

HERDSA connect

Volume 44 No 2 SPRING 2022

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



Inside Conference images and reflections, 50 years of innovation, Prizes and awards, Using film and TV in teaching, Hybrid teaching and learning, Student view, Article of the year, Policy perspectives, Postcard from Bhutan, STEM and more.



From the Editor

Our 2022 HERDSA conference in Melbourne has provided lots of conference photos of HERDSA members, reflections, award and prize winners in this issue. Face-to-face participation in the 2022 HERDSA hybrid conference really highlighted the importance of connecting, discussing, networking, and framing research and development projects with new and existing colleagues. As Wendy Green highlights in her final column, these in-person meetings offer unplanned, serendipitous opportunities that lead to new collaborations. Nirma Samarawickrema and colleagues find the resumption of face-to-face events has brought their supportive teaching and learning conversation community back to full potential.

I wondered if this would also be the case for students returning to on-campus study. As I read David Boud's Feature article on developments in teaching and learning in higher education I was struck by his comment that what he referred to as tired old practices still remain, including the prevalence of lectures. At the same time I was reading Jan Slapeta's article in *THE*

where he described his recent lectures without a single student as "Fifty min discussion with chairs". I wonder if students will again have these face-to-face opportunities that we cherish, in their own learning spaces. Perhaps the hybrid educational experience will become more functional and collegial as time goes on, however given the issues faced by staff and students at a Hong Kong university this will not be achieved without resources and training say Ian Morley and Wendy Lee.

Given these shifts in the education environment you will find it interesting to read the review article by our regular reviewer Peter Kandlbinder. Peter's expert commentary on Trigwell and Prosser's latest book notes the benefits of focusing on how students experience the teaching. This book is "one of the most systematic investigations into university teaching and learning that we have" says Peter.

Participation and equity is somewhat of a theme in this issue. Sarah O'Shea seeks equality of student opportunity and the application of an 'equity lens' to policy and practice. Marcia Devlin seeks space for compassion and kindness in policy and practice.

It is always a pleasure to highlight our members' achievements. International Consortium of Academic Developers (ICED) awards go to several of our HERDSA members, including past-President and Life Member Allan Goody, for his outstanding contribution to ICED.

My thanks go to Sally Ashton-Hay who has stepped down as Sub-editor and is now Senior Editor with *JULTP*. Congratulations Sally and thanks for your support and a job well done at CONNECT. Thanks also to Lukasz Swiatek for his work on this issue.

HERDSA CONNECT, the magazine of the Higher Education Research and Development Society of Australasia, is delivered in hard copy to all HERDSA members twice per year. Contributions are welcome and may be submitted to the editor for consideration.

Editor

Maureen Bell
mbell@uow.edu.au

Co-editor

Lukasz Swiatek

HERDSA Publications Portfolio

Wendy Green (Leader)
Maureen Bell
Denise Chalmers
Eva Heinrich
Peter Kandlbinder

HERDSA Executive

Kogi Naidoo, President, NSW
Deb Clarke, NSW
Elizabeth Levin, VIC
Raj Shekhawat, SA
Eva Heinrich, Aotearoa NZ
Kwong Nui Sim, Aotearoa NZ

Katrina Strampel, WA

Julia Choate, VIC

Christy Collis, QLD

Wendy Green, TAS

HERDSA Office

Jennifer Ungaro (Office Manager)
PO Box 6106, Hammondville NSW 2172
Phone: +61 2 9771 3911
Email: office@herdsa.org.au

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

ISSN 2209-3877 (print)
ISSN 2209-3885 (online)

Issue dates

April and October.

HERDSA CONNECT is available online at www.hersda.org.au

Advertising rates

Please contact the HERDSA office

Cover photo
Jason Wong

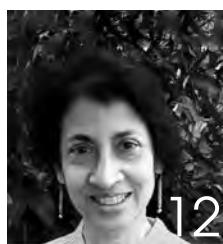
Design and Layout
Rachel Williams

Printed on recycled content and FSC by Instant Colour Press, Canberra
www.hersda.org.au





03



12



08



17



Contents

2 From the President

Feature

- 3 50 years of higher education
Dave Boud

Community

- 4 Awards and prizes
- 6 Conference photos
- 8 Accolades
- 10 Around the branches
- 11 HERDSA Aotearoa NZ
- 12 Who's who in HERDSA
- 13 Postcard from Bhutan

Perspectives

- 14 Policy perspectives
- 15 Student view
- 16 STEM
- 16 Asia Pacific headlines
- 17 Equity, volatility, complexity
- 18 ICED
- 18 Essential reading *IJAD*
- 19 From the *HERD* editorial desk
- 19 Essential reading *HERD*
- 20 From the *ASRHE* editorial desk
- 20 Mental notes

Showcase

- 21 Practical ideas for using feature films and TV series
- 22 A teaching and learning oasis
- 23 Untangling the hybrid world

Review

- 24 Exploring university teaching and learning



From the President

As we reflect on a very successful face-to-face and virtual HERDSA 2022 Conference, we continue our focus on re-connecting with one another as we proudly celebrate 50 years of HERDSA. A record number of nearly six hundred delegates registered for the conference. Many sessions focused on the impact of the pandemic and the implementation of sustainable change practices.

It was also a remarkable milestone for ten HERDSA colleagues, who were acknowledged as die-hard champions of HERDSA and rewarded for their leadership and service contributions to the organisation. Without their untiring efforts, HERDSA would not be as viable as it has proven to be despite the impact of the pandemic. HERDSA stands strong!

Several new and exciting HERDSA projects and initiatives were endorsed at the recent Annual General Meeting. One example is a project we have commissioned, titled 50 Years of HERDSA, to document the organisation's history. We will also carry out a Members' Survey before the end of this year. Other examples include new webinars and podcasts, a review of the SOTL modules, and more professional development opportunities for reviewers. All HERDSA portfolios in the second half of this year will be implementing actions from the new HERDSA Strategic Action Plan.

A new contract with Taylor & Francis is being finalised. It is timely, as a new editorial team for our *HERD* journal will be in place for 2023. *HERD* has grown both in rankings and readership in the last few years. Kudos and immense thanks to Wendy Green, as Executive Editor, and her capable team, for this achievement. The HERDSA Fellowships documentation and processes were recently reviewed by Lee Partridge and Katherine Strampel, who have streamlined the application, mentoring and assessment processes.

The HERDSA Executive will be meeting later this year to workshop key focus areas, including planning for the 2023 Conference, which will take place in Brisbane. The Executive will be reviewing and finalising the set of values that will be adopted by HERDSA. These have been circulated to the HERDSA Branches for feedback. We are committed to listening to our members, and will work to meet the needs relevant to all portfolios. I invite you to email Jennifer in the Office, HERDSA portfolio leads, your branch chair, or me (kogi@ihm.edu.au) with aspects on which we can work to achieve the goals in the HERDSA Mission.

I am humbled to be at the helm of HERDSA, having been re-elected as President for another term of office until 2025.

Stay safe.

Professor Kogi Naidoo

Portfolio updates

The HERDSA Professional Learning Portfolio announces changes to the HERDSA Fellowships in advance of the 20th anniversary celebration of the Fellowships. On the website you will find an updated webpage for the HERDSA Fellowships, and a revised *HERDSA Fellowship Handbook*. More changes are underway, with examples of Fellowship journeys coming soon. HERDSA Fellows will be invited to attend a workshops on mentoring and portfolio assessment. The new Institutional Memberships offer exciting new opportunities for higher education staff to join together in the Fellowship journey of collegial reflective development to transform their practice. For more information about the HERDSA Fellowship, visit the HERDSA website or speak with one of the many HERDSA Fellows listed there.

The HERDSA Network Portfolio covers branches, special interest groups, events, liaison and connecting HERDSA members. One recent initiative to connect HERDSA members and building capacity in learning and teaching was the pre-conference scholarship of teaching and learning (SoTL) workshop. The workshop introduced the process of crafting a SoTL plan, as well as providing hints and tips for publishing. A wonderful outcome was participants' desire to progress their SoTL plans further to manuscripts for publication. Each fortnight, a community of practice of seventeen now meets online to discuss progress on their SoTL plans. As evidence of HERDSA's commitment to inclusion, participants are from Singapore, Vietnam, Aotearoa New Zealand and the many states and territories of Australia.



50 years of higher education

David Boud is Alfred Deakin Professor and Director of the Centre for Research on Assessment and Digital Learning at Deakin University, Emeritus Professor at University of Technology Sydney, and a HERDSA Life Member. David reflects on developments in teaching and learning in higher education.

As one of the longest-standing members of HERDSA still active in higher education research, the invitation to write something for the 50th anniversary issue prompted me to ponder on changes that have occurred in teaching and learning in higher education over that period and where they are taking us.

Much is made in the popular media of supposed deteriorations in higher education: poorly prepared students, large classes, insecure tutors, etc. But was it ever thus? The details change, but the issues remain. Some developments are more positive. There is increased student diversity in many ways – background, source, age – that has led to a vast enrichment of classes. These spaces provide more challenges for teachers, but for positive reasons. There is also more transparency about assessment practices: what assessments involve, how different items of assessment are weighted, etc. These developments provide some limits to how we can manoeuvre, but reduce some egregious practices of the past. And, of course, there is more

accountability – publicly available course information, regular evaluations – things to vex us, but it is hard to argue against them in principle.

Perhaps the most important, but subtle, change is the shift of our discourse from teaching to learning. Back in the seventies as an academic developer, I was told by my then VC, a knight of the realm: “Your job is to ensure that staff write clearly on the blackboard and don’t mumble in their beards!” Now the discourse is about ‘the student experience’, satisfying students, responding to their concerns. Too much of a consumerist orientation at times? Perhaps, but a necessary remedy.

So, all is well, then? Not really. The realistic prospect now is of a future doing more and better with less. Some of our tired old practices remain – prevalence of lecturing, hand-written exams – but now they have been disrupted by the COVID experience. We have yet to see what changes will remain. On the assessment front, we have seen a major challenge to the quaint form of practice that is unseen, invigilated, closed book examinations conducted at the end of a semester that, for many sections of the student cohort, act as exclusionary mechanisms. A more artificial arrangement for the 21st century is hard to envisage.

What will happen is unknowable, but what is it reasonable to expect and for us to foster? Work and community-based experiences are being incorporated into courses and will continue to advance, along with many other forms of work-integrated learning. Graduate apprenticeships are taking off in many countries. The experiential aspects will grow.

What has been severely challenged is the classroom transmission model of learning. The idea that students need to be present physically with people who instruct them and transmit knowledge leads to a practice that is hard to sustain in a convincing way. For students, a focus on knowledge production is now arguably more important than knowledge acquisition. The rise of project activities of many kinds, of undergraduate research and of cooperative endeavours with external groups, can be seen in most universities now, but they are not yet the norm.

Another challenge to be faced is the assumption that learning must be an individualistic pursuit. Much of what we need in complex societies is how to operate in consort with others on problems that no one person can address. We will look back and see current moves towards peer work, cooperative learning activities and group assessment as early naive moves towards a pedagogy that places learning with, and for, others as a central feature of higher education.

We are at the start of another 50 years of innovation, constrained by limited access to the public purse and students’ reluctance to engage in activities they don’t find meaningful or engaging. Of course, everything will be digitally enabled. Technology will be used to cognitively offload boring and repetitive tasks from staff and students, and new forms of flexibility of which we have yet to conceive will be introduced. Universities will only continue to have an important role to play in society if they can more effectively meet the emerging needs of a demanding world.

CONNECTING, DISCUSSING, AFFIRMING

New members reflect on the HERDSA Conference experience



Clive Harrison

This was my first HERDSA Conference, and I found it very informative, collegial, enjoyable and useful in my role as Head of School (Entertainment) at the Australian College of the Arts (Collarts). The buddy system worked very well for me. On my first morning, I was welcomed by my supervisor and aided in orientation, and was able to share my daily experience with my buddy. The discussions and networking opportunities around educational equity (a hot topic right now), pragmatic solutions to academic integrity issues, and scholarship of teaching and learning (SoTL) communities of practice (about which I will be speaking at my institution) were particularly timely. I was also very interested in transferable skills (and explicitly addressing them in the curriculum), challenging creativity myths and assumptions (which are rife in the creative arts), and modelling metacognitive thinking.

For me, the standout sessions were from: Sarah O’Shea (on the topic of equity in higher education), Deb Clarke (on SoTL communities), the Student Voice panel (especially Georgina Aiuto), Lauren Hansen and Danni McCarthy (creativity), Rob Wass (metacognitive awareness), and Phillip Dawson (the wicked problem of cheating). Thanks to everyone involved with the conference organisation; it was a great balance of collegial informality and smoothly efficient running. Receiving my Fellowship Certificate from Kogi Naidoo at the BangPopThai restaurant was an added bonus!

Photo: Clive Harrison (right) with colleagues



Natalie Simper

I have attended many international teaching and learning conferences, but 2022 was my first time at HERDSA. I moved back to Australia (from Canada) in 2019, just in time for the worldwide shutdown. I didn’t realise just how much I would miss connecting with colleagues and discussing teaching practices and learning initiatives, especially as I was working on my PhD (Changing assessment practices in higher education).

I was welcomed to the HERDSA family at the new members’ breakfast. Deb Clarke reached out ahead of the conference to let me know about the buddy system. Deb’s session on promoting the scholarship of teaching and learning was definitely a conference highlight. She spent time answering additional questions after her session. The ideas she shared have invigorated my efforts at advancing the SoTL agenda at Bond University.

I had the pleasure of talking to Denise Chalmers at the new members’ breakfast. She recalled the educational research I had done at Queen’s University in Ontario. Talking with her helped me recognise the benefits of my previous work and see the links to the work I’m doing now. I was also humbled to be acknowledged by a fellow poster presenter for my recent publication in HERD. I am grateful for the conversations with attendees and Bond University colleagues at the conference. I feel fortunate that we can again meet in person for the exchange of ideas and the social opportunities that it allows. Cheers to the conference organisers.

Natalie Simper (right) with colleagues

AWARDS & PRIZES

Congratulations to our HERDSA award and prize winners for 2022.



1.



2.



3.



4.



5.

ARTICLE OF THE YEAR

Jonathan Bullen and Lynne Roberts have won the HERDSA-Routledge Article of the Year. The award is presented for the best article published in the *Higher Education Research and Development* journal (*HERD*) each year and comes with a prize of \$1000. Routledge/Taylor and Francis makes the best article freely accessible. The articles shortlisted for the Award are also freely accessible for three months.

The winning article is:

Bullen, J. & Roberts, L. D. (2021) Transformative learning within Australian Indigenous studies: a scoping review of non-Indigenous student experiences in tertiary Indigenous studies education, *Higher Education Research & Development*, 40:1, 162-177, DOI: 10.1080/07294360.2020.1852184

The article adopts Arksey and O’Malley’s scoping review methodology to establish what is known about non-Indigenous student transformative learning within the Australian Indigenous studies literature, and provide recommendations for future research that can inform the use of Mezirow’s theory within Indigenous Australian studies curricular contexts.

HERDSA-ROUTLEDGE REVIEWER OF THE YEAR

Congratulations to **Barbara Grant** from the University of Auckland and **Nicole Crawford** from the University of Tasmania. This award recognises their outstanding contribution as dedicated HERD reviewers.

HERD ASSOCIATE EDITORS OF THE YEAR

Jonathan Tummons from Durham University and **Lia Blaj-Ward** from Nottingham Trent University, both in the UK, are recognised for their service to HERD.

TAYLOR AND FRANCIS CONFERENCE GRANT

Pearl Panickas from NAVITAS and **Alain Neher** from Charles Sturt University each won a \$500 travel grant to support HERDSA members in attending the annual conference.

HERDSA FELLOWS

Ana Maria Ducasse from RMIT University and **Clive Harrison** from the Australian College of the Arts were awarded their HERDSA Fellowships at the conference. HERDSA Fellows are members who have made a significant personal commitment to the improvement of teaching and learning in a tertiary education context.

Photo 2: New HERDSA Fellow Ana Maria Ducasse

Photo 3: New HERDSA Fellow Clive Harrison

HERDSA PRIZE FOR BEST PRESENTATION BY A STUDENT

Lucinda Mayor from the Australian Catholic University is winner of this prize designed to encourage students to disseminate their work in conference settings. The winner receives \$500.

HERDSA BEST POSTER

Two posters tied for first place at the conference, with each poster being awarded \$500.

Erika Smith from Western Sydney University showcased her poster: “*It was so stressful for so many different reasons*”: Casual academic women’s experiences of teaching online during the COVID-19 pandemic.

Erika’s poster and presentation contributed new insights into the changing nature of academic work as a result of the pandemic, specifically in relation to the benefits, challenges and pressures experienced by women casual academic teachers in the higher education sector. The insights were

based on the recent (2021) findings of a mixed-methods project into the experiences of casually employed academic women who were teaching online as a result of COVID-19.

Georgia Clarkson from the Australian Catholic University with colleagues **Caitlin Fitzgibbon** and **Ashleigh Finn** of Victoria University presented a poster: *Exploring ‘Queerspaces’ within paramedicine curriculum: the LGBTQI vacuum*.

The poster and presentation by Georgia, Caitlin and Ashleigh examined student and staff perspectives on including LGBTQI+ content in paramedicine curriculum. The authors found that the approved paramedicine curriculum made no reference to LGBTQI+ people or perspectives. 187 survey participants indicated that the inclusion of LGBTQI+ content was desirable. Staff recognised the need to include material, but expressed anxiety around curriculum design and teaching, and noted a need for support.

Photo 4: Georgia Clarkson at right

Photo 5: Erika Smith

HERDSA STUDENT CONFERENCE GRANT

Ashah Tanoa of Murdoch University was presented with a grant of \$1,000 to support student participation in the annual conference.

Photo 1: Student Conference Grant awardee Ashah Tanoa at left

HERDSA EARLY CAREER CONFERENCE GRANT

Ari Pinar from Monash University, **Bep Uink** from Murdoch University and **Kritika Rana** from University of Western Sydney were each awarded \$1,000. These grants support early career staff in participating in the conference.



HERDSA Conference

Photos by Jason Wong and Maureen Bell





ACCOLADES



Congratulations to HERDSA past-President and Life Member **Allan Goody** who has received the 2022 *Spirit of ICED Award*. The award recognises and celebrates outstanding contributions to advancing the aims of ICED. Allan was the HERDSA representative to ICED Council for eight years and ICED President for four years.

The award was presented at the conference of the International Consortium for Educational Development held in Denmark this year. The 2020 conference was cancelled so, after four years, academic developers from around the world were keen to meet again in person. About 500 delegates from thirty-five countries participated.

The wait was well worth it. The host network, *Dansk Universitetspædagogisk Netværk*, assembled an engaging program of keynote speakers, workshops and presentations. An extensive social program including bike rides, park runs and yoga ensured time to network and rejoice in the company of friends and colleagues.

Winners from the previous four years were recognised and HERDSA members were well represented.

Kathryn Sutherland received the 2019 award for *Distinguished Contribution to the Scholarship of Educational Development*.
Sutherland, K.A. (2018). Holistic academic development: Is it time to think more broadly about the academic development project? *International Journal for Academic Development*, Vol. 23(4).

Julie Timmermans and Kathryn Sutherland were awarded the 2020 IJAD Article of the Year. Timmermans, J. A. & Sutherland, K. A. (2020). Wise academic development: learning from the ‘failure’ experiences of retired academic developers. *International Journal for Academic Development*, Vol. 25(1).

Paula Myatt and co-authors received the 2018 International Journal for Academic Development (*IJAD*) *Article of the Year Award*.

Myatt, P., Gannaway, D., Chia, I., Fraser, K., & McDonald, J. (2018). Reflecting on institutional support for SoTL engagement: Developing a conceptual framework. *International Journal for Academic Development*, 23(2).

Photo: L-R Paula Myatt, Julie Timmermans, Kathryn Sutherland, Allan Goody



LEADERSHIP AND SERVICE

This award was conferred on members who have given continuous service to the HERDSA community for fifteen years or more.

Maureen Bell

19 year contribution including HERDSA Executive, Treasurer, Portfolio Lead, CONNECT Editor.

Allan Goody

19 year contribution including HERDSA Executive, Publications, Guides Editor, President.

Peter Kandlbinder

26 year contribution including HERDSA Executive, Publications, Notices, Review of Higher Education.

Robert Kennelly

31 year contribution including HERDSA Executive, ACT Branch, TATL.

Kogi Naidoo

22 year contribution including HERDSA Executive, Fellowships, Treasurer, HERDSA President.

Janice Orrell

18 year contribution including HERDSA Executive and HERDSA South Australian Branch.

Kathryn Sutherland

22 year contribution including HERDSA Executive and HERDSA New Zealand Branch President.

Jennifer Ungaro

19 year contribution in management of the HERDSA Secretariat office.

James Tracy

15 year contribution as HERDSA website designer, manager and occasional publications designer.

Rachel Williams

15 year contribution including HERDSA publications, publicity, News, CONNECT.

Photo: Leadership and Service Award winners L-R - Robert Kennelly, Allan Goody, Jennifer Ungaro, Maureen Bell, Peter Kandlbinder, Kogi Naidoo

Farewell Jackie Lublin



Jacqueline Lublin was born in 1937 and grew up in suburban Melbourne. She attended the newly established Camberwell High School where she seems to have embraced their moto of “learning to be considerate to others” as it was a trait she demonstrated throughout her

professional life, despite considerable opposition to her ideas on improving university teaching. Jackie, as she was known to almost everyone, went to University High School which was walking distance from the University of Melbourne, the Institution she later graduated from with a Bachelor of Arts and Diploma of Education.

After graduating Jackie taught English in high school before moving into tertiary teaching at Preston Institute of Technology in Victoria. A meeting of minds with Barbara Falk in 1972 inspired Jackie to set up an Educational Development Unit at Preston. Jackie then joined the recently formed HERDSA Executive to develop links with other educational development units that were being established in universities and colleges across Victoria.

Jackie undertook multiple roles on the HERDSA Executive where she continued to serve for the next twelve years. In 1975 Jackie moved to Lincoln Institute of Health Sciences as a Senior Lecturer to set up another educational development unit. While on the HERDSA Executive Jackie convened two HERDSA conferences — the second ever HERDSA conference in Melbourne in 1976 and the 1984 conference in Sydney, when she stepped in at very short notice after the previous convenor had abruptly left.

In 1978 Jackie went to NSWIT to establish her third educational development unit, an experience that convinced her of the importance of maintaining an academic profile when working with academic staff. Jackie was elected HERDSA President in 1981 and on behalf of the Society lobbied government bodies to consider policies that would improve tertiary teaching. Soon after, Jackie joined the University of Sydney as a Senior Lecturer in the Centre for Teaching and Learning, eventually becoming the Director when Mick Dunkin left to pursue his research career. Jackie’s approach to academic staff development was to be out where the staff were, and she was active in the Staff Association and the Staff Union in an effort to become better known by academic staff. On the way home, after a hard day trying to get equal-to-research recognition for teaching in a research-intensive university, she would invariably stop in at the University Staff Club to catch up with colleagues.

Jackie was a champion of small group teaching and published the HERDSA Green Guide *Conducting Tutorials* in 1987 which went on became one of HERDSA’s most popular guides and was later published (with Kathryn Sutherland) as a second edition in 2009. In the mid-1990s Jackie worked with HERDSA on the formal recognition of courses for university teaching and promoted the accreditation of university teachers, an idea which became the foundation that would lead to the HERDSA Fellowship Scheme. Jackie retired as Director of the CLT in 1997 and became a HERDSA life member in 1999. She continued to work as a consultant for the following 10 years, helping to establish her fourth academic development unit at Central Queensland University, and will be remembered as a pioneer of academic development in Australia. Jackie died on 16 February 2022, aged 85.

Photo: Jackie Lublin with Mike Prosser (left) and Mick Dunkin (right)



HERDSA FELLOW AWARDED UNESCO GRANT

Congratulations to HERDSA Fellow Chamila Subasinghe from Curtin University, who has been awarded the 2022 UNESCO Chair Research Grant. Cham explains his work that led to the grant.

The UNESCO Award was based on the *post-disaster rebuilding via intangible heritage restoration: a Micro Human Efforts-based approach*, a methodology I developed on a ‘self-based’ multidisciplinary approach for disaster recovery. The Award recognises the human-environment manifesto I have developed, *Glocal Resilience Building* (GRB) which is an alternative viewpoint, that local actions with global impacts we refer to as GRB, anchor tacit knowledge.

The award recognises the GRB approach to intangible heritage restoration for rebuilding after climate-induced disasters. I am hoping that my research will lead to a process to restore intangible local know-how, progressively build new capacities, and finally conclude a model for potential resilience against climate-induced disasters. I would like the outcome of this project to be useful in developing a sustainable rebuilding model that integrates traditional know-how using a multidisciplinary online database, an instructional component, and an educational program for diverse geospatial contexts. An adaptable regional model for vulnerable communities in disaster-prone traditional settlements in the Indo-pacific region would allow communities to use their understanding of local climate and resources for disaster-proofing. It would consolidate isolated generational know-how to deliver a redevelopment role model for vulnerable communities in disaster-prone traditional settlements in the Indo-pacific region

The objective is to restore intangible cultural heritage related to long-term sustainability using contemporised traditional rebuilding methods.

Around the branches



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

ACT

The Chair, Marie Fisher, facilitated a virtual round table at the HERDSA conference entitled: *Re-imagining Scholarship in an Age of Disruption*. It was well received and feedback from participants informed opportunities for academics and professional staff who support learning and teaching in the sector. Naomi Dale, UC, Vice Chair attended the face-to-face conference in Melbourne. TATAL workshops at the University of Canberra are progressing well and an increased number of participants are pursuing their HERDSA fellowship. Debbie Lackerstein, UNSW (ACT) attended the virtual conference. It is expected that the ACT Branch will have a face-to-face get together at ACU in early November 2022 to showcase recent scholarship and research.

Hong Kong

The Hong Kong Branch held the online AGM and the 1st ExCo meeting in March 2022. Our new plan focused on implementing the *4th Redesigning Student Learning Experience in Higher Education (RSLEIHE)* in 2023. Collaborating with local universities, student training sessions and staff professional development workshops will be organised to facilitate the success of Students as Partners (SaP) processes. An evaluation framework will be created to understand the project process and impact. A publication, *Redesigning Student Learning Experience in Higher Education (RSLEIHE 2021)* has

been uploaded on our branch website (<https://herdsahk.edublogs.org/>) to share the results of the 16 SaP projects with colleagues and students in the higher education community.

NSW

Since February, the NSW Branch has been very active in organising two branch events on active learning and sharing education related practices through yarning. On August 4, the Branch hosted a successful HERDSA national webinar *Education Focused Academics: The Changing Face of Academia* with 141 attendees. The branch was well-represented at the HERDSA Annual Conference and hosted a lunch-time meet-and-greet to welcome the new members. Two more events on Indigenous higher education and SOTL will be hosted this year. Planning the end of the year event including the AGM and formal branch election are underway. Keep in touch with what is happening via the branch website: <https://herdsansw.org/>

Queensland

The Queensland branch has had monthly coffee catchups this year with the themes: teaching philosophies, offering certainty in uncertain times, The Lecture is Dead, unpacking the HERDSA 22 conference keynote themes, Widening participation and advising pedagogy. After a few months of shadowing Mary-Ann Shuker, Trisha Poole has now become the Qld Branch monthly Newsletter editor. The Qld branch is hosting a showcase of Qld member's research on November 17 with Keynote by Sally Kift at the Ship Inn, South Bank, Brisbane. The

Qld branch is also organising the next HERDSA conference to be held in Brisbane.

South Australia

In South Australia, we have continued to grow our Branch Committee and we now have 14 members from across 4 tertiary education providers. This committee is providing an excellent conduit for collaboration across the providers and can foster collegiality and connection at a time when our sector is fragmented due to the pandemic. We have a webinar scheduled for later in the year, offering 3 case studies of successful Australian Awards for University Teaching (AAUT) applicants from the University of South Australia (Tanya Weiler, Sandy Maranna and Dr Lisa O'Keefe).

Tasmania

HERDSA Tasmania members have been engaging in a number of workshop and professional development opportunities offered at the University of Tasmania. These included a Festival of Assessment and Mid-Year Academic Development workshops and webinars. The university is also surveying key professional learning opportunity requirements of current staff and the HERDSA branch look forward to supporting the outcomes of this survey in the future.

Victoria

The focus of the Victorian branch this year has been supporting the 2022 HERDSA conference, with the expert

guidance of Laurine Hurley. In June, we welcomed ~600 enthusiastic participants (2/3 onsite and 1/3 in the parallel virtual program), half of whom were new to HERDSA. Prior to the conference, the branch presented the HERDSA Webinar ‘Looking under the QILT: using QILT data in higher education research’ with Lisa Bolton (Research Manager for QILT) and Denise Jackson (Director of WIL ECU). In November the branch will host a post-ACEN and HERDSA conferences ‘Snapshots’ event at Victoria University in the city.

Western Australia

HERDSA WA has facilitated several sessions over the last six months. HERDSA WA and Edith Cowan University hosted Emeritus Professor Lynne Hunt who facilitated a session on *Pushing the Boundaries of the Scholarship of Teaching and Learning* (SoTL) and a session on *Writing Applications for Teaching Awards*. Both sessions were very well attended and enabled higher education staff from across WA to think about the place of SoTL and awards in developing careers. The Branch and Murdoch University also facilitated an online *Reconciliation Week Yarning Circle*, a respectful engagement in peer sharing our learnings, experiences, and questions, through a virtual yarning-style conversation hour. Our online AGM welcomed new committee members from across WA higher education.

HERDSA Branch contacts

(L to R above)

ACT: Marie Fisher, herdsa.act@gmail.com

HK: Anna Siu Fong Kwan, anna.kwan@outlook.com

NSW: Janice Wardrop, j.wardrop@unsw.edu.au

QLD: Kerry Russo, kerry.russo@jcu.edu.au

SA: Sarah Hattam, sarah.hattam@unisa.edu.au

TAS: Tracy Douglas, t.douglas@utas.edu.au

VIC: Julia Choate, julia.choate@monash.edu

WA: Katrina Strampel, k.strampel@ecu.edu.au



HERDSA Aotearoa New Zealand

Kia Ora Koutou

As we move into spring here in Otago, the HERDSA-NZ branch continues to hold our monthly online meetings. I am very grateful to the committee members for their support, dedication, and talent. As expected, our discussions currently tend towards our annual Tertiary Education Research in New Zealand (TERNZ) conference. The event runs from Wed-Friday, November 24-26, 2021. It is hosted by the Higher Education Development Centre at the University of Otago.

As the conference only operates face to face, we are a little cautious about how the event will unfold. Will people be travel weary? Will they have the backing of their institution to travel to a face-to-face conference? As a committee, we decided the only way to answer these questions would be to go ahead and see.

A new initiative for TERNZ is the group-based review process, which might be considered for the HERDSA 2023 conference. Credit goes to Eva Heinrich

from the HERDSA executive for initiating and developing the idea, and to the HERDSA executive for their support. Conference abstracts will be assigned to review groups. In these groups, all abstracts are discussed, and review decisions are made. A key difference in addition to this group approach to review is that the process is non-blinded. Not only will the review members see the authors' names and affiliations, but the review group members will also be known to the abstract authors. This will be a genuinely developmental approach where reviewers will also have an opportunity to work with more experienced reviewers and develop their expertise. In turn, the reviewers will provide constructive feedback that encourages research growth rather than stifle it. We welcome any feedback on the process, which can be made through our new website. Contact us at www.herdса.org.nz.

Nakū noa, nā
Rob Wass,
Chair HERDSA Aotearoa NZ

Photo: University of Otago, Dunedin campus. Photo courtesy University of Otago.



Who's who in HERDSA

Nirma Samarawickrema

As a teaching intensive academic at Monash University, I teach biochemistry to large cohorts of undergraduate students in various programs including the Bachelor of Medical Science and Doctor of Medicine. I am a Co-Director of Education in the Department of Biochemistry and Molecular Biology and, in this role, I am keen to implement active learning and contemporary assessments for the two thousand plus undergraduates who study biochemistry each year.

It gives me a buzz when I see students make connections and apply complex biochemical concepts in class. I love teaching and I spend a large proportion of my time doing just that. In particular, I love the many interactions I have with students in my workshops and laboratory classes. It is my students who have shaped me as the educator I am today. My teaching practice has driven my pedagogical investigations, the findings of which have fed back not only into my practice, but also into the practices of my colleagues. I have used my research findings on peer- and self-assessments to identify gaps in our assessment practices, leading to the design of assessment tasks

that build Monash's graduate attributes.

Many students struggle to understand difficult biochemical concepts. So I have focused my research on the use of case-based and context-based learning designs. This has led me to teach and assess students using a range of different case study teaching approaches. It is rewarding for me to make conceptually difficult information more accessible and engaging to students, and to see how these approaches enable my students to understand the relevance of biochemistry in their lives.

My best achievement in HERDSA is a resounding "TATAL, TATAL, TATAL!" I enjoyed my Fellowship journey via the Melbourne TATAL 2015 group. Looking back, it was my TATAL group and their commitment to providing support that meant more than the Fellowship itself. It was a revelation to me that busy academics coming from disciplines outside of mine could not only be so generous of their time and energy, but also be so supportive, in addition to understanding and empathising with my own love for teaching and learning. It is the group members' commitment

and inspiring influence that has made our TATAL group continue to thrive for the last seven years. I would love to be able to translate everything I love and have learned from my TATAL 2015 experience to the Melbourne TATAL 2022 group that I am now co-facilitating.

The Dalai Lama's Cat is a heart-warming and charming novel that I am reading at the moment. The story, aside from providing a cat's humorous perspective into the life of the Dalai Lama, gives great insight into how the world can develop compassion for all. A form of compassion that helps one to retain one's inner happiness and peace despite the intense stresses and difficulties we experience is so effective for teaching and learning during the pandemic.

I have the utmost respect and admiration for people who are compassionate to those around them. People like the Dalai Lama and Nelson Mandela come to my mind. I am in huge admiration of them for having committed their lives, after overcoming insurmountable obstacles, to caring for the happiness of others around them. I am sure they would both argue that compassion was the ultimate source of success in their lives.

Since the time of crisis teaching, as was the case for most of us, my work-home life divide became fuzzy. Consequently, I would find any flimsy excuse to run away from my computer. This included going for walks, growing vegetables and flowers, making different types of marmalade to share with neighbours and friends, or baking chocolate cakes. I also love hosting family and friends around the warmth of home-cooked curries at home.

I love to wear the saree! Be it cotton or silk, the saree is a dream to drape, and it makes me feel so graceful and elegant. My friends are often surprised when I say that I take only a couple of minutes to drape 5+ metres of fabric around myself. Unfortunately, the weather in Melbourne is not always conducive to being in saree!



Postcard from Bhutan

HERDSA Affiliate Kezang Yuden teaches at the Royal University of Bhutan's Gyalpozhing College of Information Technology. She has recently won a scholarship to pursue a PhD in Applied mathematics at the University of Kaiserslautern.

I am writing to you from a place called Marburg in Germany. The program will start in October, meanwhile I am enrolled in a two-month German language course which started the very next day after arrival. The course is pretty intensive but I love the place, it is beautiful. I don't have any Bhutanese friends here but there are classmates from India, Africa, Thailand, and many others.

Just before I left Bhutan I participated in a national conference at the Royal Thimphu College. The theme was *Higher Education Teaching-Learning in Bhutan: Innovation, Adaptations, Opportunities, and Challenges*. The conference was the first in-person national conference after the pandemic. It was great to be back in a hall full of academics and researchers. The education minister, His Excellency Lyonpo Jai Bir Rai, graced the conference's opening ceremony. His Excellency was delighted to be a part of this educative forum and encouraged educational discussions and quality research in his opening remark.

The first day was on the themes Student Learning Experience and Teacher Experience, our very own Dr. Maureen Bell was the keynote speaker. She shared her thoughts on the current status of teaching and learning in higher education and initiated a discussion on the following presentations. Keynote speaker on day two was Professor Nick Hopwood of the University of Technology, Australia, who presented a keynote on *Provocations and possibilities: Higher education for the transformative agency*. Professor K. Pushpanadham of M.S. University of Baroda as the third keynote speaker shed light on the importance of maintaining high standards in the quality of education.

Today, research is essential for an academic to grow and understand the concurrence of teaching and learning. However, research shows that most academics in the Bhutanese higher education institutes are still new to research and find qualitative research methods challenging.

The issue of plagiarism generated a lot of enthusiasm in the audience because of the unapologetic attitude towards it and vague resolutions to the problem. A session on inclusiveness in higher education also generated strong views from the participants as there

is still a lot of room for improvement in inclusive education in Bhutan. A study on the preparedness of Bhutanese education institutions for inclusive education by a team from Samtse College of Education observed that inclusive education is part of policy documents. Still, there is a gap between policies and practices and they are not adequate for students with special needs.

We had the exciting session where Ms. Audrey Low, the President of Gyalpozhing College of Information Technology where I work, gave a keynote on the *Convergence of AI and Blockchain Technology*. She familiarized the audience with how emerging technologies are changing the world around us, from robots and sensors to mobile applications making our life easier. However, I noticed the audience divided when it comes to innovation and emerging technologies because easy access to information might also lead to lack critical thinking. Meanwhile, my colleague from the same college and I presented our paper on the degree of learner autonomy among university students. The findings revealed that learners could enhance self-directed learning with proper training and pedagogical tools.

A panel discussion on *21st-century Bhutanese graduates* ended the conference with the participation of distinguished panellists from different government agencies, including Dasho Nidup Dorji, Vice-Chancellor of the Royal University of Bhutan. There were intense dialogues during the panel discussion with urgent questions, such as the government's role in the brain drain Bhutan is going through today. And some participants asked about the plans to develop strategies to mould the graduates to serve in various positions as per the demand today.

The conference was an enriching experience for me as I learned about the current status of research in higher education institutions and the importance of education in preparing young graduates to face life.



Policy Perspectives Marcia Devlin

The global pandemic continues to impact education and learning significantly across all levels, including higher education. Despite its obvious and ongoing negative impacts, I also see some silver linings among the challenges.

The first is that the awareness of mental health and illness has increased globally. Where this was once a taboo subject, it is now much more widely understood. Where sufferers of mental ill-health were misunderstood as lazy or ‘negative’, pitied and/or shunned, they now more often experience empathy. Knowledge, too, about ‘what works’ in terms of mental health support is increasing, so sufferers might be more strongly encouraged to seek help.

The second silver lining on a dark and ongoing cloud is that the impact of mental health/illness on student learning has also begun to become more clearly understood. More of us in the field now know that good mental health is not a ‘nice to have’ or an add on – or someone else’s job – but central to effective learning and academic success.

Three key areas of impact of poor mental health on learning are: lower motivation around, and engagement with, study by students; reduced attention and/or concentration; and reduced academic achievement and progression. Poor

mental health can lower motivation around, and engagement with, study. Students’ ability to mobilise and organise themselves, attend classes and actively engage with study material, in discussions and/or socially with educators and other students, can all be affected by poor mental health. Reduced attention and concentration can also result from poor mental health. Distraction, a lower ability to focus, reduced ability to process information, poorer memory function and poor clarity of thinking are some of the ways this can manifest itself. All of these elements can contribute to lower academic achievement and poorer progression than would otherwise be the case. Poor academic achievement and progress can then have cumulative negative effects on students’ confidence, self-efficacy, learning and on their mental health: so, creating a vicious cycle.

What if we are experiencing a moment-in-time opportunity to include our growing awareness, knowledge and understanding of mental health in the design and implementation of learning and teaching? Is now the time to consider whether a whole-of-person approach to higher education might enhance student learning and the student experience?

As the novelist Hugh McKay reminds us in his book *The joy of discovering who*

we really are, the social restrictions of the pandemic have underscored that, as humans, we belong to a social species, and we need others to nurture and sustain us. Many of us have more clearly and deeply understood the criticality of social and personal connections, as well as the importance of compassion and kindness in our relationships, over the past two-and-a-half years. Many of us now have a greater focus on our role(s) in families, communities and society than on individualism and ourselves.

How much has this new personal understanding translated to the education space? Is the desire to ‘go back’ to ‘normal’ overriding the desire to take what we have learned through COVID into our professional futures?

Writing in *Higher Education Research and Development* recently, Dr Gayani Samarawickrema and I explored new pedagogies, noting that some have emerged that help students to find knowledge that is relevant to them for the task at hand, and to analyse, evaluate and apply that knowledge. We note that these new approaches have the feature of increased sharing of power between the educator and the student, and enable students supporting students.

Are collaborative approaches to constructing knowledge and to connecting and sharing learning a better fit for the very human activity that comprises learning and teaching in a pandemic world than any proposed return to a tertiary ‘normal’ (whatever that means)?

As we co-create ‘new-normal’ education in our tertiary institutions, I wonder: might we find more space for our humanity, our compassion and our kindness to each other in learning and teaching reflected in policy?

Devlin, M. & Samarawickrema, G. (2022). A commentary on the criteria of effective teaching in post-COVID higher education. *Higher Education Research and Development*, 41(1), 21 – 32.



Student Ambassadors, undergraduate research and scholarship opportunities

Max Kirby, Head of the Student Committee of the Australasian Council of Undergraduate Research (ACUR) reports on this year's projects.

Our ACUR Student Ambassador program is now active to ensure better representation of the organisation at all universities throughout Australia. We have made progress in generating an easy to understand *How to get involved with undergraduate research* presentation for first- and second-year university students. Compiling an accessible database of undergraduate research and scholarship opportunities for students to apply for is also in progress. In addition, we have been involved with the logistical organisation and facilitation of the 2022 ACUR Conference, held at the University of Sydney in September.

Thankfully, we have made significant progress in each domain, and have laid a framework for this work to be continued by future committees.

We strongly believe that undergraduate research is a rich, largely untapped resource of complementary learning for university students, and seek to make these opportunities available to individuals throughout all of Australia, Aotearoa New Zealand and beyond. If you are interested in hearing and/or would like to get involved, please contact me at:

max.kirkby@anu.edu.au

Student View

Omkar Auti is a Master of Engineering graduate from the University of Melbourne. He was awarded the Foreign Scholarship 2019 for meritorious students from the Government of Maharashtra, India.

Participating in various programs and volunteering activities throughout my studies enabled me to enhance my skills, including collaborative working and communication. I found internship opportunities and industry projects rewarding, as they helped me to develop critical thinking and engineering problem-solving skills. The least effective part of my degree for me was the transition from in-person to online activities, which limited my interaction with like-minded people. I overcame this challenge by participating in online events, seminars and university activities.

I think academics need to emphasise the active learning experience, in both in-person and remote learning modes. This emphasis can be ensured by providing periodic feedback from both sides, arranging site visits and videos and images in lecture content instead of just plain text. Transparent assessment and detailed feedback helps students improve their understanding. I have been fortunate to have great academics teaching me, and focusing on the active teaching-learning experience, throughout my course at the University of Melbourne.

Maya Starr is completing a Bachelor of Early Childhood Education and Leadership at Victoria University.

Speaking on the student panel at the HERDSA conference was a pivotal experience for me. I witnessed the incredible care and attention to detail that is enlisted to construct and curate each individual aspect of the student interface at university but could also see that incorporating student voice at the beginning might result in a completely different, more effective, trajectory.

Our worlds are so heavily curated and people are seen as productive consumers. This can lead to student complacency rather than true engagement. It can happen that convenors become invested in their courses and see them as a proven product. This leads to less ability to 'permit' students to bring their powerful and authentic existing narrative strengths to their studies and ultimately to society.

Government and universities must also prepare the workplace for the students, to legitimise their role as valuable and effective changemakers. It's the information age, we can google how to fly. If you're worried, just turn to the student sitting beside you. We'll help.

Photo: L to R HERDSA Student panel members Shannon Ng Krattli, Georgina Aiuto, Omkar Auti, Maya Starr.



STEM Sally Male

STEM educators teach students to contribute in paid employment in STEM and non-STEM roles, and to lead successful lives contributing in many other ways. Recent events have further focused my attention on the purposes and limitations of STEM education.

I recently participated in the IEEE *Women in Engineering International Leadership Summit* at Monash University. Dr Katie Allen spoke of leaving an outstanding career as a public health professor to join the Federal Parliament, providing a splendid example of an application of a STEM education in a non-traditional role. Certainly, this possibility should be considered in curriculum design.

Jane McMaster, Chief Engineer, Engineers Australia, reported that Australia has a skills shortage in all engineering disciplines except biomedical engineering. She reported that fifty eight percent of the engineering workforce in Australia is born overseas, and only 40 per cent of skilled migrant engineers are working in engineering roles. In my mind, McMaster's presentation raised many important questions for further research. Dr Cathy Foley, Australia's Chief Scientist, spoke of a national report on STEM careers commissioned by the Prime Minister and currently at the scoping stage. I hope this will identify the need and support for deeper research.

I also attended the Dean's Lecture in memory of Professor Jack Keating given by Professor Leesa Wheelahan. The lecture was a masterclass in theories of the purposes of qualifications and national systems of post-secondary education. Some of the above complexity could be explained by these theories. Wheelahan noted that contrary to common assumptions, the links between education and jobs are weak, except in highly regulated jobs. This is interesting because in Australia, practising engineering did not, until recently, require registration, except in Queensland. I wonder how the new regulation of engineering introduced by the Victorian government will influence the jobs of people with engineering qualifications.



Asia-Pacific headlines

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

Australia blocks access to biggest contract cheating websites

Australia's higher education regulator has shut down dozens of alleged academic cheating websites after negotiating a cooperative arrangement with the communication industry's professional association. The Tertiary Education Quality and Standards Agency said it had blocked Australian access to 40 websites which were collectively attracting almost half a million visits every month. "Blocking these websites will seriously disrupt the operations of the criminals behind them," said federal education minister Jason Clare.

Chinese students prioritise job prospects

Chinese students are placing increased emphasis on the job prospects attached to their choice of university and major as the country's economy wobbles. Media attention has focused on the popularity of teaching-oriented majors and normal universities – institutions focused on pedagogical subjects and careers in education. Other majors growing in popularity in recent years include medicine and public security.

World's top journals 'limiting critiques'

In a holdover from print-dominant era, top 330 academic science titles too often seen as banning or hindering published rebuttals of their articles. More than a third of the world's top scientific journals do not publish critiques of their articles, and many of the others impose sharp limits on such feedback, an extensive new survey has found. And among those length-based limits on any published responses, while 32 per cent set time-based deadlines for accepting submissions.

Times Higher Education is a London-based news magazine focusing on global higher education. It publishes news and analysis from journalists in four continents, as well as commentary from academics, administrators and policy experts. Limited free access at: www.timeshighereducation.com. For institutional subscriptions, check with your library. Subscribe to email updates at: <https://mailchi.mp/timeshighereducation.com/anz-weekly-sign-up-form>



Equity, volatility, complexity

Professor Sarah O’Shea is Director of the National Centre for Student Equity in Higher Education and provides national leadership in higher education equity policy research. In this article Sarah shares some of her thoughts.

Preparing for, and participating in, conference presentations can provide unexpected but welcomed benefits. This was certainly the case for me as a result of recent participation at the HERDSA 2022 annual conference, which provided a reflective space to consider equity and the ‘pandemic’ university.

Higher Education student equity is a contested space. Whilst the last fourteen years since The Bradley Review of Higher Education, have witnessed a 14% growth in bachelor’s degree attainment, participation rates for students from low socio-economic backgrounds, regional and remote areas and those who identify as Aboriginal or Torres Strait Islander all remain stubbornly low. This situation exists despite nearly \$1.5 billion investment in programs designed specifically to ‘promote equality of opportunity in higher education’. Given the current government’s commitment to improving student educational outcomes for ‘equity’ groups, we need, as a sector, to consider how to ‘do’ equity differently and with more targeted impact.

Doing things ‘differently’ has become an unexpected characteristic of

higher education since the onset of this pandemic. Maria Raciti, in her *Recommendations for reducing higher education inequality in a post-pandemic Australia* refers to *VUCA* times, that is, times characterised by Volatility, Uncertainty, Complexity, and Ambiguity. As a sector, we have learnt to operate under *VUCA* conditions. The challenge is how to both build upon emerging insights into innovative educational practices, and to apply these consistently to ensure desired equity outcomes. So how can we maximise equity outcomes? I offer four preliminary considerations as we navigate a pathway through, and hopefully beyond, this health crisis.

First we need consciously to move beyond depictions of youthful student homogeneity. From Universities Australia we know that nearly one in four commencing students is now aged twenty-four years or older. Many have caring responsibilities. Reflecting diversity sends a clear message of value and acceptance to equity-bearing learners.

Another consideration is the differentials in students’ access to technological resources. Institutions would do well to contextualise their online delivery to ensure this responds to the demographics of their student population. This could include implementing an institution-wide audit of connectivity amongst different student cohorts to inform

design decisions. Ensuring that both high- and low-tech modes and modalities of delivery are varied is key, to avoid assuming similar equality of access across learners.

Graduate employment outcomes have never been evenly distributed across our student populations. The onset of the pandemic introduced unanticipated changes to both demand for certain jobs and, the ways in which work is executed. As a result, current and future graduates will also need to work under *VUCA* conditions. So given the existing disparity in graduate outcomes, career support that is cognisant of different access to cultural, social and material capitals is key. Such support should be both targeted and bespoke, designed according to the specific life circumstances of equity-bearing learners.

Academic staff well-being is the fourth consideration. Between 2020-2021, the university sector lost the equivalent of 36.6% of full-time roles. It is no secret that academic staff are experiencing high job stress as a result. Craig Whitsed and Antonia Girardi report the declining levels of job satisfaction and engagement found in their research in *The Conversation*. We have estimations that 52% of all jobs will require a university degree by 2025. If staff are constrained in their ability to support students due to workload and well-being issues, it is the equity students who will be most impacted. Along with collective recognition, we urgently need a national response to these workplace stressors. Such a response should include staff mental health and well-being initiatives that recognise the significant emotional and material resources needed to adequately support diverse student populations.

I offer my reflections as conversation starters rather than conclusions. This is clearly an unfinished story. We are not yet post-pandemic, yet educational disadvantage has been brought into stark relief. Education remains key to recovery but equally, a deliberate and thoughtful application of an ‘equity lens’ to policy and practice decision-making will support progress towards equality of opportunity across student cohorts.



ICED

This column highlights the work of organisations similar to HERDSA affiliated with the International Consortium of Educational Development. Mary Kiguru from the Association for Faculty Enrichment of Teaching (AFELT) comments on higher education in East Africa.

Increased enrolment in higher education in East Africa has not translated to the desired employment. It is expected that higher education yields high expectations for the community and a country at large (AAI, 2015). This has, however, been an elusive dream for many graduates in East Africa. The Africa-America Institute *State of education in Africa* report, (2015) indicates that employers have been critical of the lack of basic, technical and transferable skills of graduates. According to the Interuniversity Council of East Africa featured in The Guardian newspaper, above 50% of graduates from the East Africa Region lack in competences that employers are looking for. The unemployability of graduates is at 63% in Uganda, 61% in Tanzania and 51% in Kenya. The report further indicates that graduates lack in self-confidence, communication and technical mastery required in the job market.

As facilitators of learning, AFELT, was challenged to equip its members with pedagogical competences to facilitate learning that builds the desired competences. How and where learning happens that will equip the students with competences they require for the job market. This requires a collaboration between the professors as facilitators of learning, business, and the students to design for significant learning. Over a period of three years, AFELT, through a consortium of universities including, *INASP – Knowledge Management Organization* from UK and *Ashoka East Africa – Social Entrepreneurship Development Organization*, developed the *Transforming Employability for Social Change in East Africa* model (TESCEA) which can be accessed at the link below. This is an employability pedagogy that equips the students with critical thinking and problem-solving skills and integrating a gender responsive pedagogy to ensure that both male and female students stand equal chances in the job market. The model was tested over a period of three years and launched in January 2023. AFELT aims to build capacity across universities in the region through a multiplier system to ensure systemic change within the universities.

AFELT is glad to host the ICED 2024 conference *Transforming Learning in Higher Education* at our partner university, United States International University-Africa (USIU-Africa). The conference is an opportunity for AFELT visibility and interaction with professionals from across the world. Planning jointly with both ICED and the Higher Education Learning and Teaching Association of Southern Africa (*HELTASA*) is an opportunity for transfer of knowledge for AFELT as a young network serving twenty-six universities in the region.

www.transformhe.org/publications

ESSENTIAL READING IJAD

IJAD Co-editor Johan Geertsema recommends the IJAD 2021 Article of the Year 'Understanding the impact of educational development interventions on classroom instruction and student success', by Lindsay B. Wheeler & Dorothe Bach. *International Journal for Academic Development*, 26(1), 24-40. The article is free to download until December 2022.

This article presents a meticulous and nuanced study that demonstrates how academic development programs to support STEM faculty's teaching can and do make a difference to student success, especially in the case of under-represented minority groups. The authors use a "multi-indicator strategy and direct measures such as syllabi and classroom observations to assess changes in teaching as well as institutional grade data to approximate student success", instead of relying on more common indirect measures such as student evaluations of teaching and self-reported learning gains. Based on their results, Wheeler and Bach conclude that student-centred instruction and active learning pedagogies, when well designed and executed with care, have the potential to close the achievement gap of under-represented minority students.

The authors are careful to point out however, that faculty's use of specific instructional practices are not guaranteed to make a positive difference to student success. Instead, it is important for academic developers "not only to explore whether active learning is used, but *how* it is implemented". The article thus not only makes a valuable contribution to understanding the impact of academic development, but offers a useful corrective to simplistic notions of 'evidence-based best practice'.



From the HERD editorial desk

How weird and wonderful it was to be at the HERDSA Conference in person this year. Meeting, listening to, talking with hundreds of colleagues from across our region reminded me of the unique opportunities in-person conferences present; particularly for those unplanned, serendipitous moments which can lead to exciting new projects and collaborations.

Several of the senior HERD editorial team were able to attend the conference. As always, one of our highlights was HERD's preconference workshop. This year, we explored a new topic, increasing the impact of one's research. A focus on impact is particularly timely, given the increasing attention it commands. How we ensure that our research impacts on practice and/or further research in the way that we, and our various stakeholders hope, is a question that confronts emerging and experienced researchers alike. We shared the range of strategies designed to increase the impact of the research they publish, which can be accessed at the link below.

Authors can, however, do far more to increase the impact and uptake of scholarly outputs. Manuscripts that have informative and catchy titles, apt keywords, and concise, informative abstracts that address the essential 'so what?' question are more likely to attract attention from interested readers. Post publication, authors can employ a range of strategies. They can

build up 'backlinks' to their work on university websites, personal/project websites, ResearchGate, and blogs. They can share the right versions of the paper; target interested scholarly networks and research groups; share the fifty free e-print links provided by HERD's publisher; use social media, and monitor their altmetrics at the HERD journal website. Stuart Hughes, HERD's social media and communications editor, posts the latest articles published online first on various social media, and promotes postings by authors themselves. Finally, our publisher makes a small number of particularly salient, innovative, and/or timely articles free to access for limited periods. For example, the 2021 winners of our *Best Article* Award and the articles shortlisted for the Award are free to access at the HERD website. Authors who believe their articles should be considered for free access are encouraged to contact the HERD editors.

Finally, I mention that this will be my last column written from the editor's desk. In December I will hand over my role to HERD's new executive editors, Cally Guerin and Sue Blackley. Both experienced co-editors for HERD, I am certain that Cally and Sue will continue to build HERD's strong reputation as a leading journal in the global field of higher education.

<https://authorservices.taylorandfrancis.com/research-impact/>

ESSENTIAL READING HERD

HERD Journal co-editor Susan Blackley suggests the article by Nicolette Buirski (2022), 'Ways of being': a model for supportive doctoral supervisory relationships and supervision, *Higher Education Research & Development*, 41(5), 1387-1401.

An important, if tacit, role of academics is to 'grow' the Academy by supervising HDR students; however, supervision is a demanding endeavour with varying degrees of success. Recently I have been reflecting on my beliefs and practices in supervisory roles, and this article was very timely as it inspired me to synthesise my foundational notions of supervision.

Buirski acknowledges the 'liminal space' in which candidates find themselves as they cross intellectual thresholds, and she describes the scholarly identity formation that occurs as they are exposed to the often tacitly experienced values, beliefs, and attitudes of their supervisors. As academic workloads increase, it can be tempting to hurry candidates to completion, effectively denying candidates the experience of a scholarly journey into academia. Given that many HDR students are juggling paid work, family commitments, and the challenges of their research, anxiety levels during candidature are exacerbated.

Buirski likens the HDR supervisory relationship to the 'helping relationships' exhibited by coaches, and therapists, suggesting that supervisors also have a mentoring and nurturing role to play. She recommends that the supervisory relationship be characterised by 'useful attitudes' and taking time to establish and develop the affective domain of candidature, resulting in positive experiences for both the student and the supervisors.



From the ASRHE editorial desk

The 2022 HERDSA Conference provided the first opportunity for the *Advancing Scholarship and Research in Higher Education (ASRHE)* team to connect with the HERDSA membership in person. We participated in the *Increasing the impact of your research* workshop and the *Publishing higher education research with HERDSA* conference session. We discussed the research on our group-based review approach in a poster presentation. Engaging with the conference delegates showed us that the journal's approach can make a valuable contribution to higher education scholarship and research communities. We are buoyed by the positive feedback and encouragement.

While our publication output is slowly growing, a lot has been happening behind the scenes. In August, we welcomed Dr Heather Thomas into our team to provide administration and publishing support. Our early reviewers have settled well into the group-based review approach, allowing us to invite a new group of emerging and experienced researchers to join us. The review sessions bring intellectual challenge, and the joys of engaging with like-minded colleagues, to our busy academic lives. We pride ourselves on discussing submissions thoroughly and providing well-considered and constructive feedback. In a new initiative, we connect authors with mentors from the HERDSA community, in order to go beyond the level of support that a journal team of editors and reviewers can provide.

Have you considered submitting to *ASRHE*? As an established researcher, you might consider the journal to be the right place for your early and more experimental work. As an emerging researcher, you will find *ASRHE* to be a welcoming place for entering the world of research publishing. Thanks to HERDSA's generous support, *ASRHE* is a diamond open access journal, making your publications available to the widest range of researchers without charging publication fees.

Your ASRHE editorial team, Eva Heinrich, Geof Hill, Jo-Anne Kelder, and Michelle Picard.



Mental notes

Helping higher education staff avoid burnout needs to be a priority at the moment for the sector, writes Lukasz Swiatek.

I can't get a recent conversation with a leader from one of Australia's universities out of my mind. Everything began normally enough. "How are you?" This leader asked. "I'm well," I replied, and then asked: "How are you?" The leader replied without hesitation: "So exhausted: I'm over this job." We've all heard comments like these from colleagues in different institutions over the past two-and-a-half years, but the directness and honesty of this particular response, from someone at such a high level, took me by surprise.

For many employees – not just in higher education – the start of 'covid normal' (whatever that means) in 2022 has been marked by burnout. Some colleagues across our academic institutions – especially those with heavy teaching loads – are feeling it much more acutely than others. Burnout in higher education is nothing new, of course. However, the mass burnout that we're currently seeing across the sector is very concerning.

I've been sharing points from a book called *Stand Out*, by Alison Hill, with colleagues in my Talking about Teaching and Learning groups, as well as students, for several years. Hill provides some very accessible insights about burnout in the book, as well as pointers for avoiding it. However, burnout is only one of four states that she discusses; her whole framework consists of the 'stand out', 'freak out', 'burn out' and 'check out' states.

At the moment, this final state should be just as concerning – if not more concerning, in many ways – than burnout. The sector's worry should not just be more colleagues burning out, but also more colleagues checking out. Fresh responses to this challenge are needed, as the old saying goes, by yesterday.

Photo: Maddi Bazzocco (unsplash)



Practical ideas for using feature films and TV series

Ngoc (Ruby) Nhu Nguyen, a Casual Lecturer and PhD Candidate at the University of Adelaide, draws on insights from her research and practice to explain how we can make better use of feature films and TV series when teaching.

In our multimedia age, students don't just habitually consume film and television content; they expect it in all kinds of settings including learning and teaching contexts. For many of us, the use of feature films and television series has become a routine part of our teaching. Both the content and film medium – as numerous authors from both HASS and STEM disciplines have pointed out over time – have various merits in enhancing student engagement, improving knowledge retention, facilitating skills training, and enabling content visualisation.

That said, I've found that many teachers don't always make optimal use of this type of content in their teaching. Higher education scholarship features few systematic reviews of the use of feature film and television series content as a pedagogy, suggesting that teachers' experience has largely been confined to individual trial-and-error or single-field attempts. Educators also encounter various challenges to the effective integration of the content. These include

students' often-passive consumption of multimedia, and their lack of knowledge and skills for learning from the content. Educators, too, may need guidance in the use of the content and the difficulty of systematically assessing the effectiveness of the content. Then there are the issues of resource scarcity and technical issues.

To find out exactly how extensive these challenges are for university educators, I undertook an anonymous online survey of academics from across Australian universities. Fifty lecturers from over twenty disciplines responded to the survey. The majority reported technical issues and resource scarcity, as well as a lack of institutional support and guidance on the pedagogical use of television series and feature film content. They also noted the often time-consuming nature of planning lectures involving the content, as well as the negative impact of content's over-engaging qualities on students.

Although participants advocated the pedagogical use of film and television content, the study highlighted the need to provide more, and better-quality, training opportunities and other resources to help educators make the most effective use of the content. Institutions can play an important role in providing

these opportunities and resources. For example, universities could more widely and systematically apply the Technological Pedagogical Content Knowledge (TPACK) framework developed by Mishra and Koehler when providing user training in multimedia, and when implementing new technologies in learning and teaching environments. TPACK is designed to help educators integrate technology into their pedagogy. Better resources and training in more straightforward areas would also be helpful; for example, equipping teachers with higher-quality knowledge relating to copyright would help ease their anxieties about the use of the content.

Institutions could also introduce staff to useful theoretical frameworks and their application, such as cognitive load theory, multimedia learning, and dual coding theory. By understanding how to actively apply these theories into teaching with film and television, educators would be able to make better-informed and effective use of the media content, help students move away from passive learning, avoid cognitive overload, and prevent misinformation retention. Institutions could also ensure that staff have access to suitable film production, delivery, and integration technologies to make the most of the content in each teaching session.

To gain more useful insights into students' views about the use of feature film and television series content in learning, educators could also 'quadrangulate' teaching evaluation sources. That is, they could turn to student learning outcomes, student learning experience, peer feedback and self-evaluation to assess the effectiveness of the media-assisted pedagogy more accurately. Our world is only going to become more and more multimedia-rich as digital technologies evolve further and further in the coming years. Teachers and institutions need to take steps to ensure that feature film and television series content is used as effectively as possible to create era-appropriate, inclusive and engaging learning.



A teaching and learning oasis

Nirma Samarawickrema, Lukasz Swiatek, Mei Li, Robert Kennelly, Mary-Ann Shuker and Maria Northcote reflect on the resumption of face-to-face Talking About Teaching and Learning (TATAL) groups after the pandemic.

Finding a supportive teaching and learning conversation community can be like finding an oasis in a desert. During the pandemic, when new communities could not be formed, and when existing communities could only meet virtually, these oases seemed to shrink just a little. The resumption of face-to-face events has meant that the oases are back to their full restorative and refreshing potential.

The Talking About Teaching and Learning (TATAL) session at the HERDSA Conference in Melbourne was one such restored oasis. The gathering-together of this group at Deakin Downtown highlighted the renewed joy of face-to-face learning and teaching conversations.

A total of twelve TATALers gathered together with four facilitators to begin their TATAL journey. They came from far and wide, representing eleven institutions across Australia and Aotearoa New Zealand. The TATALers hailed from a range of disciplines, supporting learning and teaching through their roles as academics, educational developers and learning designers. Nevertheless, the commitment and passion for effective teaching to support quality learning was the common focus that united everyone.

The session began with an introduction, setting out ground rules important to create a safe, trusting and respectful space conducive for reflective practice: a hallmark of TATAL. This was followed by a discussion of the theoretical underpinnings of TATAL, related free-writing activities, and the presentation of frameworks to uncover participants' beliefs and values in teaching-necessary elements in the articulation of a teaching philosophy. The learning space buzzed with excitement as the new TATALers shared their teaching stories and reflected collaboratively on their teaching and their students' learning. By the end of the day, the feedback was positive and overwhelmingly encouraging. One participant stated: "I didn't actively enrol in this workshop, so did not know what to expect. I am so glad I attended."

As the pandemic entered our lives over the last three years, many TATAL groups that had previously been meeting in face-to-face or blended formats quickly converted to online-only mode. The challenging realities that the pandemic brought to most aspects of our lives were tempered in some ways by the collegial and supportive conversations offered in TATAL groups, in some ways as a form of sanctuary from the increased workloads and stressful demands that COVID-related issues caused. The relevance of the core TATAL values of scholarship, support and reflective practice was reinforced as these groups, defined variously as conversation

communities or communities of practice, continued to flourish throughout the era of the pandemic.

A longitudinal investigation by Coralie McCormack, Robert Kennelly and Maria Northcote into the impacts of TATAL has been underway since 2020. To date, the findings of this study indicate that TATAL groups provide their members with opportunities to develop their professional confidence and identities by learning about the scholarship of teaching and learning. TATALers report that their teaching practice is enriched, often through the development of their teaching philosophy and a professional portfolio. Through these activities, TATALers are encouraged to reflect on their teaching by incorporating scholarship and research into their practice. TATALers also recount how TATAL groups offer opportunities for collaborative research, the development of leadership and research skills, academic writing and publication of research.

Around two hundred higher education staff members from a multitude of backgrounds have taken part in TATAL since the first group was established by Coralie McCormack and Robert Kennelly in 2008. While higher education landscapes continue to change rapidly, especially in the wake of the pandemic, TATAL remains a haven of supportiveness. Academics, institutional leaders, academic developers, professional staff and others committed to learning and teaching continue to be nourished by it, especially as it offers its fullest benefits in face-to-face format once more.

HEALTH SCIENCES SPECIAL INTEREST GROUP

The new HERDSA Health Sciences SIG aims to develop new practices around authentic learning. These include experiential and/or work-integrated approaches, authentic assessment, and knowledge translation.

Contact Snezana Kusljevic,
skusljevic@unimelb.edu.au



Untangling the hybrid world

Ian Morley and Wendy Lee from the Chinese University of Hong Kong (CUHK) draw some conclusions from their CUHK funded study.

Many universities, seeking to enlarge the teaching and learning experience within the context of campus access restrictions instigated by the pandemic, have more recently supported the introduction of hybrid educational practices. Whilst university administrators have broadly presented hybrid education as the incorporation of in-person and virtual pedagogy, the activation of this form of schooling has generated a host of new challenges and insecurities.

To comprehend just what exactly hybrid education entails; and to resolve possible problems it presents within the setting of the Faculty of Arts; we undertook a detailed study. Consequently, we identified various pragmatic matters critical to the successful application of hybrid teaching and learning.

From the students' perspective, the study revealed that to introduce hybrid education bestows grounds for pedagogical confusion. Many of our students had only a rudimentary knowledge as to what hybrid education is prior to courses starting, *and* they had little or no awareness as to how it differs from blended learning. Most

students simply equated the term 'hybrid education' with synchronous ZOOM usage. As questionnaires and interviews revealed, most learners had a very basic grasp of how hybrid teaching and learning actually works. Our study makes clear the need for teachers to thoroughly explain how the hybrid model will operate within the frame of any course. The students considered such explanation especially necessary where programs have a strong theory and/or skills-oriented focus.

Generally speaking, the students identified a number of fundamentals critical to the production of a 'good' hybrid education environment. One of these is the teacher's competence in technological management. They need to be able to wholly utilize available technology, and deal with unforeseen problems with technology that may arise. Another is the importance of active learning including the valuing of all opinions in discussion exercises; and the creation of structures that provide teacher support and peer support to students. Students also pointed to the importance of the creation and enlargement of teacher-student rapport.

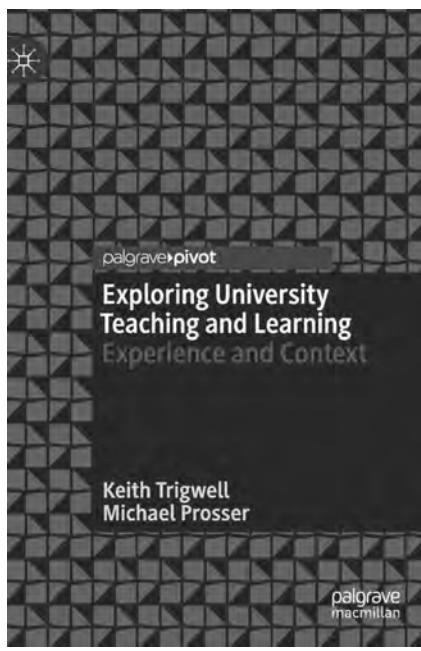
Teachers appreciated the importance of technological management and they understood the value of developing

teacher-learner empathy. They also identified the value of being given ample time to design and implement hybrid-based courses, and the need for sufficient training so that they had the skills and confidence to effectively work in hybrid settings. Institutional investment in teacher training, it seems, has enormous meaning for institutions wishing to develop local practice in the future.

As to why investment in teacher training acquires great significance for teachers, they noted difficulty in getting their hybrid courses started and, once courses had commenced, the struggle to maintain student attention and manage disruptions caused by technological breakdown. Furthermore, problems experienced in the hybrid setting, irrespective of their cause, were typically observed by students as being an upshot of a teacher's low professional standard.

As a result, many teachers suggested institutions fund research grants so that dynamics involved in the local practice of hybrid education could be better understood. In this regard, CUHK is providing courseware and teaching development grant schemes for its staff. If hybrid education is to be a staple of university education in the future, they suggest institutions develop specific training programs so that pertinent aptitudes can be formed and built upon with further teaching practice.

In this regard, teachers desired their institution to recognize three interrelated matters. First, the need for teachers to have opportunity to study conceptual and practical elements of the hybrid environment. Second, the need to train instructors to work in the challenging hybrid setting. Third, to provide professional fora so that staff across an institution can tap into how research and teaching preparation translates into the improved management of students, the advancement of curriculum design, and the augmented use and control of technology. By meeting these three issues head on, teachers believed, the hybrid educational experience will naturally become more fruitful for all involved. Institutional investment in teacher training, it seems, has enormous meaning for institutions wishing to develop local practice in the future.



Exploring University Teaching & Learning

By Keith Trigwell and Michael Prosser
Palgrave MacMillan (2020)

It is becoming increasingly difficult to recall what university teaching was like before the pandemic. I have vague recollections of lonesome lecturers holding forth to students behind closed doors without the assistance of learning designers and technologists to finesse their pearls of wisdom for student consumption. To convince these university teachers – some of whom may have won awards for their lecturing – to change how they teach requires a model of teaching and learning that demonstrates the benefits of focussing less on content and more on how students experience the teaching.

Keith Trigwell and Michael Prosser's new book *Exploring University Teaching and Learning* constructs just such a model by re-examining 30 years of their research into lecturers' approaches to teaching. Over six chapters, the authors revisit the research studies that delivered the evidence that university teachers experience aspects of the academic context in different ways and, in doing so, have differing impacts on student learning. This focus on the academic context was perhaps the single most influential shift in thinking about how

university teachers change and develop their teaching; without it, there would be few opportunities to improve student learning.

Trigwell and Prosser's research journey began with their discovery of phenomenography in the 1980s. Building on the foundational work of student approaches to learning by Ference Marton, John Biggs and Paul Ramsden, Trigwell and Prosser set out to produce a systematic model of the influence of university teaching on learning. The bulk of their original research was done in a productive period during the 1990s and 2000s, including through rarely-awarded ARC grants into university education. The authors took Biggs' 3P model as an organising device and methodically worked out the links between the approach that teachers take to teaching and the approaches that students adopt to their learning. By interviewing and surveying university teachers and students, Trigwell and Prosser were able to demonstrate that students did, indeed, approach their studies in different ways; consequently, they wanted to identify the approaches to teaching that led to the highest-quality learning outcomes.

In this book, Trigwell and Prosser tell the story of what happened after they found the relationship between the way university teachers teach and the way students approach their learning. Each chapter explores the academic context from a different perspective, beginning with the relationship between university teaching and student learning. Much of the material on student learning will be familiar to many of us, such as the idea that teachers who challenge students' conceptions generally help students have a more meaningful understanding of the material that they are studying.

As well as recounting their research findings, Trigwell and Prosser tackle the controversies and challenges that have been aimed at student approaches to learning research over the years. The authors have also updated many of their earlier studies. For example, they have included a focus on teacher and student emotions in their studies on approaches to learning. What was a low-order priority for many researchers prior to the

pandemic now seems prescient given the tumult we are currently experiencing in universities.

The least satisfying chapter for me is the chapter on teachers' experiences of their subject matter and of research. The other chapters all relate to human-to-human interactions (between, for example, teachers, students, HoDs and subject coordinators) that have a logical connection within Trigwell and Prosser's relational model. The unidirectional relationship of an individual to an object, whether it is subject matter or a research interest, feels like a different kind of relationship to the dynamic interactions they describe.

Nevertheless, what this book demonstrates is that the remarkable partnership between Trigwell and Prosser has produced one of the most systematic investigations into university teaching and learning that we have. I certainly found the authors' synthesis of their research far more valuable than the original research, as the synthesis makes the research outcomes accessible to a wider audience. As such, *Exploring University Teaching and Learning* is a perfect bookend to a tradition of teaching and learning research that has endeavoured to discover the unique aspects of learning in the university teaching context. It is a great legacy to a lifetime of research and would make an ideal addition to the reading list of any Graduate Certificate in Higher Education Teaching and Learning.

The reviewer

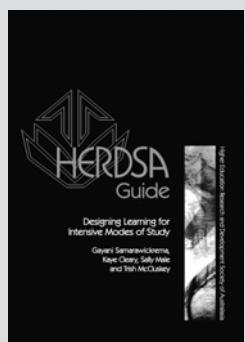
Peter Kandlbinder is former Executive Editor of the *HERDSA Review of Higher Education* and a HERDSA Life Member.

National Students as Partners Roundtable

Sustainability: Developing pathways to transformative change

22 – 23 November, 2022,
University of the Sunshine Coast

- maintaining partnerships into the future
 - transformative partnership outcomes
 - United Nations Sustainable Development Goals
 - 'leave no one behind'
- <https://www.usc.edu.au/current-students/students-as-partners/2022-national-students-as-partners-roundtable>



NEW HERDSA Guide - Designing Learning for Intensive Modes of Study

By Gayani Samarawickrema, Kaye Cleary, Sally Male and Trish McCluskey

This Guide is a starting point for academics and administrators seeking to move teaching from traditional to intensive mode. It is also a resource for a wider audience, including professional learning facilitators. The Guide distills ideas from the authors' collective research and experience in leading the 2016 Intensive Mode Teaching Project, funded by the Australian Government Department of Education and Training, and supporting an institution-wide move by Victoria University to Block mode teaching starting in 2018. This work is complemented by case studies of current intensive mode offerings across Australian universities.

Available from the HERDSA website | www.herdsa.org.au



**University Life:
Being, Becoming,
Belonging**
Western Australia
Teaching and Learning
Forum 2023

February 2 and 3, 2023,
Murdoch University

We invite you to reflect
on the diverse roles that we all play within our university
communities. The Forum is an opportunity to share,
showcase, engage and celebrate how we have:

- developed our university community's self-efficacy, self-awareness and self-knowledge,
- supported and contributed to the wellbeing and lives of our students, our colleagues, our peers and friends within the various university communities to which we belong,
- utilised approaches that helped our university communities become more resilient through change and transformation,
- cultivated a sense of belonging around the pursuit of academic excellence, student interests or institutional affinity.

www.wateachingandlearningforum.org/tlf-2023



**Reconnecting relationships
through technology - ASCILITE 2022
Conference**

39th International Conference on Innovation,
Practice and Research in the Use of Educational
Technologies in Tertiary Education | 4 – 7 December
2022 | University of Sydney.

Come and discuss our theme *Reconnecting relationships
through technology* at ASCILITE 2022. As we
reconnect with each other, the conference will look at
reconnecting students with educators, students with
each other, students with their purpose, people with
educational technologies, and the community with
the future campus. with each other, students with their
purpose, people with educational technologies, and the
community with the future campus.

www.2022conference.ascilite.org

HERDSA thanks our 2022 conference sponsors





HERDSA

2023
Annual
Conference

**4-7 July
2023**

**Brisbane Convention
& Exhibition Centre**
Brisbane, Australia



HERDSA Conference

The HERDSA annual conference will be held in Brisbane's vibrant Southbank precinct, giving conference delegates convenient access to cafes and restaurants, Brisbane's celebrated Arbour walkway, famous Streets Beach, and many public transport options. While Southbank is lovely, the conference itself will be the place to be. Once a year, people with a commitment to higher education, to supporting tertiary student success, and to sharing advances in higher education policy and practice, converge for the HERDSA conference.

We come from across Australia, Aotearoa New Zealand, Hong Kong, Singapore and other parts of the world to share ideas and to connect. The HERDSA conference is focused on providing colleagues with the invaluable opportunity to connect: to each other, to new ideas, and to the HERDSA communities of practice.

www.herdsa.org

TERNZ Conference

Learning in higher education: our learning, our students' learning, our colleagues' learning
New Zealand, 23 – 25 November, 2022.

The HERDSA NZ Branch is thrilled to announce that the 2022 TERNZconference will be hosted by the Higher Education Development Centre, Dunedin, New Zealand.TERNZ Conferences focus on facilitating research-based exchange in a supportive atmosphere. Extended, interactive presentation sessions are interleaved with host group meetings that facilitate sharing and community building. By creating a supportive environment, we hope to explore new ako/teaching and learning approaches, and develop a critical perspective in the face of the current rapidly changing contexts of tertiary education. We also hope to build a tūhononga ā-ngahau/network of teachers in higher education who see their teaching as a valuable field for research.

www.herdsa.org.nz/ternz

