their marketing. Serious questions remain unanswered. How did such a multiplicity of perverse incentives evolve and what will be done to address them? Why aren't the universities demonstrating the highest standards of integrity and protecting staff welfare? What is the risk to each university of ignoring the ICAC-OPI report? Risks listed in the report include: declining teaching and course quality standards, granting of awards to unqualified persons, a distrustful and abused workforce, and breaches in research integrity.

Can society afford these risks? The answer must be a resounding *No*. To quote the ICAC-OPI Commissioner reported in *The Advertiser* (Feb 2021) "The only way to be effective in attacking corruption is to attack not only the manifestations of it, but also prevent it".

The pressure for reform in these matters is coming from outside – from the community, from corruption

commissions, from academic and industrial organisations, and from courageous individuals – many having sacrificed their careers in the process. It is not coming from the universities themselves. Forceful advice on a way forward comes from John Smyth, in his book, *The Toxic University*. "If we are to unmask what is going on within and to universities, then we need to look forensically at the forces at work and the pathological and dysfunctional effects that are placing academic lives in such jeopardy".

Robert Cannon currently holds an appointment as a Campus Visitor at the Australian National University and was an Associate Professor at the University of Adelaide where he was employed for 27 years.

Links

Smyth, John. *The Toxic University*
SA ICAC: icac.sa.gov.au

WHY HERDSA?

HERDSA Annual Conference for networking, disseminating and publication.

HERDSA grants fund research and development projects.

Higher Education Research & Development is the international, refereed HERDSA journal.

Advancing Scholarship and Research in Higher Education is the new HERDSA online journal.

HERDSA CONNECT is the HERDSA magazine published three times a year.

HERDSA Guides are written by experts and provide evidence-based practical ideas.

HERDSA Notices is a moderated weekly email list.

HERDSA Special Interest Groups and Networks are currently active in most Australian states, New Zealand and Hong Kong.



Take stock and take care

We need to acknowledge the pain of the past year – properly, together and soon – writes Lukasz Swiatek.

It slowly settled on me, over many weeks. Like dust gathering on ruins after an explosion, the realisation grew of covid19's many impacts on higher education. In many parts of the world, we were surrounded by the debris: lay-offs, slashed budgets, drastically modified learning and teaching, cuts to courses, halts to building projects, increased workloads, and reorganised departments, among many, many other things. By the start of 2021, a lot of that debris had been cleared. However, a lot still remains. Over the coming months and years, fresh wreckage from new issues will need to be addressed. All of the different impacts have been challenging in their own ways. Many of them continue to cause ongoing turbulence. New, painful impacts are still revealing themselves to us, week by week.

Undoubtedly, though, some of the most uncomfortable dust and debris has related to our academic communities. For several months, collaborators at different institutions and I had been swapping stories about redundancies. Offices were being emptied; thoughtful farewell emails were being written; dear colleagues were appearing in meetings one minute and disappearing from

our horizons the next. After an online conference in February, a colleague at a different university in Australia reached out to share her own redundancy experience. Several days later, in a Zoom meeting, two collaborators from different institutions overseas lamented the fact that universities weren't properly farewelling departing colleagues. Probably the most telling insight of all, though, came from the Universities Australia finding about the total number of higher education job losses – at least 17,300 including full-time and casual staff – in this country alone. In a media release, the head of the organisation, Catriona Jackson, hit the nail on the head in stating that: "The loss of any – and every – one of those staff is personally devastating".

Before we had all been able to come to terms properly with that devastation, though, a new academic year found us. New students, new timetables, new research deadlines: they have all demanded our attention before we've fully been able to take stock. It's vital that we do come to terms with all of the change, though, before more turbulence creates more turmoil. Each of our communities, in its own way, needs to take a breath. Each one needs to pause meaningfully if it hasn't done so already. In particular, thinking about the comments from my collaborators overseas, we absolutely do need to

acknowledge the colleagues who are no longer working with us. Collective acknowledgements of experiences marked by shared pain, as Brené Brown points out in her book *Braving the Wilderness*, are comforting moments that help us remember the fundamental connections that bind us together. She writes that these moments "remind us that we are not alone in our darkness and that our broken heart is connected to every heart that has known pain since the beginning of time."

On the one hand, it is true that not all individual, community and institution experiences during the pandemic have been so bleak. Some readers might point out, for example, that many colleagues made redundant were actually happy to leave after many years of service and received generous payouts. Numerous bright points also emerged in the gloom. The Boston *Thank You Notes* initiative, which gave members of the Boston University community the chance to thank each other publicly for their help during the pandemic, comes to mind as one prominent example.

On the other hand, there is no denying the havoc that many endured, and no point sugar-coating the challenges that many are now facing. Indeed, most of the hurdles are substantial: overcoming the sudden loss of institutional knowledge, handling increased workloads, operating with smaller budgets and fewer resources, dealing with the feeling of survivor guilt on top of the existing burnout and secondary trauma from 2020, and grappling with new institutional landscapes, technologies and policies, among others. Although the international rollouts of different vaccines are giving us hope, we need to be realistic about the challenges that still lie ahead. It'll be crucial for us all to look after each other and ourselves more than we usually do. Learning new skills, adopting healthful practices, and finding alternative sources of support, in online and face-to-face networks for example, are likely to end up being vital strategies in helping us deal with current and future changes.

Lukasz Swiatek lectures in the School of the Arts and Media at UNSW Sydney.



Sally Kiff explains the recommendations of the Australian Qualifications Framework review.

The Final Report of the Australian Qualifications Framework (AQF) Review was released in October 2019. In December 2019, the Government accepted all the higher education (HE) recommendations, and the aims for vocational education and training (VET), subject to further state and territory discussions. Since then, this critical enabler of ecosystemic reform has languished. And this at a time when covid19 has accelerated Industry 4.0's disruption to the future of learning and work in what the World Economic Forum (WEF) in 2020 described as a "double disruption scenario for workers".

Some piecemeal progress is underway. The Job-ready Graduates package endorsed the Review's position on microcredentials (MCs) and better credit recognition. The VET Reform Roadmap embraces AQF reform in two stages: initially, "smoothing pathways into, and between [HE and VET]", developing guidance for MC recognition, and specifying "general capabilities" for future work; and second, focussing on the architectural changes.

The Review offers a bold vision to support innovation in future qualification design for lifelong learning across a connected education eco-system, from secondary to tertiary and beyond. As exhorted by its Terms of Reference, it proposes a "flexible and responsive instrument" to guide "consistent high quality and transparency" in Australian education and makes the

A fit-for-contemporary-purpose qualifications framework

case for substantial change. A staggered implementation plan is proposed to finalise the reforms under a new AQF governance body. Implementation will be no easy task. The AQF is referenced in legislation, industrial awards, professional standards and other frameworks. Each year four million people enrol in AQF-recognised courses. But grappling with big picture reform is essential as Australians' education and training needs intensify and diversify. Internationally, the WEF (2021) urges "Upskilling for Shared Prosperity" and the linking of national qualification systems to lifelong learning, so that skills are recognised globally.

The many inadequacies and conceptual flaws of the current AQF were well canvassed in the Review's commissioned work and submissions made. In response, we proposed a less complex AQF, with a primary focus on AQF qualification *types* (eg, Bachelors, Masters, Diplomas) rather than on the *level*. A single, clearer taxonomy is recommended, with eight "bands" (instead of 10 "levels") of Knowledge and six "bands" of Skills, all clearly differentiated and more flexibly applied, to replace the current two sets of learning outcomes. Contemporary definitions of the domains – Knowledge, Skills and Application – are proposed, all defined in terms of action: the information to *inform* action (Knowledge), the capabilities to *take* action (Skills) and the *context* for action via learning and assessment conditions (Application). The "focus areas" for each domain are made explicit: for example, under Skills, those of learner self-management; problem solving and decision-making; communication; collaboration; and psychomotor. The three domains, together with 'General Capabilities' (language, literacy and numeracy skills; core skills for work; digital literacy; and ethical decision-making) can be flexibly interwoven in the tailored design of individual qualifications.

For revised AQF users there is a level of coherent detail not currently available. More accurate qualification

design is enabled by *not* requiring that all bands be 'locked' to progressing together; reflecting the reality that Knowledge, Skills and their Application do not all develop at the same time and rate. Unlocking Application from Knowledge and Skills also allows individual qualifications to better reflect educational innovation in design of learning and assessment contexts, e.g., for work integrated learning. Rules for aligning band descriptors to qualification types remain to be settled, with two options presented.

Qualification types will require realignment against the revised taxonomy, with three options presented. The Panel proposed the addition of a Higher Diploma and removal of the Advanced Diploma to create a sequence of shorter qualifications from Diploma to Graduate Diploma, for up- and re-skilling in both HE and VET. As we know, the government introduced instead an 'Undergraduate Certificate' (not recommended by the Panel), which is now hardwired into the *TEQSA Act 2011* s. 5 as a HE only award. The Review made other recommendations, including: flagging research-oriented qualifications; better guidance for credit and AQF alignment of MCs; and volume of learning in hours not years for new learners.

We did not underestimate the complexity such radical rethinking involves. But this is public policy reform for critical educational infrastructure. Assuring the AQF's continued relevance meant compromise was not an option.

Sally Kiff PFHEA FAAL is President, Australian Learning and Teaching Fellows, and was a member of the AQF Expert Review Panel chaired by Prof Peter Noonan.

Links

<https://www.dese.gov.au/reviews-and-consultations/australian-qualifications-framework-review>

<https://www.dese.gov.au/job-ready/improving-accountability-information-providers>

http://www3.weforum.org/docs/WEF_Upskilling_for_Shared_Prosperty_2021.pdf



From the ASRHE editorial desk

The Advancing Scholarship and Research in Higher Education editorial team encourages readers to access a new audio editorial with guidance for submission of research in progress articles.

Academic practices of reviewing and editorial work are by and large carried out in isolation or behind closed doors. In part, this is caused by the traditional setup of academic publishing and review processes that emphasise confidentiality, anonymity and impartiality over transparency and sharing. Busy schedules of higher education work leave little space for reflection and documentation, failing to contribute to greater understanding of what it means to be an academic. In other words, how does one become initiated into the secret arts of academic life?

Launching a new journal provides rich opportunities. The word ‘advancing’ in our journal’s name carries multiple meanings: advancing knowledge in the traditional sense of academic research; advancing the collaboration among researchers and speeding up access to research progress; advancing the development of reviewers and strengthening collaboration between reviewers and editors; and, advancing how we approach academic publishing by throwing off some of the shackles of academic tradition. As editors, despite our combined decades of experience in academic research and publishing, we constantly grapple with our own understandings and with how to

effectively communicate with our research community.

If you look at the journal’s website you will see we have a ‘Research in Progress’ category. The first submissions have arrived and while we found there was strength, as in addressing topics of interest, providing a solid literature base or asking valid research questions, we were not satisfied with the level of research progress or the pathways to collaboration.

So what is ‘enough’ progress and where is the line for this genre? How do we communicate our evolving understanding of a publishable form of research article that both builds on and breaks academic traditions? How can we go beyond a brief, formal ‘Focus and Scope’ section, that by its nature compresses rich understandings into abstract words?

In line with our licence to innovate, we have published an audio editorial that showcases the thought processes we apply in accepting or rejecting ‘Research in Progress’ articles. We call on the members of the HERDSA research community to help us evolve the understanding of ‘Research in Progress’ articles by interpreting our guidelines, developing their own conceptions, submitting their work, and contributing to shaping this publishing direction.

Eva Heinrich, Geof Hill, Jo-Anne Kelder, Jenny McDonald and Michelle Picard are the ASRHE editorial team.

ESSENTIAL READING IJAD

International Journal for Academic Development
Co-editor Klara Bolander
Laksov recommends the IJAD 2020 Article of the Year, Wise academic development: learning from the ‘failure’ experiences of retired academic developers, by Julie Timmermans and Kathryn Sutherland. IJAD, 25(1), 43-57.

This award-winning article explores how experienced academic developers learned from perceived failures, as well as how they view the role of failure in academic development. Through interviews with retired academic developers from four continents, the authors’ research shows what ‘wise academic development’ could be through the integration of failure in our practice. The judges’ citation for the award notes the personal voice that breathes ‘humanity and humility’. The article argues for the importance of embracing curiosity about failure and acknowledging it as a personal construction, often tied to feelings of compromised values, identity, or a sense of integrity.

This excellent article fills a gap in academic development literature by directing our attention to learning from failures. Sharing examples of failures enables us to learn not only from our own, but also from those of others. Opening up failures is an integral part of how our practice can develop and how we can learn. As the citation points out, this article offers insights, reassurance, and as the title suggests, wisdom that we can all learn from. The writing speaks not only to the head but also to the heart.

The article is free to download for 12 months: <https://think.taylorandfrancis.com/journal-prize-international-journal-for-academic-development-article-of-the-year/>



From the HERD editorial desk

Towards the end of last year, as I wrote this column for *HERDSA CONNECT*, I reflected on the heavy toll covid19 was exacting from universities, and the staff and students within them. Sadly, little has changed so far this year. Staff retrenchment is an ongoing reality in many institutions, as is the threat to ‘publish or perish’.

One of the most significant ramifications of the past year for the HERD journal is exponential growth in new submissions. Not only are we receiving more manuscripts overall, but we are also noticing that an increasing percentage of our submissions relate to practice-based, small scale studies. While many of these submissions are fine examples of the Scholarship of Teaching and Learning (SoTL), they do not meet HERD’s criteria for acceptance.

The substantial increase in overall submissions, together with the increase in SoTL submissions mean that we need to be more selective than ever when it comes to accepting manuscripts for publication. We have begun to address this issue by paying very careful attention to the journal’s stated aims and scope. While all of our review criteria are non-negotiable hurdles, meaning that they must be met in order for the paper to be considered for acceptance, we ask that authors pay particular attention to our first criterion. The paper must offer important critical and/or analytical insight that contributes something significant and original to the

field of higher education studies.

The good news is that there is a new HERDSA-supported journal, which offers an expanded platform for research-based papers on the scholarship of teaching and learning in higher education. Unlike HERD, the new journal, *Advancing Scholarship and Research in Higher Education (ASRHE)* will publish work in progress, including tentative findings. It focuses on emerging research and researchers and aims to facilitate researcher development via the journal’s group-based review process.

For those fortunate enough to attend the HERDSA Conference this year, there will be opportunities to engage with members of both the HERD and ASRHE editorial teams. HERD will offer a free half day pre-conference workshop and ASRHE will facilitate a session within the conference program. The HERD workshop titled, *I’ve published in higher education – what next?* will focus on two issues of interest to emerging researchers, increasing the impact of one’s research and becoming a confident peer reviewer. The workshop will be of interest to those already undertaking research in the field of higher education. It will demystify the process of peer review, and help participants develop their confidence as researchers able to extend the impact of their own work on further research and practice.

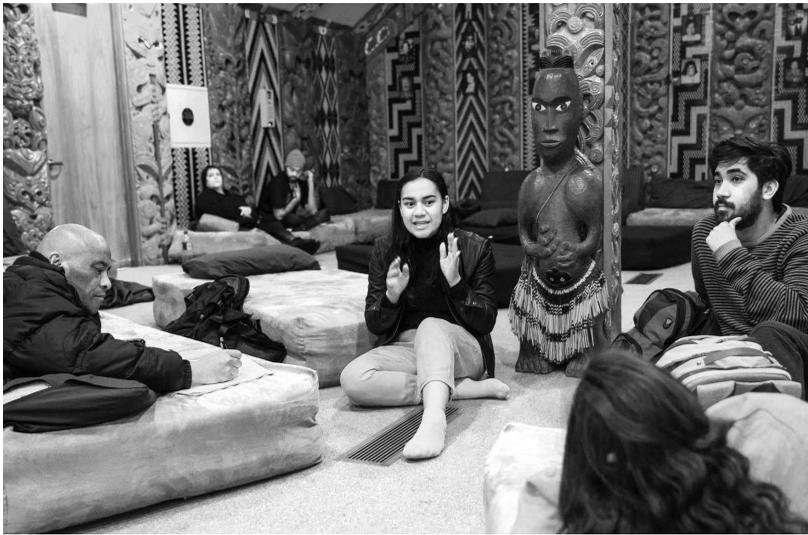
Wendy Green, Editor HERD

ESSENTIAL READING HERD

Susan Blackley, Co-Editor *HERD*, recommends the article Factors that enable Australian Aboriginal women’s persistence at university: a strengths-based approach by Bep Uink, Rebecca Bennett, and Chanelle van den Berg, *HERD* (2021) 40(1) 178-193.

This article in the Special Issue, *Indigenous voices in higher education*, resonated with my recent experience of teaching Australian Aboriginal women in an Initial Teacher Education degree. As the authors, two of whom are Aboriginal women, note, the challenges that these women face are numerous and potentially debilitating. The authors explore how Aboriginal women in higher education are able to persist with, and succeed in, their studies and view this context in a refreshingly different light. The authors sought to elicit from the participants their sources of strength that enabled them to persist in their studies. The research reported in this article applies a strengths-based approach to identify enablers of university persistence, as expressed by Aboriginal women individually and collectively.

The primary data source was the transcripts of the yarning-circle conversations during which the participants gathered and conversed, evoking Indigenous ways of mutual meaning-making and communication. A thematic analysis of the transcripts was undertaken by the two Aboriginal researchers to ensure primacy of Indigenous women’s viewpoints. Findings were focused on enablers of persistence and the emergent themes were organised into affirming educational experiences, peer support, the Aboriginal Education Unit, and developing a growth mindset. Three sub-components of growth mindset became the sub-themes: changing self-awareness, perseverance, and daily problem-solving.



Indigenous voices in higher education

Ō tātou reo, Na domoda and Kuruwilang birad is a HERD Special Issue brimming with the strength, power and insights of scholarly Indigenous voices. As we developed the edition covid19 was spreading rapidly across the globe and The Black Lives Matter movement was extending beyond the United States, motivating people worldwide to challenge racism and discrimination.

Unprecedented times for some, but not for Indigenous peoples across the Pacific, Australia and Aotearoa New Zealand who have endured devastating pandemics before and been subjected to over two hundred and fifty years of colonisation that, at best, sought to assimilate us and, at worst, eradicate us.

There is something unprecedented about this small moment, however. This special issue on Indigenous higher education is a first for the HERD Journal. It is also the first time that the editorial team for a HERD issue has been made up of Indigenous academics. Meegan is Māori, Sereana is Fijian and Susan is Indigenous Australian. The edition presents a unique opportunity to showcase the range and depth of Indigenous voices

in higher education in Australia, Aotearoa New Zealand and across the Pacific.

We wanted this issue to look through Indigenous lenses and explore the tensions and complexities of being Indigenous students and staff in higher education, to offer ways to heal broken systems and structures and be the universities that we imagine. Some papers are written by Indigenous sole authors but most are from teams of Indigenous scholars, or teams led by Indigenous scholars, including early career and more established academics. Some are reflective and raw, while others are more strident and demanding. Some draw on Indigenous terms and concepts, while others use Western tools to make Indigenous cases. All of the papers contribute to vital conversations about the fairness of university structures, and the value of Indigenous Knowledges in curriculum. Readers seeking to learn more about Indigenous higher education will find much to appreciate and consider.

Meegan Hall, Victoria University Wellington;
Sereana Naepi, University of Auckland;
and Susan Page, University of Technology Sydney



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**Thursday 8 July 2021
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Registration via the online conference registration form before 10 June.



Wordcraft

Writing expert Professor Helen Sword explains blended writing, its purpose and value, following her HERDSA webinar.

We're all familiar with the term 'blended learning', a style of education whereby students learn both synchronously and asynchronously via electronic and online media as well as via traditional face-to-face teaching. 'Blended writing', as I define it, is a mode of writing whereby writers think, work and communicate using a range of tools, techniques, and writing registers, bringing the material affordances of pens, paper and notebooks into the virtual realm of websites, learning management systems and Zoom. In my webinar, I discussed the cognitive and creative benefits of blended writing for our students, our colleagues and ourselves, and I invited participants to reflect on how higher education research and teaching might be reconceptualised and enriched within a blended writing paradigm.

Like blended learning, blended writing moves beyond simple binaries – material vs digital, synchronous vs asynchronous, face-to-face vs online, creative vs critical, single-authored vs collaborative, process vs product – to encourage modes of thinking, writing and learning that draw on the full range of possibilities. Even when face-to-face social interaction is temporarily rendered

impossible due to the tyranny of distance or the contingencies of coronavirus lockdown, we can still find creative ways of bringing human presence, pleasure, and materiality into our writing spaces and digital classrooms. A thoughtfully constructed blended writing assignment or personal practice will tick most, if not necessarily all, of these boxes.

Blending writing modes			
Material	✓	Synchronous	✓
Digital	✓	Asynchronous	✓
Face-to-face	✓	Creative	✓
Online	✓	Critical	✓
Sole-authored	✓	Process	✓
Collaborative	✓	Product	✓

Here are some examples.

A student free-writes a short reflective essay in a notebook during a live class session in a real-world or Zoom classroom, types it into a Google Doc, receives asynchronous feedback overnight from fellow students in other parts of the world, and eventually submits an edited, polished electronic version of the essay as a graded assignment.

A teacher encourages his students to make simple sculptures out of paper or tinfoil to illustrate a particular concept, then puts them into Zoom breakout rooms of three or four students each and asks them to

explain their concept to their fellow students using the sculpture as a prop. Later, each student submits a digital photo of their sculpture and a written assignment reflecting on how the exercise has deepened, expanded, or complicated their understanding of the concept being studied.

A scholar records some preliminary research ideas on her cell phone's voice recorder while out walking her dog, returns home to mind map the structure of her argument on a whiteboard, drafts a few paragraphs on her laptop based on those preliminary ideas, prints out her draft in hard copy and takes it to her local cafe to make editorial revisions using a pen and coloured highlighters, then pulls her laptop from her bag and types in her revisions before emailing the article to a trusted colleague for feedback. Better yet, she invites her colleague to join her for a cup of coffee and a chat.

In each of these scenarios, the writer's increased attention to the material, physical, and social contingencies of writing enriches their writing process and enhances the quality of their written products. Our brains benefit from code-switching between digital and analog modes of thinking and writing; our bodies benefit from moving around and changing position; and our collegial, mutually supportive interactions with other writers remind us of the pleasures of being human.

Professor Helen Sword is a scholar, poet and award-winning teacher who has published widely on academic writing and writers. View her HERDSA webinar at: www.youtube.com/watch?v=V9Mw2NPWUXE.

This is Helen Sword's last Wordcraft column. Visit her Resources for Writers website at www.helensword.com for links for her writing retreats, masterclasses, free videos, books, online tools and the WriteSPACE Virtual Writing Studio, an international writing community with members in 23 countries.



Cross-discipline authentic learning

The international Solar Decathlon is one of the world's most complex authentic learning experiences. In this behind-the-scenes look at the competition, Maureen Bell introduces some of the students and staff who have been involved in recent years.

Calls to embed the United Nation's Sustainable Development Goals into the curriculum underpin the serious global challenges our graduates increasingly face. Academics are developing innovative ways of teaching that focus increasingly on authentic learning experiences to support their graduates in meeting these challenges. The Solar Decathlon is a unique initiative in which multi-disciplinary student teams from across the globe compete to design an innovative, sustainable house. The students must ship their house across the world to the competition site where they build and demonstrate it. Over two weeks, student teams from around the world are assessed on performance in each of ten contests culminating in an overall winner. The University of Wollongong (UOW) is the only Australian university to enter the competition so far and took out first place in the 2013 competition in China with their *Illawarra Flame* house. In 2018 a second UOW student team shipped their *Desert Rose* house to the

competition site in Dubai where they took out second place overall. What insights can we gain about teaching and learning from this student-led, cross-disciplinary, authentic learning experience? Now that the dust has literally settled and the *Desert Rose* is rebuilt back on campus fully functioning, your editor asked some of the students and staff about the experience.

"The Solar Decathlon competition is the largest student-centred real-world project you could ever imagine" says Paul Cooper, academic leader of the first UOW team to compete in China in 2013. "Student teams apply the knowledge and skills gained from their studies in a real-life situation where the task boundaries are far beyond what they have been taught," he says. "A degree tends to be theoretical. In this project, as they design, build, fit-out and furnish the house they realise what can go wrong and how to fix it along the way."

Tim McCarthy, academic leader of the *Desert Rose* team, sees great value in the multidisciplinary approach which he says is integral to the competition. The *Desert Rose* team that he oversaw decided to design a dementia-friendly home for an Emirati family. This necessitated real cross-disciplinary cooperation, an approach that Tim considered to be

transformational. "It starts off as multi-disciplinary project where people with different skills come together to solve a problem. They begin to influence each other and it becomes inter-disciplinary," he explains. "We had engineering students talking about designing for dementia and nursing students talking about buildings and spaces that take care of people. The engineering students worked with creative arts students on aesthetics and fit out, the creative arts students became para-engineers working on the construction site."

Both projects began with the formation of a broad-ranging multi-disciplinary team of students from Engineering, Marketing, Journalism, Creative Arts, Humanities, Science, and Law. The organisational structure replicated what you would find in industry. PhD Engineering student Clayton McDowell was project manager of the *Desert Rose* house with ten student team leaders, one for each of the competition contests, who were offered MSc and PhD scholarships. He looks back on a "phenomenal learning experience", saying that "you feel like the work you are doing actually contributes to the knowledge of the team. It was a path of self-discovery where mistakes made are knowledge gained. It was good to be working on something you knew would actually be built, as many of the problems we are given in our educational experience are actually quite detached from reality." For Clayton, team leadership meant

developing a wide range of skills, including a media course to improve his public speaking for the numerous interviews and presentations, including TV and radio, that he had to give. He learned how to lead and motivate a multi-disciplinary team of students. “That was a great challenge and learning experience. I am a mechanical engineer; machines are easy. Graphic designers think differently to engineers.”

Meg Cummins was in the first year of her engineering degree and on a steep learning curve when she volunteered to lead the team that eventually won a special award for Interior Design. Meg found an exciting challenge in developing a dementia-friendly interior design that was culturally appropriate for a UAE family. “I had never had any interest in that creative side of my brain, but I learnt so much and it allowed me to appreciate the more creative side of things. It was amazing working with scientists, engineers, graphic designers, media people. I built relationships with people from all avenues of life.” Meg found herself leading in-depth consultations with nursing home residents and staff, people living with dementia, and a local interior designer.

Developing a broad set of new skills was important for Emily Ryan who was a member of both teams, starting as a second year Bachelor of Commerce student. Over her undergraduate and PhD journey Emily researched shipping container transport, became sponsorship relations manager and led one of the construction teams in charge of the internal fit out. “I was learning as I went. I already had organisational skills and they were refined. I operated on the principle if it works keep going, if not try something else.” Emily learned how to balance full-time study and part-time work, and how to resolve conflict under time pressure. “There were consequences to not finishing. Learning how to ask for help, to go out and find the right person to ask. It’s rewarding at the end to know that you had a problem and you fixed it yourself.”

Joining the team in his final year of studying a Bachelor of Engineering/Mathematics, James Roth entered his

Masters degree in Civil Engineering during the project. “Going on the computer, ordering the materials, getting it delivered on site, start putting it all together, helped me to learn whereas lectures didn’t” James explains. The students advanced their industry knowledge through their involvement, for example, “There are experts in understanding dementia and dementia researchers, but not in designing houses for people with dementia. So it was up to us. We took our understanding of engineering design, took their theory around what makes a home dementia-friendly, and put it together.”

Another of the several ways the team broke new ground is described by Ross Prandalos, in his 3rd year of a Bachelor of Civil Engineering when he joined the team to work on design and construction. Ross explains how the construction team developed a new method for building panels that won a special creative solutions award. “The second-skin shading wall panels – none of us had made anything of that size, it was unconventional. The design guides were void for it. We had to go and find the answers so we talked to industry professionals. We went with intuition a lot of the time. We developed a new method customised for our shape and design.” Ross also did extensive computer drawings and organised human resources.

The advice from the academics, for those planning multi-disciplinary learning projects, is consistent. Tim and Paul agree on the need to inspire students, give them an opportunity to tackle real-world problems that have a clear benefit to society and have a real outcome that students can see come to fruition. “It should be student-led, at least to some degree, so the students are core participants in decision making about how the project goes forward” says Paul. “Our experience tells us that one of the key areas of support that the student leaders need is on how to manage their interactions within the team to maintain a positive supportive environment.” Tim recommends “increased integration of experiential authentic learning experiences into curriculum to equip students in all disciplines with a well-

rounded set of professional skills to meet 21C global challenges”.

And some advice from the students? The time students commit to this type of project is possibly at the expense of friends and family. The consensus is that you can let students learn from their own mistakes but you need to notice when students are wandering lost and save them wasting time. Academics need to act as guides, oversee what students are doing and nudge them in the right direction, give them regular feedback and a few ideas to look at. And a kindly reminder to academics from one student. “Don’t assume that if it was taught in the degree program students know it. It’s not always fully understood at the time of teaching and it is easy to forget.”

Was it all worth it? The last word from the students suggests the multiple lessons learned. Clayton has taken on an academic career in engineering sustainability and has noticed that when Solar Decathlon students graduate and go into industry, they realise how much their skills have broadened compared to those of their peers. Emily expresses her confidence, saying: “Knowing I know how to solve a problem is an achievement in itself.” James agrees saying, “We dealt with a lot of uncertainty. I gained hands on experience which I can offer to an employer and they won’t have to baby me”. Ross remembers, “I learned how to talk to industry professionals and how to seek the answers”. He felt that nothing should be out of reach in his future professional life. Meg discovered, “In the real world, to be the best engineer you have to see from the perspective of non-engineers – people who don’t think like you”.

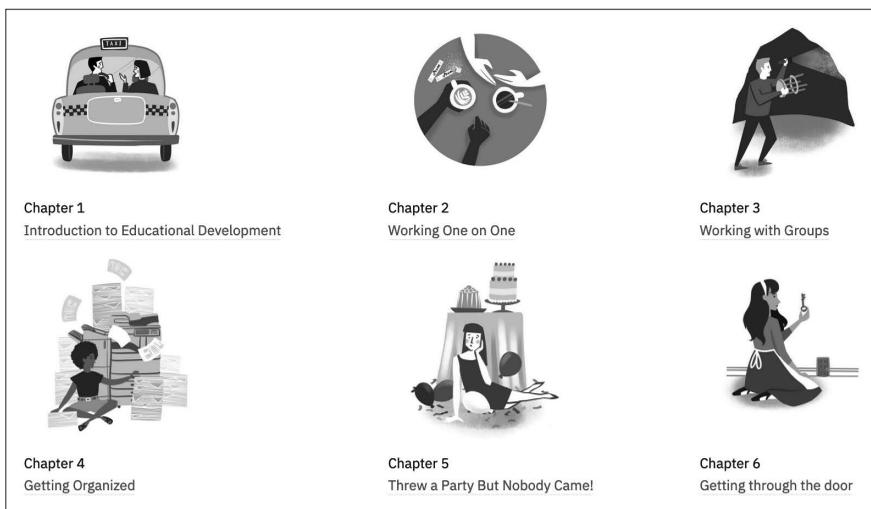
Thanks to the academic leaders Senior Professor Paul Cooper and Professor Tim McCarthy, and former students Meg Cummins, Clayton McDowell, Ross Prandalos, James Roth and Emily Ryan.

Photos courtesy UOW: (Main) UOW team with Desert Rose house, Clayton with Sheikh Ahmed bin Saeed Al Maktoum, and Emily on site.

Links

<http://desertrosehouse.com.au/>

McCarthy et al. *Capturing the student learnings from the Solar Decathlon Middle East 2018*. <https://aaee.net.au/search-all-publications/>



Chapter 1
Introduction to Educational Development

Chapter 2
Working One on One

Chapter 3
Working with Groups

Chapter 4
Getting Organized

Chapter 5
Throw a Party But Nobody Came!

Chapter 6
Getting through the door

Educational developers thinking allowed

Most educational developers come to the job via a different professional and educational pathway. This diversity is a great asset as we work with a wide variety of academic and other cultures found in our institutions (see Mårtensson & Roxå, 2016), and arguably makes us a more effective community. However, this diversity also deprives the field of a clearly identified common knowledge base on which to draw. This can make getting started as an educational developer a bit tricky, as the learning curve can be a bit steep.

There are some excellent resources for educational developers, from guides to communities of practice, including HERDSA's own Academic Development Special Interest Group, but not many aimed at those just starting out in the role. So it was good to hear that Celia Popovic from York University, Canada and Fiona Smart from Edinburgh Napier University, UK, had announced that they were creating a resource website for educational developers. Both Celia and Fiona are well-known in the international educational development community and have strong ties to the UK-based Staff and Educational Development Association, and the Canadian Educational Developers Caucus. Originally their resource was envisioned as a printed book, but Celia and Fiona opted instead for a living and easily updateable online resource, with

all content licenced under the Creative Commons Attribution licence. This means the material can both reach a broader audience, for free, and that we are allowed share and adapt the materials in any form for any purpose, provided we give credit, indicate the changes made, and not put any further restrictions on the material.

The website, *Educational Developers Thinking Allowed*, is intended for people considering, and those early into, a career in educational development, though experienced developers will also find helpful information and resources here. The website currently has fourteen short chapters and discusses some of the more common situations in which we can find ourselves as educational developers. Topics range from working one-on-one with lecturers, to dealing with power dynamics, to trying to make sure people show up for a workshop, to the currently very topical subject of shifting teaching online. Most chapters start out with a vignette to illustrate the topic. This is quite helpful for beginning educational developers who may not have encountered the situation before, and will elicit a "yep, this has happened to me" for more experienced colleagues. Each chapter contains useful tips and tricks from seasoned educational developers to deal with the situation, as well as further resources on that specific topic. All chapters have undergone peer

review by other educational developers who have offered suggestions, additions and improvements. (Full disclosure, I reviewed several chapters.)

The website is a living document, and more material will be added to it in the future, to cover in more detail all aspects of the work of educational developers. It is great to see a community-driven resource for educational development has been set up, led and curated by experienced colleagues for the benefit of all, but in particular colleagues who are just starting as educational developers. The website is under the Creative Commons licence so it is easy for educational developers to adapt the materials to their own needs and local contexts. I hope and anticipate that as more and more material is added, *Educational Developers Thinking Allowed* will grow into a solid, up-to-date, respected and well-used resource clearing house for educational developers at all career stages.

Educational Developers Thinking Allowed
<https://edta.info.yorku.ca/>

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The reviewer

Erik Brogt is Associate Professor in Academic Development at the University of Canterbury and author of the IJAD 2020 article 'Engaging with different professional recognition and development opportunities for academic developers'. His main research interest is the application of educational psychology to teaching and learning in university settings.

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"The mixture of sessions and academic and professional staff, the mix of academics, librarians and others."

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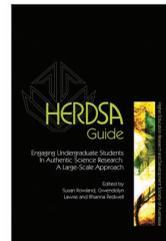
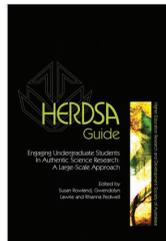
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RECOMMENDATIONS



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