HERDSA connect

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

Inside

Conference photos and accolades, Re-imagining the university, From the President, An aboriginal way to build knowledge-based relationships into curriculum, Postcard from Malaysia, Workplace bullying, Student as consumer or producer.

From the Editor

Maureen Bell

Another HERDSA conference has come and gone. For those who missed the Auckland conference I can faithfully report that research and innovation in teaching and learning are alive and well in the HERDSA community. Our cover shot is a good depiction of the intense discussion and networking that took place, even in keynote sessions. Check out our conference pages for photos, reflections and accolades. Next conference will be in Brisbane, 2020.

The changing nature and purpose of the university as an institution brings the question, "What is a university?" to the fore as academics contemplate the future of a teaching-research career in higher education. Internationally respected scholar Professor Ronald Barnett refers to the question of values and offers a radical change of perspective on the nature of the university, asking us to reimagine the university as an ecosystem. Bob Cannon's thoughts strike a sympathetic chord as he meanders his way through the reported and often contradictory purposes of the university. Marcia Devlin in her policy perspectives column suggests the importance of understanding the 'big picture' relationships in higher education policy and funding and their likely impact on the 'core' business of the university.

Our Showcase section provides more food for thought on the purpose of the university. We feature the winner of Australasian Academic Development Good Practice Award – Jindaola, which explores the presence of Indigenous knowledge in the 'modern' university. Articles on the significant issues of workplace bullying in universities; and students as producers rather than consumers of knowledge; further touch on the changing role of the university in 2019.

Denise Chalmers is our new President and offers her reflections on the generosity of the HERDSA community. Denise takes over from Allan Goody following his six years of outstanding service. Our *Who's who in HERDSA?* column is dedicated to Allan's time as President with huge thanks for his service to, and on behalf of, our increasingly international HERDSA community. From Malaysia, Beena Giridharan sends us a Postcard from Curtin University's Miri campus on their collaborative and distributed learning spaces. This year our new affiliate membership scheme has begun and we feature one of our first affiliate members from the University of Ghana, Josephine Ohenewa Bampoe. Look out for our Bhutanese and Papuan members in future editions.

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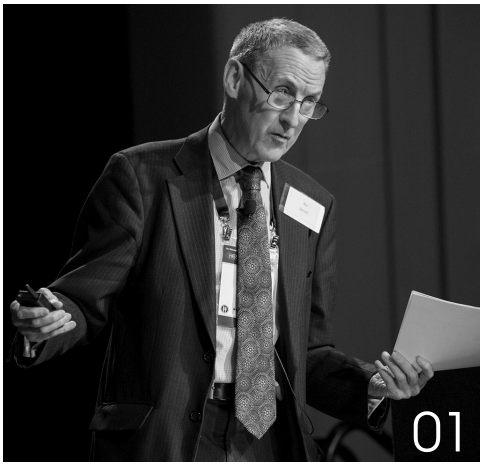

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Re-imagining the university An ecological perspective

Ronald Barnett

The University is a critically important social institution in the twenty-first century but it is falling short of its possibilities. The university is primarily, or should be, a place of thought yet this conception is in jeopardy. Much of the difficulty stems from an impoverished value base to which the university has succumbed, especially that of a mix of instrumentalism (acts, and knowledge, are valuable in virtue of their effects in the world), economicism (objects of value in the world are essentially economic) and metricisation (that which is of value can be measured). Some believe that, in this milieu, the university is in ruins or is in crisis. However, such pessimism should not be a first response. A wider array of values can be spotted amongst those who seek new ideas and explore possibilities for the university.

Questions arise as to the power and autonomy of the university amid 'cognitive capitalism' (Boutang, 2011). So we need to revisit and consider the purpose and scope of the university, the implications of a changing context, and the possible place of the university in the future. Fundamental questions cannot be avoided, such as: What is it to be a university in the twenty-first century? What is the meaning of 'university'? What differentiates higher learning from other forms of learning? What does 'higher education' mean as an educational process and as a critical concept?

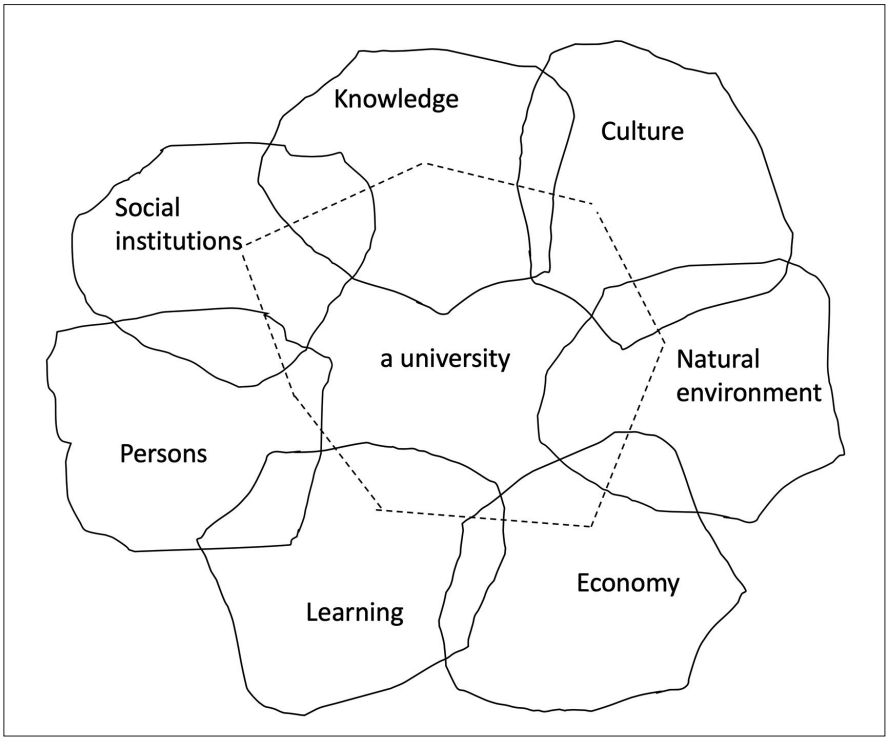
These are questions of values. University values in the 19th century were Kantian and formed an underpinning to the university of reason. Today's values have been reflected in the emergence of the entrepreneurial university and the corporate university, seized with its position in international league tables. Higher education as a set of practices with their internal goods and virtues has been supplanted by the goods of external markets, in which students are rendered as customers and knowledge is judged in virtue of its impact in the world, measured in part by its financial returns, Where do we begin to identify values appropriate to the 21st century, to mass higher education, and to a major institution in the centre of society and the world? Which values might underlie the university of the future?

The presenting situation is more problematic still. We see the emergence of a post-truth era where the role of the expert is questioned and the value of the university is doubted. This is an uneasy accommodation that the university has with the wider world which shows itself in a mistrust of universities. But this undermining of the university is not merely a matter of impositions from the wider world, for there are also pernicious values at work *within* the university, and in both academic and pedagogical situations as undue power is exhibited.

Each university struggles to work out its values for itself. A university may attempt to live by a core set of values and even set them out in its corporate strategy. This produces an unstable mix of inner values. In practice, there are no universals but rather multiple proliferating and sometimes conflicting conceptions of the university – the entrepreneurial university; the civic university; the public university; the corporate university; the comprehensive university. The university sector presents multiple values to the world, sometimes standing off from the world; and the world responds with a mistrust of universities, branding experts as elites.

I propose an *ecological perspective* as a promising move. An ecological perspective points to the interconnectedness of all things. An ecosystem has a certain kind of internal coherence but also a fragility; it may even be impaired. How, then, can the university improve, strengthen, and revivify the weakened ecosystems with which it is entangled?

This is no straightforward matter since the university is entangled with at least seven major ecosystems: knowledge, social institutions, persons, learning, culture, economy, and the natural environment. (The economy is significant but it has been unduly privileged and the claims of the other ecosystems have been underplayed.) Moreover, each of these ecosystems can be said to be falling short of its possibilities and so questions arise as to the *responsibility* of the university – as a major institution in the world – for any shortcomings that any ecosystem may be exhibiting.



Each university will have its own ecological footprint across the seven ecosystems, and so each university has its own ecological possibilities. Take, for example, the *knowledge ecology*. It is a dynamic system with all sorts of dimensions, embracing bodies, interests, and communities, across society, in the corporate sector and professional world and involving individuals' life-worlds. Universities are aiding and abetting – or impeding – the flow and dynamic and creation of these knowledges.

This is the knowledge ecosystem taken in the round. Is it robust, fair, equal, or do certain interests play out in a dominant way, in the structure of this knowledge ecosystem? Perhaps talk of 'post-truth' and 'we've had enough of experts' are indicative of grave distortions here. Does the university have a responsibility to try to improve matters for example, by (internally) enabling disciplines more to engage with each other and (externally) helping to develop a public sphere of informed dialogue?

The knowledge ecology potentially heralds spaces for public understanding of complex matters, with academics playing public roles in advancing the critical conscience of society and so promoting societal and global wellbeing. Epistemological inter-connectiveness and trans-disciplinary knowledges support the enhancement of imaginative levels of knowing and open, transparent and accessible knowledges. The bounded university becomes a university without walls.

The university as a place of thought but which engages with, and repairs, the wider knowledge ecology would call for forms of communication that the university – with its eye on research and world rankings – will find difficult. Such an ecological university would inform public debate to help improve the circulation of ideas, and help society in being more rational and in making wise decisions about complex matters.

Recall that the knowledge ecology is but one of several ecosystems with which the university is entangled and it is impossible here to trace the implications that arise, in turn, from a recognition of each ecosystem. But it is surely evident that the ecological perspective presents severe challenges to the university. Ecosystems are characteristically each impaired and the university has both responsibilities and possibilities to play a part in improving them. In many nations, such an idea of the university is repudiated by states that directly or indirectly constrain the space in which the university moves. At stake here are value positions underlying what it is to be a university in the twenty-first century, the values of the ecological university being *drawn from life and intended for life*.

In summary, the ecological university is fact and value intertwined. It has a care towards its interconnectedness with the world and towards its total environment which is the world itself (its factual base) and is inspired by life and has a will to improve life (its value base). So the ecological university acts 'in collective interests that, in the short term, don't profit anyone; but in the long term are conduits of enrichment for the whole of humanity' (Guattari, 2005). The future of fundamental research and artistic production here take on completely new dimensions.

Such an ecological perspective is utopian. But having a factual basis, and springing from a reading of the way the twenty-first century is unfolding, the ecological university – sketched out here – is a *feasible* utopia. And it can already be glimpsed here and there, in the interstices of university life and in the ways in which some university are engaging with the wider world, at least in some of their activities. The university is not in ruins but is falling short of its possibilities and those possibilities for institutional renewal are even growing. The possibilities – and the responsibilities – before the university are considerable.

Ronald Barnett is Emeritus Professor of Higher Education at University College London Institute of Education and is the inaugural President of the Philosophy and Theory in Higher Education Society. He is a thought leader in the philosophy of higher education, author of over thirty books and over 200 papers, and is a Fellow of the Academy of the Social Sciences, the Society for Research into Higher Education, and the Higher Education Academy. Ron's most recent book is *The Ecological University: A Feasible Utopia* (Routledge, 2018). In press (with Soren Bengtsen is *Knowledge and the University: Re-claiming Life* (Routledge, 2019).

www.ronaldbarnett.co.uk

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From the President

Denise Chalmers

Well, after one year of serving as President-Elect, I am now the President, effective from the AGM at the Auckland conference in July. What a change a day makes. I am quickly learning that what seemed like a big job on the outside is an even bigger job on the inside, and I have not even started to get my mind around the full scope of the job. Allan Goody has served as President for three terms and over that time has instigated many initiatives as well as enhanced and supported longstanding HERDSA activities so valued by the members of HERDSA.

Allan Goody has served HERDSA in various roles for more than fifteen years and continues his substantial contribution as the 2020 Brisbane Conference Convener, Editor of the HERDSA Guides, and President of ICED to name just a few of his ongoing activities. Included in this are what must seem to him as endless emails from me and others seeking information and asking questions. Thank you for all of your work as President Allan, and as you mentor us into our new roles.

Mentoring, supporting and development was highly visible at the HERDSA Conference in Auckland as delegates presented their papers, posters and workshops. It was also visible in the informal conversations that flowed into the coffee breaks and followed thought-provoking keynote presentations. Deliberate development was also evident, with the welcome breakfast for new-to-HERDSA delegates and their conference buddies, HERDSA Fellows and Branch Chairs meetings and the Conference dinner where new Life Members and Fellows were introduced and prizes announced and celebrated.

On reflection, it struck me how much of HERDSA is about development. While research is rightly profiled in the journals, publications and conference presentations, so much of what happens in HERDSA is development and may not be named or even recognised as such. We see it in the activities and conversations that take place throughout the year; at the annual conference; through engagement in the Fellowship program, at branch and regional events, in Special Interest Groups and writing workshops. Those submitting articles for publication often seek constructive peer review, informal feedback through conversations, and mentoring through the HERDSA community.

This then led me to thinking about the generosity of our members and colleagues in higher education who give so willingly of themselves to support their colleagues and students. Those involved in organising the conference, so ably convened by Barbara Kensington-Miller and Julia Hallas, worked over eighteen months to provide a welcoming, well-organised and challenging program. The editors and reviewers of HERDSA publications work largely in the background for the benefit of HERDSA members and the wider higher education community.

There are so many contributors to the HERDSA community but I want to highlight the development work away from the spotlight that individuals do that draws on their considerable expertise and contributes to the development of others in countries that may lack the resources and expertise we often take for granted. HERDSA members are working with colleagues in the South Pacific, New Guinea, Cambodia, Bhutan, Vietnam as well as remote areas in Australia to name a few of those that I am aware of. How much more must be happening? This is important and under recognised work away from the spotlight, and truly highlights their generosity and dedication. HERDSA and the sector is the richer for the development contributions you make.

This brings me to the Executive members you have elected to represent your interests. They work behind the scenes in service of you, the HERDSA members, supported by Jennifer Ungaro. At the AGM, Susan Blackley, Jennie Billot, Deanne Gannaway, Allan Goody and Lee Partridge departed the Executive, all of whom have served tirelessly over a number of terms. New members who have joined the Executive are Deb Clarke, Christy Collis, Wendy Green, Julia Hallas, and Katrina Strampel. Returning members of the Executive are Barbara Kensington- Miller, Elizabeth Levin, Kogi Naidoo and Rob Wass. We also have many editors and officers who I won't name here but I sincerely thank you all for your contribution to development.

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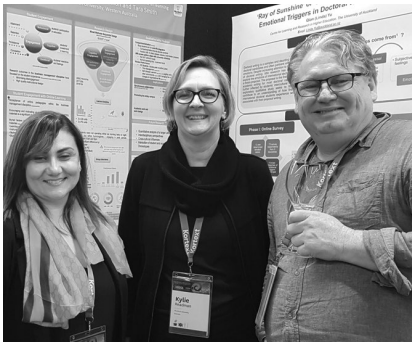
HERDSA Conference Photos by Andrew Lau



New members reflect on the HERDSA conference

Professional Buddies

The HERDSA Professional Buddies program assists new to HERDSA conference delegates to feel welcomed and included by matching them with one other new member and an experienced HERDSA conference member.

Existing HERDSA members volunteer to meet with two or three new members at the new members breakfast on day 1. Through the conference buddies meet for coffee and a chat, are introduced to others in the HERDSA community, and have sometimes continued the academic relationship beyond the conference. One memorable pair have recently published an article on mentoring.

If you are attending the 2020 Brisbane conference, sign up for the Buddy system. You won't be disappointed. Experienced buddies always report how much they have enjoyed the experience and extended their networks.

Fast track networking

First-timer **Dan Trowsdale** from University of Leeds appreciated the conference buddy system which brings new members together with experienced members at breakfast on day one.

Being part of the buddy system at HERDSA2019 was really valuable to me. I met with two very friendly buddies in the evening before the first day which provided time to get to know a little more about each other and find out a about the local area. It was a very welcoming experience to meet people who already knew your name, especially when you are on your own 10,000 miles from home.

During the conference it felt great to have some familiar faces to chat with, also through some great introductions this excellent start gave me the opportunity to quickly network with new people at the conference. There isn't much time at conferences to develop new contacts and for me, this is one of the key reasons to attend. The conference buddy system fast tracked new international contacts in SOTL. I am already developing ideas with some of them.

Thanks to the HERDSA organisers and Raj Shekhawat my designated buddy.

Jake Hoskin from Monash University was buddied up with Dan and long-standing HERDSA member Raj Shekhawat and found the networking opportunities equally important.

This was my first time at HERDSA, as well as my first education conference. I started the conference with the TATAL session, which really set the tone for my conference experience. The collaborative nature of this session was something that I was impressed with throughout the entire conference.

I never missed a session as there was always something on that was relevant to my role, however it was the networking opportunities that I found most valuable. Meeting academics whose work I had read and incorporated into my teaching was a great pleasure. To top it off, I made new connections with some academics from my own institution who I did not know. It was great to start building lasting and useful connections from near and far.

I look forward to HERDSA 2020 as well as continuing my engagement with the TATAL group.

Jake Hoskin, Raj Shekhawat and Dan Trowsdale (l to r), photo Maureen Bell

International engagement and a welcoming community

Colleagues from the National University of Singapore: Jeanette Choy Lyn Fung (right), M Kamala Devi (centre), and Alan Soong Swee Kit (left) reflect on their first conference experience. Photo Maureen Bell

Jeanette Choy

I have heard so much about HERDSA and am elated to have the opportunity to attend the annual conference HERDSA 2019 for the first time. There was a good variety of presentation formats and topics which one could choose to attend depending on one's interest and preferred level of engagement. One conference highlight for me was the mini-workshop sessions where I had the opportunity to participate as a learner, and at the same time, engage in reflective discussions on applications to my context.

This conference marks my first time that I am submitting my research for a poster presentation, which has been a tremendous learning experience. I like how the poster session was organised, where conference participants and presenters mingled in an informal yet organised manner with finger food and wine served. This provided a conducive environment for participants with similar interests to interact, using the posters as discussion points.

This was my first trip to New Zealand and I met many wonderful people. Many thanks for the amazing experience.

Kamala Devi

This was my first attendance at a HERDSA conference and I was amazed by the incredible energy people brought to the conference. The three days were busy, with a packed programme covering a wide range of exciting teaching and learning developments. What was really amazing was, unlike several other conferences that I have attended, all the plenaries and break-out sessions, even on the last day, were well attended. A testament to the growing strength of the conference, quality of the presentations, and enthusiasm of the participants.

Another highlight of the HERDSA conference was the networking opportunities. Networking was not only exchanging business cards but it was obvious that networking was to develop genuine meaningful relationships. I have admired some of the people afar, but during the conference I had the opportunity to meet them in person. It was nice putting a face to the name. Socialising during and after the conference was as valuable as attending the conference itself. Overall, this conference was a positive, experience. I think I greatly benefited by attending, and I can't wait to attend more HERDSA conferences in the future.

Alan Soong

From the pre-conference workshop till the last day and even after the closing, there's a constant level of engagement among the conference delegates, both during formal presentations and at informal settings. There's also a sense of warmth that I could feel in this community. I was very appreciative of how new members like myself were welcomed to the community, right from the new members' breakfast. Another bonus is meeting my HERDSA Buddy, Katrina Strampel for the first time at the new members' breakfast after some email correspondences. The organising committee has done a marvelous job.

The topics for the keynotes were all well-aligned throughout the three days. The poster panels were strategically placed next to the reception area from the first evening, providing lots of opportunity for both poster presenters and conference delegates to continue the conversations even after day one. For a first-timer to HERDSA Conference, I'm pleasantly surprised that I could feel being part of the HERDSA community by the end of the conference. Definitely looking forward to attend HERDSA 2020 in Brisbane.

Accolades

HERDSA Life Members

HERDSA Life Memberships are awarded in recognition of services to the HERDSA community and to higher education. Four Life Members were invested at the conference.

Barbara Grant is an Associate Professor in the Faculty of Education and Social Work at the University of Auckland where she teaches, supervises and researches in the field of higher education and has served on the HERDSA executive.

Barbara has made a substantial and sustained contribution to HERDSA through her service to the New Zealand Branch and as the Executive Editor of HERD. She has made a distinguished contribution to higher education though her research, writing, practice and stewardship of the field.

Keith Trigwell is Honorary Professor at Sydney University. He is a past co-president of the International Society for the Scholarship of Teaching and Learning.

With Mike Prosser, Keith co-wrote one of the seminal texts about university teaching and learning. Keith has made a distinguished and sustained contribution to teaching and learning, academic development and the higher education community in Australia and internationally.

John Biggs (AM) final institutional affiliation is Honorary Professor of Psychology at the University of Hong Kong.

The international higher education community has greatly benefited from his sustained intellectual and personal contribution to theory and practice, particularly in the fields of curriculum development and assessment. John's textbook is still the foundation for university teaching. He was invested as a Member of the Order of Australia in recognition of his significant service to tertiary education.

Maureen Bell is an Honorary Senior Lecturer with the University of Wollongong, Editor of HERDSA CONNECT, and a HERDSA Fellow.

Maureen has made important contributions to the development of teaching and learning recognised by an ALTC citation and has been an active contributor to the international literature on higher education. Her work demonstrates an outstanding, substantial, and prolonged service of the highest quality to HERDSA.

Photos: Barbara Grant (top); Keith Trigwell (centre); and Maureen Bell (bottom)

HERDSA Fellows

HERDSA Fellows, Associate Fellows and Assessors are part of a vibrant network of scholars who are able to engage in professional development and serve HERDSA and the broader tertiary education community.

Fellows have completed an in-depth reflection on philosophy and practice over an extended period leading to the development of a significant teaching portfolio.

Our new Fellows (above, left to right) are: Mary-Ann Shuker, Nirma Samarawickrema, Lukasz Swiatek, Deborah Veness, Tracy Fortune, Gemma Clarke, Adrienne Torda (absent Christine Do), photo Andrew Lau

Travel grant winners

Taylor and Francis HERDSA conference travel grant (up to five grants of $500)

Linda Rowan and Cara Jane Millar

HERDSA Early Career Travel Grant (up to five grants of $1000)

Aparna Datey, Jake Hoskin, and Kwong Nui

Taylor and Francis HERD Article of the year

The inaugural Award for Higher Education Research & Development (HERD) Article of the Year is sponsored by Taylor and Francis.

The award for best article published in HERD Vol. 37 (2018) went to Sarah O'Shea and Janine Delahunty for their article, *Getting through the day and still having a smile on my face! How do students define success in the university learning environment?* HERD, 37:5.

Photo top: HERD Editors Craig Whitsed and Wendy Green and HERDSA President Allan Goody present the Taylor and Francis HERD award to Janine Delahunty (second from right), photo Andrew Lau.

Winner best presentation by a student

Lisita Finau Paongo, Auckland University
Taumafa Kava: An Alternative Tongan Research Methodology

Winner best poster

Jade Kennedy,
University of Wollongong

Researching the impact of Jindaola: An Aboriginal way towards curriculum reconciliation
(See SHOWCASE section)

Student panel

Student panel (l to r): Rashmi Kotin, AUT; Ali Leota, VUW; Barbara Kensington-Miller (convenor); Linda Quian, UoA; James Ranstead, NZ National student representative, Lincoln University; Emily Bennett, University of Western Australia (missing Natasha Bettridge, Unitec Institute of Technology), photos Andrew Lau.

AKO IN ACTION
Students and staff partnering
to reflect on learning and teaching
WHAT IS AKO IN ACTION?
WHO'S INVOLVED?
IS IT WORTH IT?
WHERE TO NEXT?

Who's who in HERDSA

Allan Goody

Allan Goody stepped down as HERDSA President at the recent HERDSA Annual General Meeting in Auckland. Allan has been President for the past six years. In this edition of HERDSA CONNECT we depart from our usual Who's Who format to thank and pay tribute to Allan for his work for HERDSA and the higher education community.

Allan has had a long and active association with HERDSA for more than seventeen years, including serving on a number of HERDSA executives. Allan was the President of HERDSA from 2013-2019 and has been editor of the HERDSA Guide series since 2002. He was conference convenor for the 2016 conference in Perth, and he is convening the upcoming 2020 conference in Brisbane.

In recent years Allan has been a significant member of the HERDSA publications portfolio. As editor of HERDSA CONNECT I know I can always turn to Allan for support, ideas, links and liaisons across his wide circle of colleagues. He has been unfailingly generous and supportive of HERDSA CONNECT and its former incarnation HERDSA NEWS, actively seeking out ideas and writers for our magazine and offering thoughtful advice to the editor whenever requested.

Allan's work is influenced by a strong commitment to social justice, equity and diversity in learning and the workplace. Allan's work was acknowledged in 2011 with an Australian Award for University Teaching Citation for his *Sustained and outstanding contributions to student learning through the preparation and ongoing development of academics as teachers in higher education*. His primary focus is the development of academics as teachers, particularly early career academics, and the Scholarship of Teaching and Learning. He has worked as an academic in North America, Sweden and Australia and has carried out extensive consultancy work in the Australasian region, always flying the HERDSA flag and looking for opportunities to link academics in the region with HERDSA, support their research and development, and build the strength of our organization.

As President Allan has introduced the new affiliate membership scheme which offers academics from developing countries the benefits of HERDSA membership, fee-free. In the first year of the project three affiliate members have been nominated from the Royal University of Bhutan, nine from the University of Papua New Guinea, and one from The University of Ghana. All have now joined the HERDSA community. This project can only add to the positive impact of HERDSA and support for academic educators across the Asia-Pacific region.

Beyond HERDSA Allan is Adjunct Associate Professor at James Cook University. He is currently serving as the President of the International Consortium of Educational Development (ICED) at which he also represents HERDSA. HERDSA is one of twenty-four organisations worldwide that make up the ICED network which works to promote educational and academic development in higher education around the world. One of ICED's goals is to support countries for whom academic development is a relatively new phenomenon.

One of these countries is Japan and Allan led a significant project that brought HERDSA expertise to Teikyo University in Tokyo. This is just one example of Allan's work to improve teaching and learning in higher education across the Asia-Pacific. Allan led a team of experienced HERDSA members to provide workshops on teaching, learning, and academic development (see HERDSA NEWS 40/1 2019).

HERDSA colleagues describe Allan as generous in offering his wealth of knowledge in a thoughtful, approachable and collegial manner, always able to find common ground, and dedicated in his support of HERDSA and higher education.

HERDSA CONNECT acknowledges and thanks Allan for his service to HERDSA as President and in his other roles, both formal and informal. We know he will continue to be involved with HERDSA and higher education research and development.

Join the HERDSA Fellowship

HERDSA 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. It also works to build strong academic communities.

www.herdsa.org.au/about-herdsa/fellows

Around the branches

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

ACT

Pamela Roberts from Charles Sturt University is the new ACT Branch Chair as Karin Oerlemans has now stepped down. Pam is looking forward to revitalising the branch with a new committee.

Hong Kong

Hong Kong Branch has been working on the HERDSA Hong Kong Awards for Student Projects: *Redesigning Student Learning Experience in Higher Education* (RSLEIHE) 2019. Nine teams from seven local universities will present their ideas and reflection in the Symposium RSLEIHE 2019 at Yasumoto International Academic Park, The Chinese University of Hong Kong. For enhancing the interaction in the Symposium, participants will be invited to assess the team presentation to determine the winner of the Best Presentation Award. To share our learning experience in the RSLEIHE projects with the higher education community, the on-line publication Redesigning Student Learning Experience in Higher Education (RSLEIHE) HERDSA Hong Kong Student Project Report 2017 has been put up on our website for open access: http://herdsahk.edublogs.org/2019/06/05/

HERDSA members working and visiting Hong Kong are most welcome to our activities.

Queensland

HERDSA Queensland branch had a great meeting with current and new members at HERDSA conference in Auckland in early July. Since then, new members have been keen to contribute to the life of the branch with some volunteering to join ongoing preparations for HERDSA Brisbane in 2020 and some volunteering to promote branch activities within the State. This month we called for Queensland presenters from this year's national conference to present again at our *HERDSA Queensland on Show* Symposium, November 18th at Griffith University at Southbank in Brisbane. The branch will offer travel bursaries to the Symposium to ensure the event is as accessible as possible to all members.

South Australia

A mid-year reflection from South Australia, looking back and looking forward, sees lots of collegial activity on the HERDSA front in our state. At the Branch committee level, we welcome back HERDSA stalwart, Dale Wache from the University of South Australia who also chairs the State Branch of ACEN. We also thank SA Branch committee member, Don Houston, from Flinders University who has made a longstanding contribution to the branch, including last year's HERDSA conference.

Like many other state branches, we welcomed Associate Professor Dieter Schoenwetter from the University of Manitoba. Dieter ran three very well attended workshops on the topics of the *Teaching Philosophy Statement* and *Teaching Challenging Struggling Students*. We thank Dieter, Robert Kennelly, the TPS research team and HERDSA for making these sessions possible. It was great to see so many colleagues attending from a diverse range of educational institutions in South Australia. We look forward to some forthcoming collaborations with ACEN, Higher Research Group of Adelaide (HERGA) and HERDSA over the coming months.

Tasmania

Tasmanian members have been engaging in SoTL conversations and seminars which have covered: An Introduction to the SoTL modules, the Paradigms of Education framework, the TEQSA scholarship guidance notes; and Flipped Learning Approaches to Teaching and Learning

Tasmanian member Jo Kelder has recently been appointed as a Joint Fellow at the Australian Council of Deans of Science.

Victoria

HERDSA Victoria held an event called *Space Matters* in collaboration with the Monash Education Academy in their wonderful new Learning and Teaching Centre. The event included a keynote by Professor Kris Ryan from Monash Education Innovation on the impact of teaching spaces on learning followed by a demonstration and vignettes from a variety of speakers on how they use innovative spaces. The Small Provider Network (SPN), started by the Victorian Branch last year, is currently planning the second of their benchmarking sessions. The topic for benchmarking this time is academic integrity.

Many of our members presented at the main HERDSA conference in Auckland. HERDSA and ACEN are once again collaborating to bring snapshots of the conference papers to Melbourne. The event *HERDSA/ACEN Snapshots* is planned for the 3rd October at Monash, Clayton.

Western Australia

HERDSA WA sponsored a workshop *Writing reflective narratives for fellowship, promotion and awards* at Edith Cowan University. The workshop was presented by Professor Dieter Schönwetter from the University of Manitoba, Canada and co-facilitators Gesa Ruge and Katrina Strampel, ECU. The workshop engaged participants in reflective practice conversations and writing activities on how to construct their own learning and teaching narrative. The interactive and collaborative learning opportunities included: connecting a teaching and learning philosophy with practice; constructing a reflective narrative with evidence and impact; and contributing to communities and career development. The facilitators presented current research and offered practice-focused learning activities. The workshop was attended by 35 academic and professional staff from across the higher education sector in WA.

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HERDSA New Zealand

Barbara Kensington-Miller

The 42nd annual HERDSA conference was held at the University of Auckland (UoA), Aotearoa New Zealand from the 2nd-5th July. Julia Hallas from the Auckland University of Technology (AUT) and myself (UoA) co-convened it with an awesome committee to help: Jennie Billot, Raj Shekhawat and Emily Whitehead (from AUT) with Angela Tsai, Ashwini Datt and Lynette Herrero Torres (from UoA). The turnout was fantastic with about 15 countries represented, including: Australia, Austria, Canada, China, Hong Kong, Iran, Ireland, Malaysia, Netherlands, Singapore, South Africa, Sweden, U.K, U.S and of course New Zealand. The weather being winter and the south Pacific, typically alternated between rain, wind and sun, at times freezing and other times quite warm.

Next generation, Higher Education – Challenges, Changes and Opportunities was the theme for the conference recognising that for the next generation of students there will be new challenges and changes along with new opportunities. The opening keynote was provided by Professor Peter Felten from the Center for Engaged Learning, Elon University, US, on *Making Relationship-Rich Experiences the Heart of Higher Education*. Peter talked about the importance of the Maori whanaungatanga, making connections with people, and the value of this impacting students' work and their lives. Associate Professor Melinda Webber from UoA spoke about *Transforming our ways of knowing, being, and doing: Amplifying Māori knowledge in higher education.* Associate Professor Meegan Hall from Victoria University Wellington spoke about *I ngā rā o mua*: *Challenges, changes and opportunities of indigenising university teaching and research*. On the final day, Professor Jane Gilbert from AUT spoke about *Re-imagining Higher Education for the Anthropocene*, shifting our thinking to a view of nature as something we are deeply inter-connected or "entangled" with.

The last keynote was a panel of postgraduates and undergraduates from a range of ethnic groups and institutions. The students spoke so eloquently and passionately and were an excellent reminder that they are the voice of the future and who the conference was all about.

Barbara (right) with co-convenor Julia Hallas, Photo Andrew Lau

STEM Sally Male

I was fortunate to attend the Research in Engineering Education Symposium in Cape Town last July. This is a truly international conference, held in a different location every two years. I enjoyed that thrilling, star-struck buzz of meeting authors whose research I have long admired.

The presentation style was designed to encourage discussion and to support authors to expand their papers for journals. The papers were of especially high quality. I would like to share a demonstration that I found memorable, about the contextual nature of test validity. Educators and reviewers of education research often refer to the validity of a test as if it is independent of context. Direnga and Kautz, in their paper, reported on testing in Germany the validity of an engineering statics concept inventory that had previously been validated in the USA. Their paper demonstrated clearly that it would be a mistake to assume that test validity necessarily transferred directly from the USA to Germany, even taking into account language differences.

Direnga and Kautz found that, to ensure precision and explain terms and notations that would be unfamiliar in German when translating the test items, the text became longer than in English. Consequently reading became more important in the German test than in the English test. Additionally, the drawings in the concept inventory were presented in a realistic style consistent with that used in instruction and textbooks in the USA. These were different from the abstract drawings used to teach statics in Germany so the students in Germany required time to convert the realistic drawings to more abstract drawings. For the recommended test duration, students in Germany would be likely to complete fewer questions than in the USA, for reasons unrelated to understanding of statics concepts.

Save the date

The next Research in Engineering Education Symposium will be at The University of Western Australia 5-8 December 2021.

STUDENT VIEW Sonia Garcia

As part of my Masters of Student Affairs in Higher Education at Colorado State University, I completed an internship at the University of Auckland with the Student Engagement Team. Through HERDSA I gained more knowledge and understanding around Higher Education in New Zealand and Australia.

As one of the few conference attendees from the United States, it was a privilege to learn from the leading scholars and academics, while being exposed to cultural inequities that are far too similar in my home country. This conference, but specifically the keynote speakers Dr. Professor Melinda Webber and Dr. Meegan Hall, demonstrated the prolific importance that Maori students should have at universities, and how much work universities still have to do to be inclusive of all indigenous students. I've learned that indigenous knowledge, culture, and language contribute to all students' success, but specifically empower indigenous students to flourish in a system not created for them.

In the United States, our indigenous students experience overt racism, microaggressions, and many do not feel safe and welcome on campus-land that was stolen from them. Additionally, they are called on to perform cultural rituals and be a spokesperson for their community for the benefit of the university. Attending the HERDSA conference taught me that this is happening at universities in New Zealand and Australia, as well.

From this conference I have learned inclusive teaching practices that are culturally responsive, use indigenous ways of knowing, and are engaging for indigenous students. I've learned how we can embed indigenous wisdom, language, and culture in the classroom. I've learned to question, "Whose knowledge are we including in our curriculum, and whose are we inherently disregarding?" HERDSA has challenged me to be a better student, friend, and staff member.

Photo: Sonia (right) with Prof Peter Felton, Emma Tennent and Rashmi Kotin

The HERDSA Fellowship

HERDSA Fellows have completed an in-depth reflection leading to the development of a significant teaching portfolio. HERDSA Fellow **Dr John Boereboom**, Director of Education Plus and the Centre for Assessment and Monitoring at the University of Canterbury, New Zealand reflects on his career path and the benefits of his HERDSA Fellowship.

I started my career in education as a secondary school physics teacher and progressed to initial teacher education. This foundation sparked a lifelong interest in teaching and learning and provided me with a strong pedagogical framework to reflect on my teaching in order to improve the achievement of my students. This led to me completing my Masters and a PhD in education.

I became a member of HERDSA when I took on the role of Academic Developer at Lincoln University where I coordinated the professional development program for academic staff and supported lecturers with all aspects of teaching ranging through course design, delivery, assessment, and support for blended learning initiatives. I gained an awareness that the principles of effective pedagogy could be applied to teaching in a wide variety of subject areas.

The HERDSA conferences provided an opportunity to network with people in similar roles and exposed me to exciting new ideas. Following each conference I returned to work with a toolbox of new ideas to increase my repertoire of strategies. It was at this time that I became interested in the HERDSA fellowship scheme as it offered an opportunity to be part of a vibrant community of practitioners and researchers interested in improving teaching and learning in tertiary education.

The initial benefits of applying to become a HERDSA Fellow derived from the application process. The portfolio provided the structure for rigorous reflection on all aspects of my practice and an exploration of the literature to locate my experiential learning in an evidence based theoretical framework. The later benefits included assisting other applicants with their portfolios and assisting lecturers with applications for teaching excellence awards. This was always a collaborative process where I gained personal professional development while assisting others.

My experience as a HERDSA Fellow has strengthened my ability to reflect critically and improved the quality of my educational practice. I continue to be excited by examples of best practice and am in a position to support others to turn best practice into common practice. I use workshops and lunchtime meetings to share these examples of best practice and encourage collaboration between staff from different curriculum areas who have a common interest in effective pedagogy.

In 2014 I received a Lincoln University Teaching Excellence Award for my work in Academic development and was invited to Ecole Polytechnique Fédérale de Lausanne (EPFL), a Swiss university to help with the design of a Tertiary Teaching Certificate. This background and my interest in online learning and assessment led me to the role of Director of the Centre for Assessment and Monitoring at the University of Canterbury, where I run a national programme of school entrance and value-added assessment analysis and reporting for New Zealand schools. I facilitate the collection, analysis and use of data for evidence-based pedagogical decision making, planning, goal setting and reporting at the student, subject department, school wide and Kāhui Ako levels.

As Director of Professional Learning and Development I coordinate a team of talented facilitators who provide professional development for teachers throughout New Zealand. This includes identifying challenges, determining strategies, evaluating outcomes and preparing proposals and reports. My current research interests include: quality management of assessment, evaluation and moderation; value-added assessment; tertiary education policy and practice; feedback; and data influenced evidence based decision making.

Reflecting on my career in education and its various twists and turns which at the time looked like changes of direction, I am aware that there is a strong evolving theme which is a path of lifelong learning. I am currently completing an MBA and am enjoying the different perspective this brings to my practice.

I can thoroughly recommend the HERDSA conferences and Fellowship scheme as a keystone of professional development for anybody involved in academic development or educational design.

A new affiliate member from Ghana

Josephine Ohenewa Bampoe

Affiliate membership is a trial HERDSA initiative that aims to foster engagement with individuals and institutions from emerging and developing tertiary education systems within our region. Membership provides access to a community of scholars and teachers with an interest in teaching and learning at the tertiary level and this may lead to collaborations and mutual learning.

We will highlight our affiliate members from Bhutan and Papua Nuiguinea in future editions. Our first Affiliate member from Ghana is Josephine Ohenewa Bampoe.

The University of Ghana, the premier university and the largest university in Ghana is a co-educational secular institution of higher learning, offering a wide range of academic programs. Its academic programs cover sub-degree certificates/diplomas, bachelors, masters and doctoral degrees. It admits applicants from all races and nationalities, irrespective of their religious, cultural, age, social or ethnic persuasions.

I am a Ghanaian Speech and Language Therapist (SLT) and an Assistant Lecturer in the newly established Master of Science Speech Therapy program at Department of Audiology, Speech & Language Therapy which is part of the School of Biomedical and Allied Health Sciences of the College of Health Sciences at the University of Ghana. I hold a BA in Linguistics and Political Science from the University of Ghana and a Postgraduate Diploma and MSc in SLT from City University, London, United Kingdom. I have been involved in the development of the MSc program in SLT at the University of Ghana since 2012 with my colleagues Nana Akua Victoria Owusu and Clement Amponsah and Dr Karen Wylie who is an Australian SLT who was in Ghana until January 2018.

There is a lack of services for children and adults with communication disability in Ghana and therefore the program aims to build the workforce of speech and language therapists in the country to enable improvements to rehabilitation services for people with communication disability. As part of my role at the University of Ghana, I provide clinical services to the Korle-Bu Teaching Hospital – the premier health-care facility in Ghana – two days each week and I teach some of the core courses. I am the clinical co-ordinator on the program and oversee the clinical education component of the program. My clinical interest is in developmental language disorders.

Photo: Josephine (left) with colleagues Clement Amponsah and Nana Akua Victoria Owusu

Ako AOTEAROA

"What does success mean to you?" An innovative Pasifika Success Indicators (PSI) 'Turtle' resource has been developed as the result of Pacific tertiary students responses to this question. The 'Turtle' captures the Pacific learner perspective on what makes a difference for them in their tertiary learning pathway; success indicators, and support needed. The 'Turtle' outlines Pasifika Success Indicators: Connect, Contextualise, Create, Cultivate and Construct, with a wide range of suggested approaches to fulfil them.

The *Pasifika Resource Kit*, is the culmination of projects undertaken by a team of Pasifika educators from University of Canterbury, Ara Institute of Canterbury, and Lincoln University. Led by Pauline Luafutu-Simpson, the projects were co-funded by Ako Aotearoa. The Kit includes exemplars of good practice and a model for cultural responsiveness training and development.

Evaluation of the kit indicated increased learning in a number of key areas important to teaching with Pasifika students including motivation, confidence, camaraderie, institutional knowledge and significance of Pasifika culture and values in teaching and learning. New Zealand institutions can access the Ako Aotearoa workshop Achieving student success: Unpacking a Pasifika resource kit:

https://ako.ac.nz/professional-learning/supporting-pacific-learners

Wordcraft Helen Sword

Writing expert Professor Helen Sword answers readers' questions about academic writing, productivity and wordcraft.

I've been invited to attend a 5-day writing bootcamp organised by a colleague at a retreat centre in the mountains. The format includes a series of 'shut up and write' sessions punctuated by daily workshops and group discussions; but what I need most right now is uninterrupted writing time. I'm tempted to tell my colleague that I'm planning to skip all the group activities except the timed writing sprints, but I'm feeling a bit guilty about that, as I know that he's spent a lot of time planning them. Is there an ideal formula for a successful retreat?

Your aversion to structured writing activities reminds me of a story recounted by Steven Covey in his book The seven habits of highly successful people. An industrious woodcutter has been sawing away at the same tree for several hours. "Why don't you take a break for a few minutes and sharpen that saw?" a passer-by inquires. "I don't have time," the woodcutter replies. "I'm too busy sawing!"

In my experience, the most productive writing retreats are those that offer a strategic mix of freedom and structure, solitude and social support, individual writing time and opportunities to 'sharpen the saw'. Resources such as Barbara Grant's excellent HERDSA Guide, Academic writing retreats: A facilitators guide, can help you get that balance right.

I would recommend that you attend the first few group activities organised by your colleague before you summarily reject them all. Reflective workshops and discussions may push your writing forward much more quickly than another hour or two spent staring at a computer. (Most productivity experts agree that, after the first four or five hours per day of intensive writing, you're probably just spinning your wheels.)

As an aside, I would encourage retreat organisers and participants alike to avoid the bossy, militaristic language of 'boot camps' and 'shut up and write' sessions. Long-term productivity thrives not on pressure but on pleasure: collegial conversations, congenial writing spaces, and plenty of 'air and light and time and space' (in the words of poet Charles Bukowski) where your ideas can stretch out and breathe.

Writing retreats don't have to be exotic or expensive. But if you relish the idea of escaping to a beautiful island for five days of focused writing in an idyllic setting, check out my new Island Time retreats, now taking bookings for 2020. These luxury retreats will offer yoga, beach walks, therapeutic massage and wine tasting alongside daily masterclasses and small group feedback sessions. And yes, you'll also have plenty of uninterrupted time to *write*!

Professor Helen Sword (www.helensword.com) is a scholar, poet and prize-winning teacher who has published widely on academic writing and writers. Her recent books include Stylish Academic Writing and Air & Light & Time & Space: How Successful Academics Write.

Do you have a burning question about academic writing that you would like to see answered in this column? Send it to Helen Sword (h.sword@auckland.ac.nz) with the subject line 'Wordcraft'.

Did you present at the HERDSA Conference 2019?

Authors of abstracts presented at the 2019 HERDSA Conference are invited to submit a full paper based on the work described in their abstracts for publication in Research and Development in Higher Education: Next Generation, Higher Education: Challenges, Changes and Opportunities, Volume 42, 2020.

The journal editors will undertake the first review to determine whether your paper meets the aims and scope of the conference theme. If unsuitable, authors will be notified immediately. The remaining submissions will be double blind reviewed by reviewers selected by the journal editors.

Submit abstracts by 30 September 2019 by email to Eva Heinrich (e.heinrich@massey.ac.nz) with 'RDHE Submission' as subject. Include the HERDSA Conference abstract id and the names and affiliations of all authors.

Journal Editors A/Prof Eva Heinrich and Prof Roseanna Bourke, Massey University.

www.herdsa.org.au/content/call-papers-research-and-development-higher-education

Policy perpectives Marcia Devlin

University finances are sometimes considered of limited relevance to those whose professional lives are dedicated to teaching and learning, scholarship and/or research – the core business – within universities. Finances are often considered matters with which senior management should concern themselves so that others employed to focus on the above may do so. To a large extent, this is a reasonable view. That said, at certain critical points, it is helpful for all colleagues to understand 'the big picture' in relation to higher education policy and related funding and their likely impact on core business. I believe now is one such point.

Many in higher education predicted a change in Federal government at the federal election in May 2019 and the subsequent return to some form of a Demand Driven System (DDS). For some universities, an ability to grow Commonwealth Supported Places (CSPs) in line with a returned DDS had been the basis of planning and financial forecasts. The outcome of the election means that the Higher Education budget settings that were in place will continue, that is:

> The 2018-2020 Commonwealth Support Grants (CGS) funding agreements specified the maximum basic grants amounts (MBGAs) for non-designated bachelor courses
>
> Total CGS funding for non-designated courses is capped at 2017 nominal levels for 2018 and 2019
>
> From 2020, the CGS funding cap remains but it may be marginally higher (subject to meeting performance criteria yet to be announced at the time of writing); and the increase is capped at the projected population growth rate for 18-64 year-olds (currently assumed to be 1 – 1.2%).

This means that by next year, 2020, the CGS funding cap will have declined by 5% in real terms. The cap is not indexed to account for inflation. Also from 2020, the cap will increase by a little more than 1% **if universities meet the yet to be confirmed performance criteria.** Of course, Universities may continue to enrol as many undergraduate students as they wish but will in effect only receive the student contribution where they exceed the Commonwealth funding cap. Depending on the discipline, this can be a large or small proportion of the total funding previously available for each student.

All of this will soon start to affect University behaviour in terms of student recruitment. In a recent Times Higher Education article, following an analysis of thirty-two 2018 Annual Reports from Australia's thirty-eight public universities, journalist John Ross reports that among these universities, thirteen decreased their domestic enrolments in the aftermath of the 2017 funding freeze, eleven increased such admissions, and that enrolments were unchanged at another three institutions. He notes that the Australian Catholic University immediately cancelled some courses.

Of course, 2018 annual reports are 'out of date' in a sense as they report on what has occurred and not current state nor future plans. I suspect now with the election result and policy and funding settings clear, things will be different in the next couple of rounds of annual reports.

As outlined above, the current funding freeze does not end in 2020 and the funding growth factor is less than the rate of inflation. Further, even with performance-based funding added to the CGS, the impact of the decline in funding will be exacerbated over time. In relation to population growth rates, these differ in different regions and it's not yet clear whether this will be factored into an individual university's funding or a blanket percentage will be applied across the sector. The overall effect is, universities will need to change. They will need to amend and calibrate their student recruitment strategies and practices and they will need to change the way they manage their finances. There will likely be consequential impacts on expenditure on core business.

In simple terms, universities need to maintain revenue streams and ensure expenditure is in line with revenue. Given the policy and funding settings outlined above, the recruitment of certain domestic students in disciplines with high relative student contributions; international students; and Australian fee-paying students; are all likely to become more attractive to universities. Potential efficiencies and cost cutting measures in core and related business are also likely to be considered.

How this will all play out remains to be seen.

Professor Marcia Devlin is a long-term HERDSA member and Deputy Vice-Chancellor and Senior Vice-President at Victoria University in Melbourne.

Meanderings

Robert Cannon

As I settle down to write, the notes I made over past weeks make a pattern related to the verb meander: to follow a winding course; to proceed aimlessly or with little purpose.

"From the moment I picked up your (Meanderings) until I laid it down I was convulsed with laughter. Someday I intend reading it." Groucho Marx (edited, slightly)

Cardinal John Newman, theologian, educational philosopher – his book, *The Idea of a University*, 1852, remains an influential statement on the philosophy of university education. From the Preface: "The primary purpose of a University is intellectual and pedagogical, not moral or religious. The view taken of a University in these Discourses is the following: That it is a place of teaching universal knowledge…"

Where are we a hundred and seventy years later with teaching in universities?

From Universities Australia, website: "Teaching and learning is a fundamental part of the mission of Australia's universities… Australia's great university educators not only prepare students for the careers that await — they also spark a deep passion for ideas, knowledge and evidence in those they teach."

Teaching – the primary purpose of a university? A fundamental part of the mission? *From Contemporary induction to teaching in Australian universitie*s by Kym Fraser and others in the International Journal for Academic Development (2019): "… 30 of 40 universities reviewed provided one or more days of teaching induction for their staff, while 10 did not … research showed that almost two-thirds of universities did not pay sessional staff to attend a teaching induction program…".

Seriously? *One day*, for a fundamental mission, developing great educators, sparking deep passion? (No, Robert, one or more days!).

How does this thinking play out in other professions?

Airline crew interviewer: Flying is fundamental to the mission of our airline. What is your flying experience and what training have you had?
Prospective pilot: Well, I flew up here for the interview. And I learned to play flight games on my phone.
Airline crew interviewer: Good. Do one day's training on a 737 simulator at your own expense and report for work next Monday.

Academic employment: *Contingent academic employment in Australian universities* by Stuart Andrews and others, published by the LH Martin Institute: "… there are more academic staff working on casual contracts than those on continuing contracts of employment."

Not so fast on the free speech code, The Australian, 26 June 2019: "… while many would like the legitimacy provided by a university platform to support the expression of their views, not everyone's views deserve it. Legitimacy comes from scholarship… We need a set of laws, rules, policies and procedures with integrity; that can be relied on to arbitrate behaviour and be enforceable."

Letter to the editor, The Australian, 11 July 2019: "The source of today's disquiet (about freedoms) is clearly the evolution of colossal levels of legislative over-reach where the prohibitions, injunctions, impositions of duties and encroachment into every aspect of human existence in a disparate, uncoordinated and often contradictory fashion have left all sections of society bewildered..."

"How free is academic freedom?" asks Simon Marginson, in *Higher Education Research and Development* (1997). "… the modern university is a product of government and serves the purposes of government, though it also has other constituencies and purposes. Conventional academic freedom is a state of *regulated autonomy* in which the freedom of academics in teaching and research is necessary to the discharge of their normal functions, but these functions are exercised within boundaries controlled by government and management."

Faculty Dean: "Why so bewildered? You're not a scholar, just a casual contract teacher. I have consulted our manual of laws, rules, policies and procedures. I arbitrate behaviour here. Your views do not deserve to be heard. I am simply exercising prohibitions within boundaries controlled by government and university management."

Closure … or closing down? "Universities, we learn, face imminent disruption. They may not endure… The Australian idea of a university has served us well. It may also have run its course." Glyn Davis in his book *The Australian Idea of a University*.

Robert Cannon is an education adviser in Indonesia and formerly Director of the Advisory Centre for University Education at the University of Adelaide.

Postcard from Malaysia

Beena Giridharan

One of the most compelling reasons spurring universities to transform learning spaces, is the fact that there are increasing levels in multi-site transnational education, coupled with the major shifts taking place in education pedagogies. This is particularly the case for transnational education (TNE) and offshore branch campuses. However, one of the reasons why learning spaces must apply technology enriched approaches to transform learning and teaching, is because students have migrated to that space much earlier than institutions.

Virtual learning environments are once again becoming a focus in many higher education institutions largely due to the fact that social media applications are advancing rapidly in that direction. For most universities, outfitting learning spaces with new technology means increased expenditure with no significant differences in outcomes. Nevertheless, many studies now point to increased success in student learning with redesigned instruction using technology, and report on quality enhancements as well as cost savings. In addition, most institutions report better student satisfaction rates and improved retention rates as well.

At Curtin University, Malaysia, there is a strong commitment to "transforming learning", aligned to Curtin University's Transforming learning @ Curtin strategies. Equipping the Miri campus with distributed learning and redesigning learning spaces was one of most exciting projects that I undertook in my former role as the Dean-Learning and Teaching for the campus (Jan 2011- July 2016). Aligned to the vision of "Learning for tomorrow", Curtin University, Malaysia introduced a number of innovative learning technologies and learning spaces in 2015. These vibrant new spaces were designed to increase student engagement, foster collaboration between staff and students, and provide flexible, technology-rich environments that support active student learning.

At the Malaysian campus, numerous new learning spaces have been introduced that are equipped with the latest technological advances in teaching and learning, including distributed learning systems. Kozlowski and Bell (2006) tell us that distributed learning represents a multi-media method of instructional delivery that includes a mix of web-based instruction, streaming video conferencing, face-to-face classroom time, distance learning through television or video, and other combinations of electronic and traditional educational models. A distributed learning system (DLS) allows delivery of teaching by instructors to learners in multiple geographical locations and permits learner-instructor interaction in synchronous or asynchronous modes. With the availability of this technology, students and staff at the Miri campus are able to engage in discussions and interact with their counterparts at the Australian campus in real time. A number of units are taught in this mode, which empowers joint facilitation of sessions from both the Miri and Perth campuses. This is both an educational and cultural enrichment gain, as students listen to academic and scholarly solutions from both locations to focused disciplinary/ topic challenges, allowing for interactive sharing of global perspectives.

Innovating learning for Curtin places emphasis upon building a highly media rich, interactive and personalised learning experience for learners. The flexible collaborative learning classroom allows for extensive audio-visual presentation where displays are provided in practical directions according to seating layouts.

In our collaborative learning spaces, students are able to work in groups, access online resources, and share views and presentations with their peers, with each group having access to personalized monitors. For instructional strategies to be effective, ideally facilitators and instructional designers must assimilate learning models with instructional design practices. If targeted knowledge and skills involve working in groups and collaborating with others, DLS that enable active participation from members are said to be effective.

Many units at Curtin are using a flipped mode of delivery, so collaborative rooms are ideal for including a combination of face to face and online teaching, and actively engaging students. In a flipped mode instructors engage with students prior to class through learning management systems. Class time focuses on hands-on learning, collaborating with peers and evaluating their progress.

Beena Giridharan is Deputy Pro Vice Chancellor, Curtin University, Malaysia.

From the HERD Editorial Desk

Craig Whitsed and Wendy Green

We write this editorial column having just come from the 2019 HERDSA Conference in Auckland, where we joined out-going President of HERDSA, Allan Goody, in announcing the inaugural Award for *Higher Education Research & Development* (HERD) Article of the Year. This award sponsored by Taylor and Francis acknowledges the best article published in HERD Vol. 37 (2018) as assessed by a panel selected by the Executive.

Following a rigorous selection process, the 2018 Best Article Award was awarded to Sarah O'Shea and Janine Delahunty's article, *Getting through the day and still having a smile on my face! How do students define success in the university learning environment?*, published in *HERD,* 37:5. This article explores two critical questions regarding student success: what it is and how to enable it? Drawing on Amartya Sen's concept of 'capabilities', the authors developed a nuanced and rich understanding of how first-in-family students understand and experience success as an embodied and emotional phenomenon. Their analysis has implications for curriculum design, pedagogy and policy, which they elaborate.

Five articles were shortlisted for the inaugural Best Paper Award. All five papers were judged to provide significant critical and/or analytical insights to the field of higher education, and were characterised by thorough literature reviews, sound methodology, persuasive, succinct, and coherent arguments, and moreover were, highly engaging and relevant to an international audience. Hence, the judges had a particularly difficult task in deciding on the winner.

The four other short-listed articles were:

Hans Agné & Ulf Mörkenstam (2018). Should first-year doctoral students be supervised collectively or individually? Effects on thesis completion and time to completion, *HERD,* 37:4.

Ella R. Kahu & Karen Nelson (2018). Student engagement in the educational interface: understanding the mechanisms of student success, *HERD,* 37:1, 58-71.

Tamara G. Robins, Rachel M. Roberts & Aspa Sarris (2018). The role of student burnout in predicting future burnout: exploring the transition from university to the workplace, *HERD,* 37:1.

Helen Sword, Evija Trofimova & Madeleine Ballard (2018). Frustrated academic writers, *HERD*, 37:4.

Taylor and Francis have made the award-winning article freely accessible. The four other articles shortlisted are freely accessible for three months. As the editors of *HERD*, we are delighted that the Award for Best Paper will now become an annual event, and we look forward to announcing a new winning article at the HERDSA Conference in Brisbane 2020.

ESSENTIAL READING

Bernadette Knewstubb, co-editor of the HERD journal, has chosen Openness and reciprocity: Indigenous community requirements for hosting university students by Crane, P., Brough, M. & Fisher, T. (2019), HERD 38:4.

I often find perspectives which challenge and stretch my own are those which engage me the most. So, as a New Zealand European, I found this article important both personally and academically. The authors, in collaboration with the Aboriginal Cherbourg community, explore host experiences of an indigenous community-based work integrated learning (WIL) program. The researchers combine indigenous processes of yarning with community-based participatory research to provide a distinctive methodology.

This article both challenges and celebrates ideas of community and WIL as it pertains to indigenous communities. It challenges colonising narratives of WIL as leaving the community voiceless. It also challenges the sometimes 'shallow' perception of WIL as simply allowing students to put theory into practice for employability, with little concern for new social understandings that the host community offers. On the other hand, the article celebrates the 'openness' of students in the Cherbourg WIL partnership as a sign of respect for the community, essential for extending their understanding, through questioning, listening, sharing, and taking part in the community beyond the WIL exercise. The article also celebrates the community's feelings of reciprocity, of benefit given and received between hosts and students. Whether looking at WIL through a new lens or engaging with a decolonising narrative of institution-community partnership, this article is a tantalising read.

HERDSA Scholarship of Teaching and Learning modules

Deb Clarke, Lee Partridge and Lesley Petersen

HERDSA's SoTL modules are an excellent introduction into SoTL as a research area. The articles and videos present clear and sequential information for new SoTL researchers or academic lecturers interested in learning more about SoTL or graduate research students. There is a step-by-step guide from an initial research idea through to a 'how to' publish or present findings after the completion of the project. The idea of using a blog or portfolio to keep track of the progression through the modules is a useful one, especially with teaching staff currently needing to evidence their research activities. Utilising a Boyer approach, the modules support the current TEQSA guidance notes for Scholarship and provide a well-established framework for evidencing Scholarship in Teaching and Learning.

From the user perspective, I enjoyed the short, structured activities that could be collated to create a research project. From a professional development perspective, academic staff can access them online and engage with the activities at their own pace. The modules provide access to current SoTL resources; encourage reflection; and support the development of scholarly activity. The blog provides evidence of scholarly engagement for staff. On a personal note, the material I initially developed as part of my engagement with the modules was subsequently utilised in two collaborative presentations presented at the HERDSA Conference in Adelaide.

The range of different learning materials: videos, slides, articles, visuals was an engaging approach for the learner. I particularly enjoyed the videos from SoTL experts Dr Peter Kandlbinder, Professor Dawn Bennett, Professor Jennie Billet, Associate Professor Barbara Grant, and Dr Tai Peseta. These provided an informed and balanced approach to the benefits and the potential challenges of SoTL research. Positive benefits discussed included: evidence of quality learning, improvements in student learning and engagement, and progression for the academic teacher. Potential challenges were also addressed such as possible initial difficulties for researchers new to SoTL, learning the language of SoTL, and how to balance disciplinary and pedagogical research.

The SoTL modules provide positive support for teacher development by presenting information on how to evidence your students' learning to support quality education. This is key in higher education. As Professor Dawn Bennett notes, "Scholarship of teaching and learning helps to inform your own practice so you know you are always improving as a teacher". Academic staff, who continue to grow their skills in teaching and learning provide better support for the student experience and support the learning environment in their classes; as Professor Jennie Billet notes, "So that the environment is such that students can be successful".

The research journey is well documented in the modules however the literature review, methodology and the ethical consideration process are areas which can be confusing when encountered for the first time. The writing suggestions are targeted and helpful, in particular, the advice and suggestions by Associate Professor Barbara Grant in *Joining the SoTL conversation* and Dr Tai Peseta in *What reviewers are looking fo*r. The final module examines the dissemination of SoTL research including how to publish research and valuable tips on how to write for your audience.

Collaboration is a key theme that is developed throughout the modules and is central to the development of the Scholarship of Teaching and Learning. The SoTL modules promote the skills for those interested in SoTL, to join the conversation across the wider SoTL community. As Dr Peter Kandlbinder notes, SoTL research needs to be disseminated to the wider community. A wide range of possible platforms is discussed such as blogs, journals including HERD, conferences and online forums.

I hope you enjoy the modules as much as I have. Thank you to HERDSA and Dr Deb Clarke, Dr Lee Partridge and Dr Lesley Petersen for designing and creating an excellent teaching and learning resource.

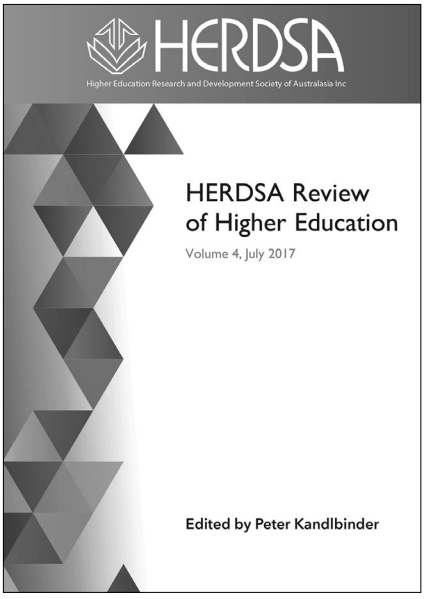
The SoTL program comprises five modules, each with self-paced learning support and activities:

- Learning to speak SoTL
- Conceptualising a SoTL project
- Designing and Conducting a SoTL project
- Writing up SoTL Findings
- Disseminating SoTL Findings

The modules are available free with HERDSA membership and can be accessed through the HERDSA member dashboard. Institutional Licences may be purchased by contacting: office@herdsa.org.au

The reviewer

Dr Danielle Eden is currently completing her HERDSA Fellowship. She is an educator and researcher specialising in the creative arts and preservice training.



Graduate employability and higher education: Past, present and future

Dawn Bennett

Data collected for Quality Indicators for Learning and Teaching (QILT) on graduates' employment status a few months after completing their degrees has focused Australian universities attention on graduate performance in finding paid employment. Universities have engaged with the government's graduate employability agenda of educating for employment by re-examining the attributes their graduates should possess to be attractive to potential employers. This commonly results in calls for the inclusion of a wider set of generic skills into the curriculum, such as communication, teamwork, time management or leadership.

Reviewing twenty years of research on graduate employability Dawn Bennett argues that there are three significant demographic shifts that will force universities to reconsider graduate employability as a set of skills and attributes that employers are looking for. Firstly, we now have almost half the Australian population engaging in higher education, and secondly, more than 20% of all students studying in Australia are international students. At the same time university level jobs are disappearing from the labour market leading to an oversupply of university graduates.

For Bennett this combination of demographic shifts forces us to revise our views of employability to emphasise the student's ability to create and sustain meaningful work over time. Bennett draws on her experience in researching the creative industries workforce to understand how we need to prepare all students for graduate life and work. Growth in the gig economy has made insecure or precarious work spread beyond the creative industries to become commonplace across the labour market. Bennett argues that the experiences of what were once non-standard forms of employment are now relevant for all of today's graduates.

By way of example Bennett explains that the typical experience of today's graduate will be as an enforced entrepreneur. Graduates will required to create their own businesses in order to be employed rather than expect to join an existing enterprise. As a result, graduates are bearing most of the risks in terms of the financial benefits of a university degree. Given this new reality Bennett's focus is on how students learn to be employable. With academic qualifications continuing to fall on the employers' lists of essential recruitment criteria Bennett believes that students need to look beyond work experience and develop their abilities to conceptualise their future lives and work by developing their metacognition through a process she describes as employABILITY thinking. EmployABILITY prompts students to understand why they think the way they think, how to critique and learn the unfamiliar, and how their values can inform and be informed by their careers. Successful employABILITY thinking will have practical influences on employment-focused decision making such as assessing career prospects, potential salary, or engaging with graduate attribute statements to identify essential employment skills and practices before graduation.

Bennett acknowledges the significant challenge in replacing employability with metacognitive thinking while the academic workforce is going through workforce transformation. In this environment it can be expected that academics will resist calls to add to their teaching workload. Still Bennett sees huge potential to engage university staff in employability by embedding the metacognitive version of employABILITY within the curriculum. From her experience employability development is most effective when it is aligned with disciplinary knowledge where it forms a major part of the student experience and aligns with their interests in the selected major or course.

As long as universities are focussed on the value-add of the student experience of higher education Bennett argues we need to consider four opportunities created by reconceptualising employability. It starts with educating students for life rather than for a job. It emphasises students' abilities that integrate their metacognitive capacities with disciplinary knowledge. Acknowledging that employability must be integrated into the curriculum makes university teachers the most influential people in students' journeys. Bennett calls on alumni to be involved in lifelong career development in partnership with universities to model for our graduates the importance of developing their abilities to conceptualise their future lives and work.

Bennett, D. (2018). Graduate employability and higher education: Past, present and future. *HERDSA Review of Higher Education, Vol. 5,* pp. 31-61 Retrieved from http://www.herdsa.org.au/herdsa-review-higher-education-vol-5/31-61.

The author

Dawn Bennett is Professor of Higher Education at Curtin University. She has more than twenty years experience researching employability development and labour market trends which formed the focus of her National Senior Australian Learning and Teaching Fellowship.

The reviewer

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

An Aboriginal way to build knowledge-based relationships into curriculum

Jade Kennedy

A protector of many…many Knowledges… *Jindaola* [the Goanna] walks from place to place helping people know 'proper way'… He speaks of protocol… the sacred… and the special… He guides our journey by broadening our understandings of the appropriate practices we must perform to maintain the continuation of these old ways…

Jindaola at the University of Wollongong is the Dharawal name given to an 18 month-long institution-wide educational development grants program. *Jindaola* brings together academic teaching staff from interdisciplinary faculty-based teams, academic developers and Aboriginal community members on a collaborative journey, situated in Country, for the purposes of learning, knowledge exchange and knowledge co-creation.

The adoption of an Aboriginal approach to conducting this business has been a consultative response to the Australian experience of colonisation, settlement and the ensuing treatment and positioning of its Aboriginal peoples, which differentiates its reconciliation efforts from all other colonised nations in the world. This is especially true when considering 'curriculum reconciliation' and the complexities surrounding the embedding of Indigenous Knowledges and perspectives in tertiary educational contexts. Historically, the Australian education system has relied on traditional *non-Aboriginal* approaches to reconciling these knowledge systems… *Jindaola* however is unique in that it is reliant on Country, Community and traditional Customs for this guidance.

For participants walking the journey of *Jindaola* it is a process of decolonising one's thinking… a deconstruction and grounding in Country with relation to knowledge. It thereafter becomes a reconstruction through experiences, both individual and shared, around what it means to 'know' in an Aboriginal way, and to then bring that 'knowing' into an authentic and respectful relationship between the participants' disciplinary Knowledges and the relevant Aboriginal Knowledges. In this way, *Jindaola* adheres to Aboriginal methods for conducting business, and maintaining knowledge integrity, that are alive and still practised within Australian Aboriginal communities in varying 'ways'.

Walking with *Jindaola* requires teams to engage in a series of Formal and Informal Gatherings, including off-campus and on-Country experiences. Teams also receive consistent coaching and mentoring facilitated and directed by the Academic Development and Recognition Unit, the Lecturer of Indigenous Knowledges, a local traditional Knowledge Holder, and with the support of key Aboriginal community Elders and Knowledge Holders.

The Formal and Informal Gatherings uphold particular obligations, understood in Aboriginal terms as *'business'*. Remembering that *Jindaola* is the carrier of sacred Knowledges and protocols, all gatherings are informed and nurtured by the principles of Respect, Responsibility, Reciprocity, Regularity, Routine and Relevance. Here are some examples.

- **Respect:** for the various communities of knowledge, both Aboriginal and non-Aboriginal with which participants work
- **Responsibility:** one's commitment to the program, to the group, to share authentically with each other, to learn from each other and teach each other
- **Reciprocity:** the act of giving and taking, in this instance giving back to each other and the broader communities artefacts created through shared contributions
- **Regularity:** of communication, of being present, of walking Country
- **Routine:** of meeting, of presenting, of consulting
- **Relevance:** of Knowledges to the participants and the environment.

Following *Jindaola* and holding reverence to the philosophies and principles of Aboriginal approaches to building knowledge-based relationships has been shown to be a more meaningful and effective way of enhancing curricula with the ancient Knowledges of this land and its people. *Jindaola*, as a program however, is unique to the specific Aboriginal Country on which it lies... *Yuin Country.*

The significance of this approach is grounded in Aboriginal methodologies,

and as such *Jindaola* maintains relevance to the University of Wollongong campuses that are situated on Yuin Country. While the nature of any directly related outcomes of this approach will be novel and emergent within any context, outcomes of *Jindaola* will only be particular and related to the knowledge-based relationships created on Yuin Country through the Formal and Informal gatherings between staff, students, Elders, Knowledge Holders and the Aboriginal community. The program however does aspire to achieve the following three overarching outcomes.

- Build genuine knowledge-based relationships between Aboriginal, dominant and discipline Knowledges that can be presented within the appropriate UOW curricula
- Develop genuine two-way relationships between Aboriginal Elders, Knowledge Holders and community, academics and the institution
- Create culturally safe curricula that privileges Country and establishes a stronger sense of belonging for all students, staff and university community.

Recent research conducted with *Jindaola* participants revealed that their perceptions of how the program is capacitating them to build knowledge-based relationships is also influencing them beyond the immediate objectives mentioned. Academic teaching staff reflected that their experiences within *Jindaola* has increased their confidence to approach and integrate Aboriginal Knowledges within their teaching, and also heightened their confidence as lecturers in general. The program has increased their inter-disciplinary collaborations – commonly expressed as a result of belonging to a close-knit community of *Jindaola* participants. *Jindaola* has improved their ability to cope with growing workload pressures, through a greater perceived sense of resilience achieved by walking this 'way', and increased feelings and attitudes of loyalty to the University.

One issue that arises with such programs as *Jindaola* is the complexity surrounding transferability. In the realms of academia it is 'common practice' to apply 'good practice' from elsewhere in response to a similar situation or area of need. However, in the case of *Jindaola* such transferability is not as easy nor direct. *Jindaola* is not just a program intimately embedded and grounded in Yuin Country… it is an integral Lore story of the Yuin people. In the granting of this name, and the bringing together of Knowledges from Country and the institution, a relationship of privileging place and people and their interrelatedness mean *Jindaola* is bound by both Yuin Lore and protocol, and UOW policy, procedures and protocols. This dependence therefore insists that any application or appropriation 'off-Country' would be considered highly disrespectful and 'wrong way'.

Nonetheless, it is acknowledged that across Australia and even beyond, academic developers urgently seek successful methods for decolonising curriculum and reconciling Knowledges from different cultures. Although *Jindaola* cannot be copied as a pre-packaged, 'plug-and-play' program, there are some principles and approaches that may be considered in facilitating a path towards curriculum reconciliation in other contexts. These considerations could include the following.

Shifting one's philosophical approach to differing Knowledges from a deficit to a strengths-based model.

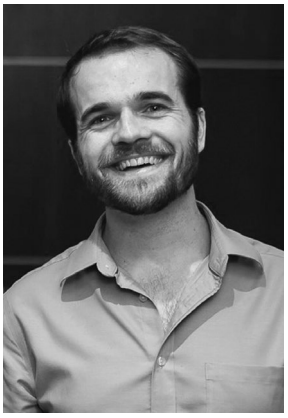
Working towards and facilitating genuine, ongoing two-way relationships around cultural Knowledges and perspectives with the appropriate Knowledge Holders to create shared principles for practice.

Making space for and privileging non-dominant cultural epistemologies, ontologies and pedagogies within a tailored learning environment.

The process of Knowledge reconciliation must be connected to Country. This relationship extends beyond place to include the people, culture, and the story of that place, and hence generate an individuality and particularity of each relationship that significantly enhances the interconnectedness of the Knowledges of that place. If one emphasises an objective of knowledge integrity, achieving this becomes the responsibility of universities, academic developers and local community to not perpetuate colonising approaches that prescribe and position non-dominant cultural Knowledges within the curriculum as 'other'. Establishing foundational knowledge-based relationships however will foster change and sustainability that offers a more holistic understanding of disciplinary Knowledges and how they relate across cultures and within a multifaceted and multilayered society.

Jade Kennedy, Yuin man privileged with intimate Knowledges of his peoples' customs, culture and Country, Academic Developer Indigenous Knowledges Lecturer University of Wollongong.

www.uow.edu.au/about/learning-teaching/jindaola/



Workplace bullying and higher education

Ursula Edgington and Lukasz Swiatek

From disbelief came determination. From darkness came hope. The horrific Christchurch mass-shootings spurred a nation to global action. After the initial shock following the violence on March 15, Aotearoa New Zealand's attention not only turned to investigating the attacks' complex causes; it also turned to combatting hateful online content. The Christchurch Call – an international pledge by service providers and governments to counter violent extremist and terrorist content on the Internet – is just one of the many steps that the country has taken, abroad and at home, to try to prevent further terrorist atrocities.

More work continues to be done, of course. The government has moved to begin recording data about hate crimes. As commentators have highlighted, long-dormant questions around racism in Aotearoa New Zealand need to be addressed. A new database is being introduced to monitor crimes targeting Muslim communities. These and other measures will help better protect the vulnerable in future. There is another major issue, we believe, that needs to be addressed more effectively and urgently. We do not negate the importance of addressing challenges like racism or gun control; we join the global condemnation of the heinous attacks. The issue about which we are concerned has been deemed a contributing factor in the shootings; it also fuels hateful attitudes and behaviours more broadly. That issue is bullying.

Last October, we participated in *Cultureshift,* a national conference in Wellington sponsored by Culturesafe, Aotearoa New Zealand's only anti-bullying and sexual harassment advocate. Culturesafe assists victims of bullying and facilitates training and policy-making that aims to protect employees from harm.

Aotearoa New Zealand has the second-highest rate of workplace bullying in the world. Importantly, the *Cultureshift* conference illuminated universities' crucial role in addressing the issue. Our literature search exposed three key gaps in knowledge. Academic studies of workplace bullying have repeatedly been limited in methodology and scope. There is no national collation of data on important public sector workplace issues, such as staff retention, recruitment costs, Personal Grievances, etc. High rates of bullying are evident in schools; yet, despite the circular nature of bullying, this is not followed-up in other sectors.

The nation's universities need to lead on education and organisational policies that address bullying,and conduct robust research into how it can be prevented. Clues around why bullying is a significant problem in Aotearoa New Zealand fall into three broad areas: legislative, socio-economic and cultural.

Legislatively, audits and accountability checks from, and on, Government agencies are often absent. This risks corruption being maintained and potential whistleblowers being alienated. For example, penalties from WorksafeNZ for non-adherence to Health and Safety legislation are limited. WorksafeNZ fails to recognise the psychological harm caused by bullying as a Health and Safety issue.

Socio-economically, Aotearoa New Zealand's high costs of living can be stressful. Substantial levels of personal debt and relatively low salaries mean people may feel insecure in their jobs and therefore must 'put up' with being victims. Politically, national workplace unions have become weakened. Skilled migrants have also changed workplace dynamics, and stricter visa requirements have led to exploitation. The Tertiary Education Commission reports a lack of international investment in collaborative research, resulting in some skilled migrants being isolated.

The OECD highlights a growing mismatch between those in management roles without qualifications and those in menial jobs with high levels of qualifications. This may mean that ethical, experienced leadership is missing, resulting in poor decision-making. Diverse literacy skills exacerbate this problem; many individuals feel disempowered.

Finally, cultural aspects play a part. For instance, the phenomenon of Tall Poppy Syndrome leads to anti-competitive workplaces and even victim-blaming. Prejudice is also significant; bullying, after all, is fundamentally the enactment of prejudice. The Christchurch terrorist attacks have certainly thrown a spotlight on the country's under-acknowledged prejudices.

Although workplace bullying behaviours can't always be easily defined and classified, the existing research needs more theoretical and epistemological depth. Addressing workplace bullying is relevant to higher education institutions across Australasia and universities need to lead the way in research and lead by example.

Ursula Edgington is an independent scholar who researches, teaches and publishes in a broad range of topics related to social justice with particular expertise in the sociology of education.

Lukasz Swiatek teaches and researches in communication and media studies, and recently joined UNSW Sydney after being at Massey University in Wellington.

From student as consumer to student as producer

Michael Lower

The student as producer metaphor goes like this, "Undergraduate students working in collaboration with academics to create work of social importance that is full of academic content and value" (Neary and Winn, 2009: 193). Students as producers are active participants in the university's work of knowledge production in contrast to the idea of the student as consumer. The latter downplays student responsibility for learning; students become passive consumers of knowledge produced by others. The student as consumer highlights a legitimate accountability of the university to students but has harmful consequences.

I designed a fourth-year undergraduate law course *Issues in Property Law* with the student as producer metaphor in mind and the course enacted the student as producer metaphor. I found that the students dedicated their time and effort to the production of academic work rather than to memorising and regurgitating pre-packaged knowledge. The research questions chosen by the students were indeed "full of academic content and value". They developed their academic and digital literacies, presented their work to each other and got feedback designed to help them improve their work with a view to publication.

The course was structured with an emphasis on active student engagement. Students collaborated in groups on property law research questions they chose for themselves. They produced group presentations, group blog posts, and individual research papers which could build on the group projects. We made sure that each group had decided on its research question. The group tasks and the evaluation criteria and qualities of good presentations and blog posts were discussed. In **weeks four to seven** the students worked on their presentations and blog posts in their small groups, supported by a facilitator. This was followed by a conference in which the students gave their presentations. The students submitted their group blog posts a week later after getting written feedback on the presentations. In the remaining weeks, the students concentrated on their individual research courseworks. These were submitted at the end of the course in **week thirteen**.

The student groups each had a facilitator who attended the group sessions. The facilitators were research postgraduate students. Their role was to remind the students about the research process and to provide feedback on student work. They received two short training sessions; the first was held before the course began and the second took place after they had experienced the first week of supporting the student groups. I was available for individual or group consultation throughout the course and commented on draft courseworks. I gave written feedback on the presentations, blog posts and courseworks.

The students were enthusiastic about the course and commented on the benefits of collaborative work and the opportunity to develop confidence in writing research papers. The course helped to develop their teamwork, research and presentation skills. One commented that they now had "much more confidence to write research papers." Another that this was "a rare opportunity in our LLB studies to collaborate with classmates for our coursework". The opportunity to develop outcomes in small groups was appreciated, for example, "Smaller groups made it easier to speak without judgement, everyone could contribute". The support of the facilitators was particularly important. One student noted that, "They guided discussion, contributed when they thought we were going off topic, gave useful examples for us to use and challenged our ideas".

Neary and Winn argue that the student as producer metaphor reinvigorates the university. I suggest that it does so by emphasising the idea of the university as a community of inquiry in which students are legitimate and active participants. Where teachers conceptualise students as producers, we can see curriculum design and student learning in a different light. The student as producer metaphor seems to envisage the creation of knowledge producing communities that begin in the classroom but are not confined to it. I established an *Issues in Property Law* blog as a platform for student blog posts. The next stage could include extra-curricular seminars and conferences for students and alumni to deepen and extend their engagement with ideas to which they were introduced in the classroom.

Michael Lower is a Professional Consultant in the Faculty of Law at the Chinese University of Hong Kong. His research interests include Property Law and aspects of SoTL.

Photo: Michael Lower (centre) with students Sumit Sonkar, Wang Menglu, Callixte Mbonigaba, Osamede Osasu, Vivian Chen, Mohid Iftikhar

Welcome to the HERDSA Annual Conference 2020

Research & Development in Higher Education

On behalf of the HERDSA Executive and the Queensland Branch we invite you join us at HERDSA 2020, the 43rd annual conference of the Higher Education Research and Development Society of Australasia (HERDSA) to be held in Brisbane Australia 30th June – 3rd July 2020.

HERDSA acknowledges the Turrbal and Yuggera people as the traditional owners of the land on which the conference is being held, pays respect to the Elders, past, present and emerging, and extends that respect to other Aboriginal and Torres Strait Islander peoples.

The conference will be held at the Brisbane Convention and Exhibition Centre at South Bank. This outstanding venue is right in the heart of the cultural and entertainment precinct with theatres, museums, fine and casual dining venues, weekend markets and even a lagoon and beach right in the city. A range of accommodation options are available close to the venue. South Bank is serviced by public transport including a direct train service from Brisbane airport. Brisbane in winter is a very appealing option.

Research and development in higher education, in which we are all involved, contributes significantly to creating learning experiences which equip students to address these challenges and make the world a better place. HERDSA 2020 is the place to share your contributions with your colleagues.

This year we have decided to focus more broadly on what the name of the Society does – *Research and Development in Higher Education*. We welcome contributions that reflect the diversity in higher education including private and non-university higher education providers, the vocational education and training sector, educators, researchers and students, administrators and policy makers, government, community and industry partners, and our culturally diverse communities. We also welcome international delegates who can provide insights from other contexts and cultures.

If you are new to higher education, you will find that the HERDSA conference is a friendly and collegial space to share your experiences and scholarship and tap into the expertise of fellow delegates, various presentations and keynote speakers as well as join in the social activities.

We hope you can join us for HERDSA 2020, to network with colleagues, forge new collaborations and share and gain new insights into research and development in higher education, as well as to enjoy the many attractions that Brisbane and south-east Queensland have to offer.

Recognising, sharing, and shaping academic development practice

Advancing Academic Development Event
6th November, 2019,
Queensland University of Technology, Brisbane

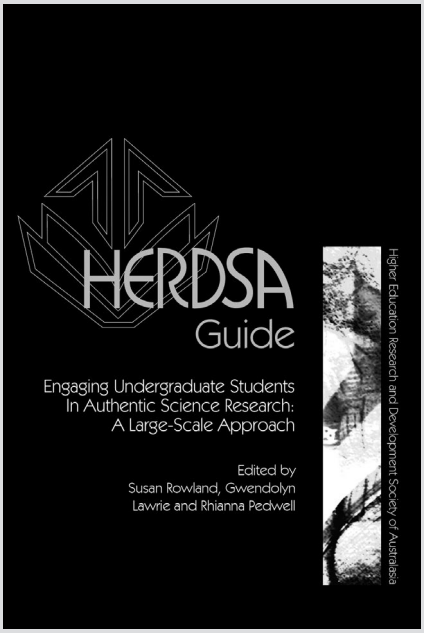
This event is an opportunity for academic developers to participate in professional development, network, share, and shape academic development practice across the sector. Previous attendees highlighted numerous benefits for their professional development.

We look forward to meeting university's delegates in November as we share and recognise good practice in academic development across Australia.

Organisers: Professor Jillian Hamilton, QUT; Dr Andrea Ada, UTAS; Associate Professor Marina Harvey, UNSW.

No registration fee for attendees from Australasian universities.

Register at: www.advancingacademicdevelopment.net



A NEW GUIDE FOR ADVENTUROUS SCIENCE TEACHING

Engaging Undergraduate Students In Authentic Science Research: A Large-Scale Approach

Susan Rowland, Gwendolyn Lawrie and Rhianna Pedwell.

Higher Education Research and Development Society of Australasia, 2019.

This HERDSA Guide is for adventurers – those who are curious, brave and willing to lead their colleagues and their students into new and exciting territory. We have built the Guide to help academics who want to take their traditional undergraduate science laboratory program and turn it into a research experience.

The HERDSA Guide has grown out of a National Leadership Project funded in 2011 by the Australian Government Office for Learning and Teaching. The project, led by members of the authorship team, aimed to help new academics develop and deliver undergraduate research projects for large numbers of science students. We call this educational model ALURE, for Authentic Large-scale Undergraduate Research Experience.

During our project, the grant team acted as mentors to our participating partner academics. In all, 39 Australian academics and around 2000 students a year were involved in the project from 2011 to 2015. The eleven ALUREs developed for, and during, the project continue to run at the time of writing and in some cases, additional ALUREs have been established under the guidance of the implementers we mentored.

Scientists naturally take risks and explore new ideas when they conduct research. Switching from safe, tried-and-true laboratory teaching practice to an ALURE requires similar behaviour. An ALURE places new demands on the students, the teachers and the laboratory staff. These demands can be stressful, and they can de-rail an innovative teaching program before it reaches the classroom or before it becomes embedded as common practice. However, with appropriate support and guidance the challenges of ALURE can be tackled productively and an exciting and deeply satisfying educational experience can result.

As we helped new implementers with their ALUREs, we found that our capacity to provide 'just-in-time' advice was crucial. In particular, our ability to share our own mistakes prevented them from making so many of their own. This guide is an attempt to make this advice available, on demand, to a much wider audience so that more academics can be supported in the design and delivery of ALUREs.

Members $30.00 Non-members $35.00.

Available from the HERDSA website | **www.herdsa.org.au** | Follow the links to publications

HERDSA

HERDSA publications

HERDSA provides a range of publishing opportunities for authors and researchers in the field of higher education research and development.

Higher Education Research & Development is published six issues a year, including an annual special issue on a theme decided by the editorial team. HERD is published by Taylor & Francis.

HERDSA Review of Higher Education is an annual review of key issues facing higher education in the Australasian region.

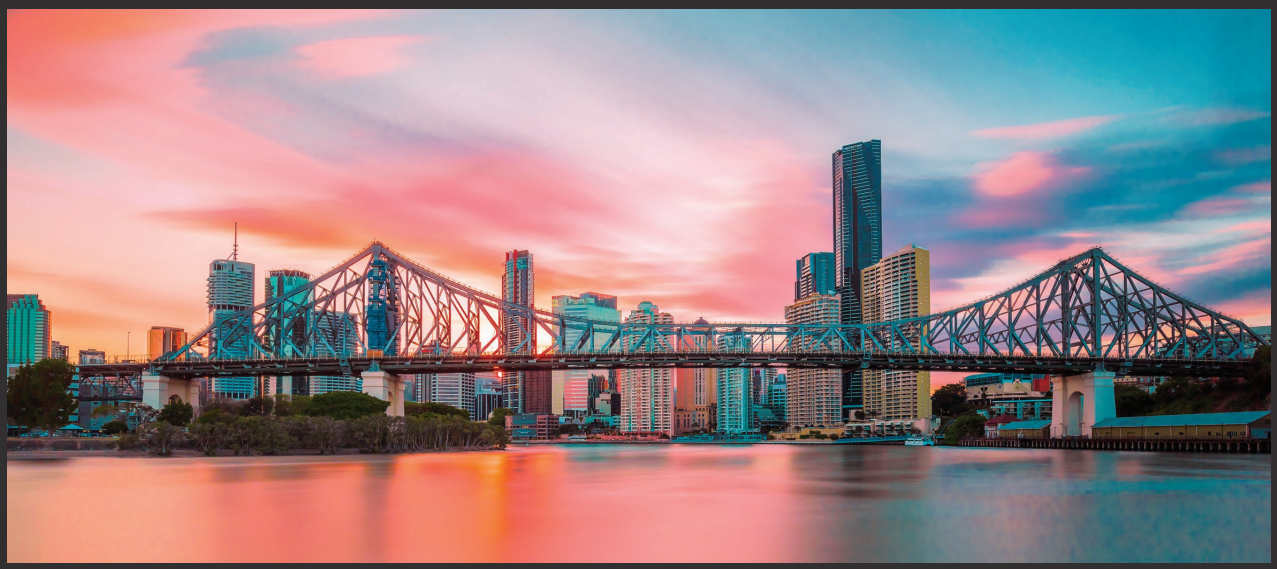
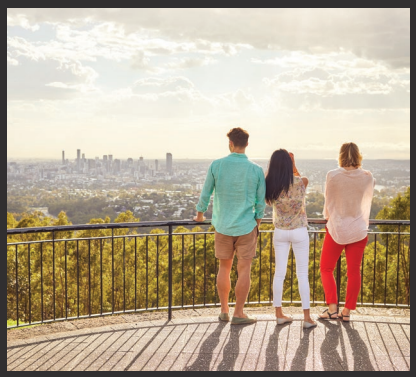
HERDSA Guides are peer reviewed and written by leading academic teachers and researchers.

HERDSA CONNECT is the magazine of the Higher Education Research and Development Society of Australasia. which is publisehd three times a year.

HERDSA Notices is a moderated email list produced weekly to keep HERDSA members informed about activities of HERDSA and decisions of the executive committee.

HERDSA 2020 Annual Conference

30 JUNE to 3 JULY 2020

Brisbane Convention & Exhibition Centre
Brisbane, Australia

Register your interest
www.conference.herdsa.org.au/2020/