HERDSA
connect

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

Inside
Re-imagining higher education, Branch news, Outstanding service, Policy perspectives, Futuring higher education, Student partnerships, Essential reading, Meanderings, Reviews, Peer coaching, How to host a webinar.

From the Editor

What's so good about online teaching and learning? Our cover photo by RMIT Lecturer in BA Photography Pauline Anastasiou peeps into the real world of online teaching and learning for some of our students and academics in the covid era. The implications of moving online for student-teacher relationships are explored by students Preeti Vayada and Yifei Liang with academic Kelly Matthews, and vulnerability is a key theme. Significantly, our Policy Perspectives columnist Marcia Devlin cautions policy makers to invest in digital assets as a sensible future investment strategy rather than seeing online education as an add-on. Hopefully, these changing circumstances will stimulate future thinking about curriculum and pedagogy.

Our Feature writer Professor Jane Gilbert prefers to dream of a higher education system that will create new ways of teaching and thinking. The future is also on Rashmi Kotin's mind as she gives a student's view of the transformation of the teaching and learning space and asks universities to refocus their strategies to equip learners with tools for the future.

Webinars are something of a feature in this edition given the ubiquity of online communication right now. I doubt there is anyone in higher education who has not participated in a webinar lately. Readers will find there are plenty of useful tips here on how to run webinars effectively, as well as strategies for online learning. On a lighter note, STEM writer Sally Male has found added value in social distancing now that she can attend virtual international conferences that were previously beyond her budget.

I always find Who's Who in HERDSA a fascinating column, as our members are such an interesting group of talented people. I was totally amazed to read that our dedicated volunteer sub-editor, Sally Ashton-Hay, was a Barnum and Bailey girl. Internationally, HERDSA Affiliate membership may be granted to academic staff from emerging systems in our region. Affiliate member Kelzang Yuden from Bhutan explains how her dedication to ongoing learning is part of her vision to contribute to Gross National Happiness.

If you have time for reading, you will find some useful leads on what to read. We have a review of the latest HERDSA publication and recommendations on top journal articles from recent *IJAD* and *HERD* journals. If you haven't taken the opportunity to read the *HERD* award-winning article by Sarah O'Shea and Janine Delahunty, you can dip into their ideas less formally by reading *Immeasurable aspects of success* in our Showcase section.

A big thank you to Luk Swiatek and Sally Ashton-Hay for helping get this edition to the printers. I hope our magazine helps keep us connected until we reach the July 2021 conference in Brisbane.

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The HERDSA 2020 conference
in Brisbane is postponed to 2021

From the President
Denise Chalmers

The saying 'may we live in interesting times' can certainly be claimed about this year. And yet while the times are more than interesting, for many of us, the lives we are living are quite uninteresting, working more from home, with limited options for travel, entertainment and contact with family and friends. In this context, there has been a small window of opportunity to do more things, such as writing and research between preparing for working with students in the virtual world and their gradual return to campus. How many of us have actually taken that opportunity? This may be a confronting question.

From an initial lock down flurry of increased decluttering of cupboards, cooking, gardening, exercise and pet care, moving from a mild to severe case of procrastination of 'it can wait' response has been reported by many. This is inevitably followed by feelings of guilt that more should have been achieved as many start to return to their normal range of activities. A context of ongoing uncertainty about the spread of the virus, the economic uncertainty of employment and income, worry about the health of our loved ones and ourselves, and the inability to make

definite plans into 2021, leave many with a underlying feeling of anxiety while still needing to be getting on with our lives.

Young people, in particular, are feeling uncertain about their future: their capacity to engage in study, job prospects, economic independence, relationships and making plans. They also care deeply about bigger societal issues, such as climate change, sustainability, racism and inequities, and wonder how they can be active contributors in working towards a better future in relation to these. Young people are reporting higher rates of anxiety and mental health challenges as a consequence. These are representative of the students returning to study on and off campus.

The challenge for teachers and administrators is recognising and working within our changed set of circumstances, where life can appear to be the same on the surface, but with these concerns simmering underneath everyone's lives. Many teachers are recognising that they need to address these concerns explicitly as well as reorientating their teaching to ensure that the relevance of their content and

assessments are addressing the issues, and that students have an opportunity to deeply engage with them.

The United Nations Sustainable Development Goals provide a useful framework to consider how we can achieve a better and more sustainable future for all. They address the global challenges we face, including those related to poverty, inequality, climate change, environmental degradation, peace and justice. The seventeen Goals are interconnected, and the aim is to achieve them all by 2030. These are worth considering in the context of how we can contribute individually and collectively, and particularly speak to the interests and values of our students.

I was recently fortunate to join a Zoom session with panellists Malala Yousafzai, Nobel Laureate and Co-founder of the Malala Fund, and Dr Maliha Khan, Chief Programmes Officer of the Malala Fund. Together, they actively work to advocate the cause of gender equity and access to education in developing nations, working in local contexts with local advocates. This specially addresses Goal 5: *Achieve gender equity and empower all women and girls*; as well as Goal 4: *Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*. Malala Yousafzai has just completed her BA at Oxford and she challenges all young people to find causes in which to believe. She encourages young people to pursue their causes despite setbacks and challenges, without allowing others to discourage them.

As educators, we need to ensure that we support our students in building their understandings, capacity, skills and confidence, so they can pursue their goals and look forward to a future in which they see that they have an important role to play.

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Links
United Nations Sustainable Development Goals:

https://www.un.org/sustainabledevelopment

Re-imagining Higher Education

Jane Gilbert

Historical change is like an avalanche. A snow-covered mountainside looks solid, yet the changes taking place under the surface may be invisible. Something is coming, but it is impossible to say when. So says historian Norman Davies.

Higher Education is our snow-covered mountain at its tipping point. We are seeing great shifts in the context and purposes of higher education, in the digital revolution and the future of academic work. The 21C brings significant challenge to the way we think about the content, framing and purpose/s of the current disciplines, and to their place, nature and purpose in education, at all levels. The Anthropocene brings the need for new intellectual tools and challenges us to think very differently about what knowledge is, what it is for, who it is for, and who or what it should be engaging with.

Education, traditionally, has a great many different and important functions: civic and social development fostering the knowledge, capacities and dispositions needed to build and maintain the kind of preferred society; drawing out and realising individual potential and developing collective knowledge; providing and affirming professional qualifications and preparing for work. But there is a long list of problematic issues: rising costs and decreasing funding, student debt, graduate oversupply, credential inflation, verification, to name just a few.

The purposes of higher education in the 21st century have become multiple and confused. Fundamental questions, such as what is the role of research, who is it for, and who should pay for it, are continually debated. What does it even mean to be 'educated' in the 21st century and what is the role of an academic? Is higher education for wider social and civic good or individual benefit?

The response has been infrastructure expansion and more learning support. The pressure is on academics to develop new pedagogies to better fit new technologies, while continuing with the old ideals of engaging in world-class research and scholarship, and attracting external research funding. These are add-ons to the existing model, which is increasingly stressed. We can't assume that the existing system will simply adapt to necessary changes. This blinds us to other possible images of the future, images that are not already structured or constrained by past thinking.

We need to re-imagine Higher Education. We need to make the effort to think differently, engage differently and act differently in the spaces between past and future, using both. Riel Miller writes of 'futures literacies'. The future isn't something we must try to forecast, react to, or proof ourselves against. We create the future every day in our choices and actions. According to Keri Facer, future-oriented higher education could be a liminal space between old and new, past and future, a space where history, the future and the present are made and re-made, a space for openness, emergence, possibilities, novelty and hope.

The way I see the future of higher education is linked to the question: What will we do when robots take our jobs? My vision is of an economy managed for full *un*employment where robots and artificial intelligence do all the productive work. We will produce all we need with a fraction of today's workforce and without a mass labour market. The national income will be redistributed via a Universal Basic Income, leaving humans free to pursue activities other than work. Sounds radical? Yes, but if most jobs disappear, it will be necessary.

21C higher education will move beyond its former aims to discipline students into the disciplines, to reproduce existing knowledge and thinking, and to use these to build new knowledge in the existing disciplines. Future-focused higher education will scaffold the ability to think between and beyond existing disciplines, to create new ways of thinking, new kinds of futures that are not already colonised by past ways of thinking. Creating a 'future-oriented' Higher Education system isn't just an issue for governments, administrators, the 'powers that be'. We create its future by the thinking we do, the choices we make, and the actions we take.

Jane Gilbert is Professor of Education at Auckland University of Technology. Her research interests include science education and educational futures, in particular the implications for education of Knowledge/ Network Age developments. This article was adapted from her keynote presentation at the HERDSA 2019 conference at the University of Auckland, July 2019.

Around the branches

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

ACT

ACT activities include the re-establishment of a *TATAL* group with good engagement from across the university; it is now meeting online. Recent events include an enjoyable workshop creating visual representations of teaching philosophies. Committee members are documenting experiences and insights on the transformation to online assessment for our August webinar. Naomi Dale from UC is participating in a series of workshops as part of a national 'college of peers' to develop comprehensive rubrics for all Tourism, Hospitality and Events standards, and to discuss rubrics for implementation in unit assessment. Marie Fisher from ACU is progressing on her HERDSA Fellowship application as a member of the TATAL group that formed at the Auckland HERDSA conference and is leading a journal article for the group.

Hong Kong

The Hong Kong Branch held its first online AGM and executive meeting in March. New plans were focused on sharing our experience in online learning, teaching and assessment (LTA) and implementing the third round of Redesigning Student Learning Experience in Higher Education to be implemented in 2021. Promotion of the project will start around November. Branch committee members will participate in the eLearning Forum Asia 2020 and lead a roundtable *From Bandaid to Sustainable Transformation* to share and discuss strategies for online LTA. A HERDSA webinar is being planned to address further our online experience and its implication.

HERDSA Hong Kong welcomes visiting members.

http://herdsahk.edublogs.org

Queensland

The Queensland Branch has expanded its executive to ensure better university representation. Having achieved this, the branch is now focused on further increasing its presence and value to members through initiatives such as coffee catch-ups and state-based webinars We have put in place transparent processes related to branch business, such as branch executive terms in office, election processes and the timing of AGMs. The covid19 situation has been a real benefit for a branch such as ours, since online events are far more appropriate for our dispersed membership. Future events are likely to be either online or a mix of online and face-to-face, since recent events have also created issues for members related to the affordability of, and travel to, events.

South Australia

The SA Branch kicked off the HERDSA national webinar series *Sustaining and Supporting a Community of on-line Practice in HE during covid19* in April, with UniSA Senior Lecturer Jennifer Stokes presenting *Enabling online education: equity, engagement and innovation in digital space.* The webinar attracted an international audience, with seventy-eight participants. We hosted two local webinars, sharing the impacts of covid and discussing measures to protect vulnerable workers in higher education, with Kathy Harrington from NTEU. *Living, working and learning through ambiguity* will be a theme for future events. Chair Sarah Hattam and HERDSA member

Tanya Weiler were recipients of *The Educator Innovation Award* 2020, for leading a suite of professional development initiatives in inclusive and enabling pedagogies.

Tasmania

Tasmanian HERDSA member Sarah Prior, who is also in the process of her HERDSA fellowship, recently published an article in *International Journal of Environmental and Public Health* titled Organizational Support in Healthcare Redesign Education, Van Dam et al (2020). Members Jo-Anne Kelder and Tina Acuna have been working hard through their ACDS Joint Fellowship, which seeks to build scholarship capability and routine practices into teaching teams through the Curriculum Evaluation Research (CER) framework. A Zoom presentation to introduce the concepts and approach underpinning the CER-framework has been developed and presented to a School at UWA, followed by a workshop designed to adapt and tailor the ethics application resource to their specific situation. If you are interested, please contact jo.kelder@utas.edu.au.

Victoria

The HERDSA Vic executive put on a Panel Discussion in July for the HERDSA webinar series. The topic was *Making online learning connect with your students: what have we learnt about how we connect with each other online?* The session was hosted by Dawn Gilmore from RMIT, with a panel of academics (Jaclyn Broadbent, Deakin; Mark Selkrig, Melbourne; Peter Wagstaff, Monash) and students (Lauren Antonysen and Annabelle Kerr from Deakin). We are planning our annual HERDSA/ACEN *Snapshots* online for November, and a December HERDSA webinar with

a focus on sustainability in higher education. This is a challenging year for higher education staff, and I am thankful for the fabulous support of the HERDSA Vic team.

Western Australia

There's a general feeling in the Branch Committee that the higher education community in WA is still fully focused on covid19 and what a 'new normal' looks like. Rather than hosting several physically-distanced events, we have instead turned our focus to membership matters. We are growing both the committee membership, with representatives from the various higher education institutions, as well as HERDSA membership in general in WA. When the dust settles and we are well into semester two, we will explore options for a WA TATAL Online Community, as well as a HERDSA Re-kindled event. We hosted the HERDSA Academic Integrity webinar with Professor Rowena Harper, Dr Andrew Kelly and Herk Kailis.

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HERDSA New Zealand

Kia Ora Koutou

New Zealand is currently covid19 free with no community transmission, for which we are all extremely grateful. Our borders are closed and those entering our country are mainly returning citizens or permanent residents who all go into a fourteen day mandatory quarantine period. How long our borders can remain closed to visitors and how we will manage it when they open are ongoing questions. We sympathise with our colleagues globally where covid19 is rampant. We know it is a tough time and we care. Despite our country being in a good position, for how long we are safe we don't know and the impact of the virus dominates our conversations.

Our HERDSA branch has continued our monthly meetings on Zoom making time to listen to how we are all coping, and brainstorming ways we can offer support to our communities. The universities have tightened up on finances; so, many of us are unable to travel to events around our country. This has, unfortunately, meant that we are now postponing our annual Tertiary Education Research in New Zealand (TERNZ) conference to 2021. Although the registration fee is relatively small, the cost of airfares and accommodation make it prohibitive for many to attend. A virtual conference was discussed; however, we decided that the HERDSA webinars being put on by the HERDSA are enough for 2020.

One novel idea we have introduced for this year is a *Higher Education Heroes Award* to recognise academic generosity in challenging times. Nominees have to be in the field of tertiary education in New Zealand but do not have to be HERDSA NZ members, although the nominator does. The award is an opportunity to show gratitude by recognising the generosity of a colleague or team who have supported the applicant or others in an unexpected/exceptional way during the pandemic. This academic generosity may be in the areas of research, teaching, service, or academic development. The generosity received may be something tangible, such as specific support, or more intangible, such as helping to feel a sense of belonging and connectedness. We offer five awards of $500.

Our best wishes to everyone surviving these crazy times.

Kia Kaha – stay strong.

Barbara Kensington-Miller,
Chair HERDSA NZ
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Barbara (right) with 2019 conference co-convenor Julia Hallas, Photo Andrew Lau

Postcard from Liverpool
Sue Bolt

Greetings all. I hope that you are well and have found positive ways to navigate these troubling times. I have been working from home for the past three months and it looks like staying that way for some time to come. The green pastures near my home made for pleasant walks in May when we had lots of sunshine.

The pivot to online remote working has been intense, but it seems to have worked well. In preparation for the new academic year, starting in September, the University of Liverpool is embracing hybrid active learning in a socially distanced and remote environment. The University of Liverpool's Leadership Staff Organisational and Academic Development Academy, in which I lead the Academic Development team, is gearing up to support hybrid practice and pedagogy across the University.

In the midst of all these changes, I have had the pleasure of working on an exciting new program for Liverpool Online, which has launched a suite of fully online programs in partnership with Kaplan Open Learning. The inaugural Liverpool Online programmes, which commence in January 2021, include MSc Artificial Intelligence, MSc Sports Business and Management, MSC Healthcare Leadership, MSc Health Psychology, and the Postgraduate

Certificate Academic Practice. The Masters programmes take two and a half years to complete and the Postgraduate Certificate takes ten months.

We gained accreditation for a fully online Postgraduate Certificate Academic Practice (PGCAP) in March 2020. The program is aligned to the UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education, and participants will be recruited globally from a range of higher educational contexts. Upon successful completion of the program, participants will graduate, simultaneously, with a Postgraduate Certificate and gain professional recognition as Fellows of the Higher Education Academy. This is the first time an online PGCAP has been accredited by Advance HE for a global market, and one of the first programs to be released in the new partnership between the University of Liverpool and Kaplan Open Learning. Throughout the program, participants will actively contribute to, and engage with, global perspectives on higher education and gain the knowledge and skills to teach and support learning in higher education.

The online PGCAP provides early career academics with a firm grounding in higher education learning and teaching. It begins with a two-week induction

and has four fifteen-credit modules of eight weeks duration. The first module is about contemporary approaches to learning and teaching, and will enable participants to connect theory to practice. Module two is about alternative approaches to supporting learning and requires participants to engage actively in curriculum design and reflect on practice through peer observation of teaching. The third module is about enhancing teaching and learning. This provides participants with tools to evaluate their practice and encourages them to think creatively to develop their teaching. Module four is about extending your career in a global context. It encourages participants to reflect on their current practice and plan for further development.

If you would like to know more about the topics mentioned in this postcard, please contact me. I enjoy hearing from HERDSA colleagues. The changes to the way we now work have encouraged connection across time zones and distance. Let us keep the good things that have emerged from the challenges we have all faced in our own ways in 2020.

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Photo: Sue Bolt 2020 working from home in Wilmslow, UK

Recognising outstanding teaching
Australian Awards for Teaching Excellence

Great teachers not only help us to unlock a world of knowledge; they also inspire us. Our great university teachers challenge students to become ever more skilled and expert. Thus says the foreword to the Australian Awards for University Teaching 2019. We congratulate and acknowledge our HERDSA members who have been recognised in the 2019 Awards for Teaching Excellence

Associate Professor Denise Jackson is the Director of Work Integrated Learning (WIL) within the School of Business and Law at Edith Cowan University. Denise makes a unique contribution to students' higher education experience by addressing a lack of equity and access to WIL. Her belief that higher education students from all backgrounds and academic abilities should have equitable access to meaningful work experience drives the redesign of WIL to include extensive preparatory activities that address social and cultural barriers.

Denise's innovative WIL design removes the obstacle of course average entry criterion and implements rigorous recruitment, preparation and bespoke matching processes. In breaking down systemic and administrative barriers, she empowers students, enabling them to develop future-oriented capabilities and enhance their employment prospects.

For over 10 years, Denise has influenced the design of WIL nationally and internationally by sharing her insights, challenges and practices through conference presentations, features in the media, invited keynotes and 50 journal articles. Denise is internationally recognised for her scholarship on the value and influence of WIL, along with best practice and its associated challenges for developing employability among diverse student cohorts.

Dr Kay Colthorpe is a Senior Lecturer in the School of Biomedical Sciences at the University of Queensland who believes educators must support the development of self-regulated learning capabilities that enable learning beyond graduation. Kay's excellence as a teacher and leader of science education originates in her facilitation, scholarship and leadership of metacognitive learning. Kay pioneered novel 'meta-learning' assessment tasks, which prompt students to critically reflect on their knowledge and learning behaviours, and develop into highly self-reflective and independent learners.

Kay enhances educators' understanding of learning through wide advocacy of metacognition and scholarly teaching, enabling educators to better support their students' learning. Meta-learning tasks have been embedded across science, engineering, education and psychology at UQ, and uptake has occurred at multiple universities within Australia and internationally. Kay is an outstanding scholar of teaching and learning, a prolific writer and speaker, disseminating her findings nationally and internationally. She also creates a supportive environment to enhance teaching and pedagogic research, thereby making significant contributions to teaching and learning, and providing leadership to advance practice across the higher education sector.
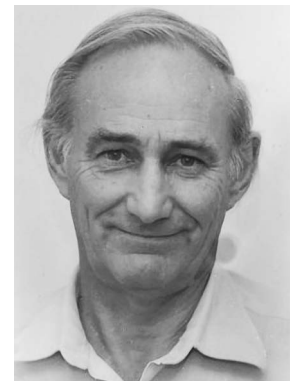
FAREWELL

Dr Ernest Roe, who died on the15th of July aged 100, was a foundation member of HERDSA and served on the Executive for several periods and as President from 1983 to 1985. In 1985, he was awarded Honorary Life Membership of HERDSA in recognition of his sustained contribution to our Society.

His many contributions to the literature of higher education were characterised by their lucidity, concern for practical applications, and engagement with real educational issues.

He led a highly successful series of national workshops on evaluation skills when the concept was in its infancy. He was founding Director of the Teaching and Educational Development Institute (TEDI) at the University of Queensland. Ernest's enthusiasm, expertise, wise counsel, and seemingly boundless energy were given freely to enhance the reputation of HERDSA.

We are all greatly in his debt. To read more about Ernest Roe's academic contributions, go to:

www.herdsa.org.au/life-member/ernest-roe

STEM Sally Male

Covid19 has brought the Northern Hemisphere closer to Australasia. Many top journals and associated conferences in STEM education are based there. This year, I have participated virtually in conferences in the Northern Hemisphere for low fees with no travel. No doubt many readers have enjoyed similar pleasures.

I attended public doctoral defences in the US and Germany, to which I would never normally be invited unless as an examiner. The first was on empathy in service learning in engineering, at 1am Perth time. The other was on students' conceptions of electrical circuits, at 7pm Perth time. Both were just as relevant in Australia as the locations of the studies, and it was a true delight to attend.

Just as travel has opened my eyes to home, the observation of the PhD defence process elsewhere has drawn my attention to our processes. In the USA and in Germany, the doctoral defence appeared to be a public celebration, peers witnessing the conclusion of a rite of passage, more interactive than a formal graduation ceremony. Although each defence was followed by a private discussion between the examiners, I did wonder how a student could ever be given anything other than a pass at such a public event.

In contrast, I also recently examined online a thesis in New Zealand. Joining were the candidate, the supervisor, and the chair. This was very intimate and a real examination in the sense that there was no obligation to pass the student. This is similar to the vivas now held by many Australian universities. Perhaps we need a new tradition combining the best of both models: a viva and, at a later date after any corrections, a public online defence celebrating Australasian doctoral studies with the relevant global research community.

STUDENT VIEW Rashmi Kotin

In the last two decades, education has undergone a revolution, with digital technology and globalisation being the two greatest drivers of disruption in higher education. Such changing environments have resulted in a paradigm shift in academic levels, curriculum, assessments, pedagogy, and methodologies.

Innovation and entrepreneurship are at the forefront of businesses around the world. Universities need to align their pedagogy to the new demands of skills in a globalised workplace. Higher education providers need robust institutional structures to work harmoniously with business entities, policy makers and governments to harness academic excellence.

Much research has been conducted that shows the gap between the skills students learn and the skills they need. These imbalances can be a great disadvantage, as they can constrain the ability of firms to innovate, adopt new technologies, and lead to misallocation of workers to jobs. The government's exercise should be collaborating with educators, researchers, academicians, institutions and agencies to identify the skills anticipated and to draw a plan to address these challenges.

This transformation of the teaching-learning space is not temporary and the challenges look interesting. Universities need to re-focus their strategy to develop a clear understanding of the transformational nature of higher education in the future. Concerted efforts should be taken to equip learners with the right tools, the capability, and the perseverance that will enable them to solve issues in the new millennium.

This article is adapted from Rashmi Kotin's presentation for the student panel at the HERDSA 2019 conference. Rashmi was then a masters student and will soon embark on a PhD. She is now a Lecturer at ICL Graduate Business School and researcher at the University of Auckland.

Who's who in HERDSA
Sally Ashton-Hay

My academic work is curriculum for learning support. This involves coaching students on learning strategies and developing academic skills, designing learning support resources, and presenting workshops on specific assessment types or required skills. I oversee a team of peer support student leaders in my Study Buddi program, a point of connection during a time of isolation for many students. I recruit, train and mentor the student leaders as role models for other students. We recently switched from face-to-face drop-ins to online drop-ins using collaborate, interactive whiteboards and breakout rooms.

My main role in HERDSA is editorial support for *HERDSA CONNECT* magazine. A few years ago, I finished an editing and proof-reading course and thought volunteering would be valuable experience. About that time, HERDSA was looking for a new editor, but my aim was really just to support the publication. It's a pleasure to preview the latest articles and research before publication. I enjoy participating in editorial support for the magazine, as I get to preview the latest articles and research.

It's really thrilling to contribute in a very small way to a high-quality HERDSA magazine that reflects the diversity and scope of higher education in Australia and the Australasian region. Reading the

different perspectives, regular columns and feature articles is immensely enjoyable as part of our evolving best practice. It's great to be part of this ongoing snapshot of what's the latest in our sector.

HERDSA membership means belonging to a wide community of practice respectful of higher education standards and scholarly pursuits. I was honoured to publish in *HERD* last year after doing a study arising from email contact through the magazine. I was particularly interested in one story and contacted the writers. With Evans and Henderson, I ended up doing a collaborative research study that was later published in *HERD* (Evans, Henderson & Ashton-Hay, 38/6, 2019). This was a pleasing outcome for members of a community of practice who didn't even know each other. The HERDSA Conference was a highly anticipated event and it was disappointing that it had to be cancelled, but there's always next year to look forward to.

Occasionally, I blog about my Study Buddi program and the benefits of peer support in higher education. The latest one is *Connection in a Time of Disconnection* (see link below).

Currently, my reading is Theresa Lillis and reflecting on the practice of learning support through ways of dialoguing

with students about their work, critical thinking and populating a text. Another reading topic is translanguaging and global competence for a co-authored article on bilingual support for students in China. My current scholarly book is on developing mental toughness, while *Orchids Australia* magazine is always inspirational.

I feel passionate about the difference education can make in someone's life. When students experience success with their academic study and learning outcomes, the confidence and growing ability to self-regulate is visible and very satisfying.

One of my leisure pursuits is growing orchids. Orchids are an amazingly widespread genera and Australia is home to some beautiful species. Each orchid has its specific care and culture needs and blooms in its own good time, almost like some students. It is easy to become captivated by the different genera and stunning blooms. Walking in the garden is a great way to de-stress and appreciate nature.

As editor of the *Tweed District Orchid Society Newsletter*, I'm also finishing up my training as an Australian Orchid Council judge; this involved a one-year course, an exam and three years of practical associate judging. With all the orchid shows cancelled due to covid-19, my full status as an AOC Judge will unfortunately be delayed. Ironically, when I was younger, I used to giggle at all the old gits with their orchid shows in the shopping centres and now I'm one of them!

Some people might be surprised I was a Barnum & Bailey girl in Ringling Brothers' *Greatest Show on Earth,* where I danced, rode horses and elephants, and performed in the aerial ballet. We showed to sell-out crowds in Madison Square Garden and travelled all over the US. Later, my husband and I had a musical comedy act and toured the world. Hemingway wrote that a circus should have the quality of a happy dream and it was just like that.

Links

https://blogs.deakin.edu.au/peer-s4peers/category/newsletter-issue-05/
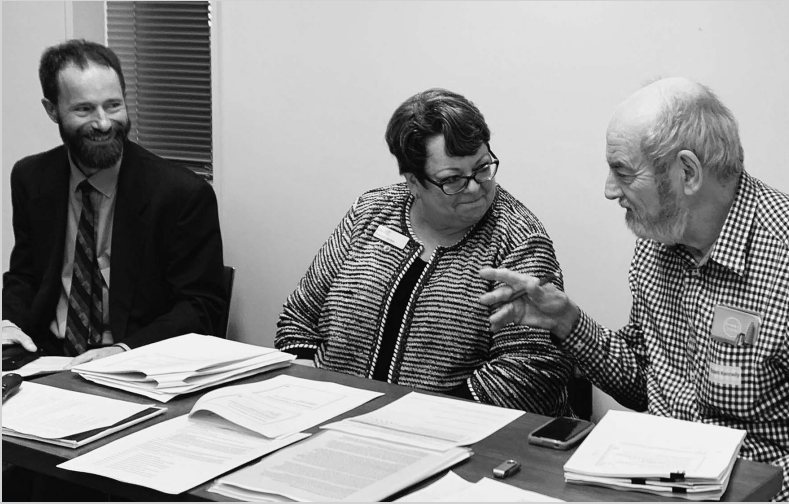
The HERDSA Fellowship

Deborah Veness, HERDSA Fellow and Senior Fellow of the Higher Education Academy, has worked as an educational designer and developer in Australian universities for more than 25 years. She has spent much of that time in reflection.

Oh, the curse of the HERDSA Fellow: once you've been through the process, reflection on practice is constant and persistent and unavoidable. This morning, I woke early, thinking: "Teachers fail when there is no discernible change in their students". This reflection emerged from my dreams, because I am working on the best way to frame the next revision of a professional development publication. I'm looking for a focus for this revision, the core underpinning principle.

In order to bring about change in our students, we have to define and describe the change we are seeking. That begins to give us the information we need to write learning outcomes and to design learning challenges and student engagement activities. It provides the basis on which we can design an assessment regime that tells us not only whether or not students have achieved the learning goals but also how well they have achieved them.

We all know that as students learn, they change. We know that university students begin to see the world differently as they are inducted into the disciplines they study and begin to apply the methods and theories of their disciplines. But what is it that we want to teach? What change do we need to bring about in our students? I am revisiting this because it takes me to the core of my *raison d'etre*: the essential purpose of university education. Amanda Dunn, commenting in *The Conversation* on the government's plan to increase the cost of a degree in the humanities, pointed to a utilitarian view of education as the training ground for workers for the future, rather than the creation of well-rounded human beings.

It seems to me that this is a significant problem. For me, and most of the academic staff I work with, a university is a place of discovery, a place where knowledge is generated through research and disseminated via scholarly publication, social media, mass media outlets, consultancies, and to our students via our educational offerings.

We cannot allow a perception that the role of the scholarly community is the creation of job-ready worker bees. At the same time, it is not enough for university academics to be expert only at researching. They also need to be very good at all aspects of dissemination of the knowledge of their discipline: scholarly writing, journalistic-style pieces, and teaching. All academics need to articulate not only the changes they are seeking in their students, but why those are desirable changes, how they will design a learning environment to facilitate the changes, and how they will judge the extent to which students have changed.

In my HERDSA Fellowship portfolio, I wrote of academic teachers as 'double professionals', both expert researchers in their own specialisation and skilled university teachers who assist students through the discomfort of the transformation that comes with changing views and deeper understanding. They know how to prepare students for the next stage of their lives.

So then the question arises: what are we preparing our students for, if it isn't to walk into a particular job, ready to run on the first day? I think we need to be cognisant of the need to provide students with skills and knowledge that they can use in their careers. Our students need to know that the skills and knowledge they are developing will be relevant post-graduation, but that we are not responsible for their immediate employment.

On reflection, when I work with university teachers as an educational developer, I think that it is essential that my first conversation has to be about the purpose of their teaching and how it aligns with the purpose of a university. But that's only the starting point, of course. [*Pause for further reflection.*]

Photo: Debora Veness with Dieter Schonwetter (left) and Robert Kennelly (right) at a TATAL workshop.

HERDSA Affiliate Members

Affiliate membership aims to foster engagement from emerging and developing tertiary education systems within our region. Members are encouraged to collaborate with affiliates for research and learning.

Kelzang Wangmo

The Royal Institute for Tourism and Hospitality (RITH) was jointly founded in 2010 by the Royal Government of Bhutan and the Federal government of Austria with the vision to be the regional centre of excellence in tourism and hospitality. RITH is a modern tourism and hospitality management school offering a comprehensive two-year diploma program for graduates of class XII. Every year, only 50 students are admitted in the institute; 25 of the students are male and 25 are female. This is in line with the gender equality policy of the institute. The core curriculum was developed in collaboration with Salzburg University of Applied Sciences in consultation with RITH faculty members. The curriculum is tailored to Bhutanese needs while integrating international standards. Over the years, RITH has evolved into a national institution providing professional capacity building opportunities for the Bhutanese workforce in the tourism and hospitality sector.

Tourism is one of the largest income-generating industries of Bhutan. One of the guiding principles of the Royal Government of Bhutan is to promote high value, low impact tourism. Tourism in Bhutan started in 1974 and is still at a developing stage. The government of Bhutan has placed a lot of emphasis on developing the quality of services in the tourism and hospitality industry. In connection with this, I am an Assistant Lecturer of Language and Communication at RITH. I am passionate about teaching and travelling. I have a degree in English Literature from the University of Wollongong which has helped me immensely in my career as a language teacher. I am a trained and certified teacher from Samtse College of Education, Bhutan. To understand the fundamentals of the hospitality and tourism industry, I also attended a nine-month-long diploma program in Hospitality Management at the Institute of Tourism and Hospitality, Salzburg, Austria. The course contributed to enhancing my industry knowledge and focusing my teaching according to the industry needs.

My students come from all over Bhutan, from the remote villages in the East to the more modern cities of the West. They are young adults who come with lots of determination and motivation to join the Tourism and Hospitality industry, which makes it easier for me to teach them as they are already ambitious about their career. Unlike school classrooms in Bhutan, where a class usually has 30-40 students, I have only 25 students in the class, which makes interaction easy. I am passionate about teaching and highly motivated to make a difference in the learning experience of my students.

Classes are learner-centered, where the students learn by doing. I also use many online and digital platforms to enhance students' learning experience. Teaching in the institute also has its perks, like travelling, visiting luxury hotels, food and wine tasting, and meeting industry experts.

Besides teaching, I also provide a counselling service to the students and look after campus beautification. I also teach English for the Bhutan Middle Management Hospitality Project, which is funded by the University of Applied Sciences in Business Administration Zurich (Hochschule für Wirtschaft Zürich). The course is offered to in-service employees in the hotel industry to enhance their skills to take up the role of mid-level managers.

I believe that there is no limit to learning to make oneself more useful to others and society. I feel like I am contributing towards strengthening the hospitality profession, ultimately benefitting Bhutan in achieving Gross National Happiness through a prospering tourism industry. Moreover, the benefits of a strengthened human resource go beyond immediate and visible gains to less concrete but more important benefits, such as professional networks and a systematic change to the system.

Photo: Kelzang Wangmo in the hospitality teaching space with tourism and hospitality students.

Policy Perspectives Marcia Devlin

A variety of options to address the covid19 related hits to university revenue are being considered and implemented. One of these is reduction of capital/infrastructure expenditure. This is certainly preferable to some of the other options being considered.

Meantime, universities have moved to online learning very quickly. Most higher education can be offered remotely and done so successfully. The majority of higher education learning is theory-based and can be well provisioned at a distance.

That said, all universities are also grappling with the challenges of what cannot be so easily provisioned remotely. Lab-based, practical, placement, some music, art-based, other subjects and learning that requires use of specialist equipment are difficult to manage well from a distance. While some alternatives will be less than perfect, there is also the possibility that the creative alternatives might be better than 'the old way'. (Closed book, timed, invigilated, written exams that measure the recall of current facts: we're looking at you.)

The pause in capital/infrastructure spend and the apparently successful move to online learning together lead naturally to questions about the future of learning,

including location and mode. Decisions about these matters will fall to those who are funding and determining policy for higher education in government, as well as to the executives and Council members who lead universities. Both will be informed, hopefully, by prospective and current student and other stakeholder views.

Herein lies a risk.

Most policy makers, politicians, university executive and university Council members, including myself, were educated last century. For many of us, the initial degree was a time of relatively blissful, unencumbered youth, defined by elite intellectual pursuit and social interaction, all undertaken face-to-face and all undertaken in and around buildings. It may be hard for some of us decision-makers to see and understand how profoundly everything has changed in the past 30-40 years since we were first at university in a previous century, even if we work in, and closely with, universities.

For example, pre-covid, many higher education students already studied partly or wholly online. Research shows that online provision can mean the difference between access and no access for some students and that without the opportunity to study remotely, they would not have

had the opportunity to enter higher education nor earn the qualifications they now proudly hold. Part of the achievements of widening university participation, opportunity and success has come about through online higher education provision, something unheard of in the 1980s when the people now running the world were at university.

It can be tempting to think of this as an 'add on' to 'real' university education, which occurs in a building, face-to-face. This is not the case any more, and not at all, just at this moment.

I'm wondering whether, or to what extent, we decision makers from another era may be at risk of a strong, possibly unconscious pull to 'ditch the clicks and return to the bricks' once the first shoots of the new normal begin to emerge. And given the construction industry hasn't stopped during lockdown, and governments appear keen for an infrastructure-led recovery, how strongly might we be led to pursue our physical capital and infrastructure plans despite an opportunity to rethink and reimagine learning?

Might we consider using the pause on the current normal to contemplate the potential of investing further in digital, as well as physical, education assets? Might doing so enable: lower operating and maintenance costs associated with multiple campuses and buildings; the redirection of funding previously used on such costs to student support, teacher professional learning, digital equipment and high-quality internet provision; lower traffic congestion and pollution, given staff and students won't have to drive to university as often; and for these and other reasons, therefore, be a sensible investment in part of our future?

For a range of reasons, we decision-makers need to start to deeply consider to what extent the online provision of higher education should at least be part of the new post-covid19 university model.

Professor Marcia Devlin is Senior Deputy Vice-Chancellor at Victoria University in Melbourne. An earlier version of this article appeared in Campus Review *on June 15, 2020.*

Wordcraft Helen Sword

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

I used to be able to sit and write for hours; but lately I've noticed that my back gets stiff and my neck starts to hurt after only a short time at the keyboard. My brain still works fine, but my body is betraying me! How can I overcome the frailties of the flesh and get my intellectual mojo back again?

Writing is a fundamentally physical act, involving every part of our bodies and the full range of our senses. Yet many academic writers seem almost embarrassed or surprised to have bodies. Like the cerebral scholars described by educator Sir Kenneth Robinson in a widely watched 2006 TED Talk, they reside not in the physical world but somewhere inside their own heads:

They live up there, and slightly to one side. They're disembodied, you know, in a kind of literal way. They look upon their body as a form of transport for their heads, don't they? It's a way of getting their head to meetings.

The fantasy of disembodied cognition offers its own pleasures, no doubt. Imagine living in a paradise of productivity where you could churn out beautifully written books and articles with no need for pens, keyboards, food, showers, or sleep! But here in the real world of material existence, we cannot write, communicate, or even think without recruiting our fragile, miraculous bodies to help us.

Rather than regarding our bodies merely as clunky transportation devices for our brains or, worse yet, as impediments to productive writing, why not flip the script and celebrate the central role of embodiment in human cognition? Here are three very simple, concrete things that you can do to welcome your body back into your writing practice.

Pay attention to posture. There is plenty of information available on the internet about the postural benefits of ergonomic chairs, keyboards, standing desks, Swiss balls, wobble boards, and the like; but whatever your physical set-up, keep in mind that good posture is not just a matter of finding one perfect writing position and staying in it all the time. The single best thing you can do for your body while writing is to change position frequently, for example, from sitting to standing, or from a hard chair to one with pillows, or from working on your laptop at the kitchen table – which is pretty terrible for your neck, by the way – to looking at an elevated screen. Even

a short stint of writing in bed every day is okay, so long as it doesn't segue into, say, ten hours of writing in bed.

Take plenty of stretching breaks. Five minutes out of every thirty is ideal; but if you prefer longer chunks of uninterrupted writing time, you could allocate, say, ten minutes out of every hour to get up, move around, stretch, dance, do a few downward dogs with your dog or cat or child on the living room carpet – whatever it takes for you to shake out those writing kinks.

Schedule at least half an hour every day of sustained physical exercise, whether before, during, or after your writing time. There are benefits to each of those options. Sometimes, when I reach an impasse in my writing, I like to go for a walk with my phone in my hand and talk through the ideas I'm trying to untangle, whether in conversation with a friend or just on my voice recorder. It's a great way to get my mind unstuck and, of course, my body benefits, as well.

The pleasures of the body can provide a fast track to pleasure in writing, which, in turn, may fuel the renewed cognitive energy that you are longing for. By embracing rather than denying the physical dimensions of the writing process, you are likely to become a more prolific writer, a more assured stylist, and – dare I hope? – a healthier and happier human being.

Professor Helen Sword is a scholar, poet and prize-winning teacher who has published widely on academic writing and writers. Visit her *Resources for Writers* website at www.helensword.com for links to her writing retreats, masterclasses, free videos, innovative online tools, a curated bookshop and more.

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

Futuring higher education through change and complexity

Ruth Bridgstock

Last October, thought leaders from Australian higher education came together for the *Shift Happens: Higher Education and the Future of Learning, Life and Work* symposium. We engaged in a systematic process of futuring – thinking about potential futures for universities – and how we might work proactively and strategically to respond more effectively to change over time.

Funnily enough, futuring isn't about prediction. Rather, futuring uses social, scientific and technological trend information and research data to engage in a creative and analytical process of projecting, envisaging and then designing strategies and approaches to take us in desired directions.
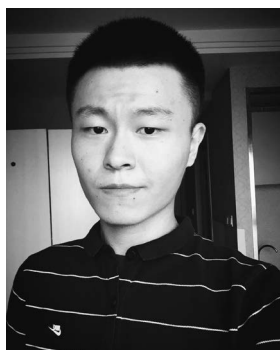
The impetus behind the symposium was an awareness that higher education is entering an era of massive and ongoing change and complexity. Accelerating advances in digital technologies and science, along with increasing global environmental and social challenges, such as climate change and widening inequality, are the hallmarks of this era.

We wanted to know how universities might be able to navigate the new challenges, and also shape how others in our ecosystems, such as students,

our local and global communities, and policy-makers, navigate them. Ironically, as higher education is buffeted by sector-specific issues around performativity, the value of higher education and financial sustainability, we continue to be crucially and uniquely positioned to shape how society responds to the enormous challenges it faces through our education, research and knowledge production, and engagement activities.

It is nine months since the symposium and four months since the World Health Organisation declared the global health emergency. The terms 'unprecedented times', 'pivot', and 'all in this together' have somehow become clichés as universities and communities face the biggest disruptive changes for decades. I was part of a discussion where some participants aired concerns that our institutions would not be able to shift fast enough in a then-hypothetical, but acknowledged to be inevitable, crisis. In the last few months, universities have demonstrated that they can move quickly when they have to, closing campuses and moving teaching, research and other activities online.

Our symposium work of just nine months ago now looks a bit naïve. We had no idea what was coming. There

was a sense that, while the discussions we were having were important, change was still a way off in the distance and we could approach it all at a leisurely pace. However, with the benefit of hindsight, this week I reviewed the outcomes of our futuring process of last year, and I think they remain sound.

Emerging from the symposium was a commitment to ongoing and proactive responses to change in universities and by universities. Participants commented that for our students to be more future-capable, our educators and institutions needed to be, as well; this would require explicit and ongoing revisiting of the futuring process across the university.

We discussed the processes needed to make change possible in institutions. We talked about respectful partnerships, valuing and sharing expertise, silo busting, and making the most of our research and knowledge production. We reaffirmed fundamental values about making a difference, as well as contributing to the economy. We were also aware of the need to be pragmatic, determining our actions based on meeting the needs of our communities and ecosystems.

The *Shift Happens* symposium was a great start to the conversation. Now that the sector has demonstrated its ability to adapt in the face of disruptive change, we have an opportunity to start to think more consciously about the future, and to shape the present thoughtfully in response. There are greater and deeper-reaching challenges than the pandemic to tackle, and also greater opportunities.

We are inviting students, staff, alumni, industry and community partners, policy makers, and others who are interested in the future of higher education to become part of the *Shift Happens* network. Our interests relate to sharing practice, undertaking research, and promoting action.

Find out more and join at
https://shifthappenshighered.org

Ruth Bridgstock is Professor and Director of Curriculum and Teaching Transformation in the Centre for Learning Futures, Griffith University.

Photo: Ruth (centre) with colleagues at HERDSA 2019

We are all in it together

Preeti Vayada, Kelly E Matthews, Yifei Liang

Student-teacher relationships are key to learning and engagement. Naming these relationships, a *partnership*, within the umbrella term *Students as Partners* (SaP), is increasingly commonplace. We want learners and teachers to have mutually beneficial relationships in universities as egalitarian learning communities. But what happened to the growing number of SaP practices when covid19 moved learning, teaching, and assessment online? An online community poll created a platform for practitioners to share their experiences and views on SaP when covid19 had us off-campus and interacting virtually. Reading across, and offering our interpretations from, the 100+ contributions, we offer a glimpse into how covid19 (re)shaped, affirmed, and stretched partnership practices.

I feel much closer to my students and much more exposed, wrote one contributor. For all of us, covid19 unleashed new emotions and provoked new ways of interacting, engaging, and connecting with others. Because of the shared uncertainty and across-the-board restrictions in moving both teachers and students to online education, feelings of vulnerability arose and shaped both practices and perceptions of engaging in learner-teacher partnerships. Online-only partnership practice adds another layer to the existing student-teacher relationship. Amid the crisis, students and staff were vulnerable, although in differing ways. Prior to covid19, the SaP dominant discourse focused attention on student vulnerabilities, with students in need of compassion and support in higher education relative to staff. Many of us critique this discourse on a normal day with a more nuanced lens. Covid19 clearly exposed staff vulnerabilities, along with those of students in ways that humanised learning spaces through empathy and compassion.

A lot more time and effort are required to maintain a positive relationship online. More time needed for affirming relationships, wrote another. Genuine partnership is premised on dialogue. With covid19, time took on new meaning and heaviness for partnership practitioners and advocates. The demands of jumping online quickly, learning new ways of learning and teaching in virtual spaces, and dealing with a global pandemic impacting us all in very different ways required time and more energy. The emotional and cognitive demands added up fast in a short span of time. Unsurprisingly for many of us, it was not always possible or sensible to give the energy and time needed to start or maintain SaP practices in the same pre-covid19 way. Instead, many contributors found ways of shifting practices and approaches that worked toward partnership even if less than ideal or not the standard of partnership desired.

Their humour and support were just as important for me, as my support and reassurance were for them, wrote a contributor. These feelings of vulnerability opened up a new sense of compassion and understanding. Values-based partnership practices focus on human relationships. Led by this focus, the consistently evoked theme throughout the poll was the need for connecting compassionately. It ranged from students helping academics with technology to staff concerned about equitable access to technology for some students. Yahlnaaw tells us that to be yourself and bring yourself is the essence of SaP. To be ourselves and bring ourselves in the early days of covid19 meant acknowledging and sharing vulnerabilities. It meant being curious about how students and staff were navigating their covid19 journeys in the virtual educational environment.

Courage and compassion further emerged amongst SaP practitioners and advocates. Practising partnership during covid19 has affirmed the relational ethos of SaP and stretched the boundaries of what it means for learners and teachers to both be and bring themselves in higher education. Looking ahead, we have to ask ourselves, what really matters to us as learners and teachers in higher education? If people and relationships matter, then SaP will continue to flourish and evolve both in and out of crisis mode.

Preeti Vayada and Yifei Liang are PhD students and Kelly E Matthews is Associate Professor, Institute of Teaching and Learning Innovation, all from the University of Queensland. Contact Preeti at: p.vayada@uq.net.au

Links

Yahlnaaw. (2019). T'aats'iigang: Stuffing a jar full. *International Journal for Students as Partners:* https://doi.org/10.15173/ijsap.v3i2.4081

Contribute your insights on maintaining and starting to the *International Journal for Students as Partners*. Read contributions and add your own at www.surveymonkey.com/r/PPincovid19_poll.

ICED Hiroaki Sato

This column highlights the work of organisations similar to HERDSA around the world.

Japan Association for Educational Development in Higher Education (JAED) is the organization of educational developers in Japan. Our purpose is to contribute to the enhancement of quality of teaching and learning in higher education institutes in Japan through activities relating to higher educational development with the network of educational developers. We aim to improve the quality of educational developers and develop their professional abilities based on academic research.

JAED was founded by the members of a research project funded by National Institute for Educational Policy Research in 2009. We have twenty-two individual members. All of our members are academic staff involved in educational development.

Like other countries, in Japan, faculty need no teaching qualifications. Standards for Establishment of Universities (National Level Law) states the need for "ability to teach in higher education" but this is often ignored. Some universities offer instructional design and teaching method seminars for new faculty, but usually they are only two days long. In order to change this situation, we released our *Professional Standards Framework for Teaching for University Teachers*. This was created to offer recognition for faculty development

programs at each university. Using this, programs at Ritsumeikan University at Kyoto and Shibaura Institute of Technology at Tokyo were recognised.

In Japan, as in other countries, the impact of covid19 on universities is enormous. An unprecedented number of faculty members have participated in programs for online teaching. In June we held a seminar *Faculty Development in 2020, do not stop the learning of university teachers* with eighty participants. JAED is planning online teaching materials and a network for faculty developers nationwide. We run a curriculum coordinator training program at basic and advanced levels. The last attracted one hundred and seventy-five participants from all over Japan.

JAED has a commitment to national policy making. Last year the Ministry of Education released the Policy for Teaching and Learning Management and set up a new committee for National Central Education. Two of our members became board members and continue to discuss management in higher education.

JAED is much smaller and has a shorter history than HERDSA. We would like to deepen exchanges with HERDSA members and exchange information. To create a new university education in the 'with-corona era' it will be necessary to collaborate with educational developers on a global scale.

Hiroaki Sato is president of JAED and Associate Professor in the Teaching and Learning Support Centre at Osaka University.

Photo: Hiroaki Sato (far right) with Allan Goody and ICED participants

ESSENTIAL READING IJAD

IJAD Co-editor Julie Timmermans recommends the IJAD 2019 article of the year *Small significant networks as birds of a feather* by *Gary Poole, Isabeau Iqbal and Roselynn Verwoord. IJAD, 24(1), 61-72.*

In their award-winning article, our Canadian colleagues investigate the small social networks formed by instructors to support their teaching. The authors ask, "What are the relationships between perceived similarity among network members and perceived value of interactions within the network?". They find that teachers prefer to converse about teaching with people whose beliefs align with their own and that high value is placed on those interactions.

While honouring the importance of these findings, the authors also thoughtfully consider the opportunities in seeking diverging perspectives. "If our purpose is to examine our views rather than confirm them, we must pick people whose views we believe could be different from our own." With humanity, they acknowledge the open-mindedness and patience that may be required to do so.

The article's insights are relevant across institutional and geographical contexts. They may also inspire us to examine our own networks as teachers, as academic developers, as researchers, as humans. Perhaps especially in times like these, there may be value in having both a strong sense of one's own beliefs while remaining open to new perspectives that can reshape beliefs and ways of being.

The article is free open access for 2020 at: https://think.taylorandfrancis.com/rija-article-of-the-year/

From the HERD editorial desk
Wendy Green

July is that happy time of year when the *Higher Education Research & Development* editorial team announce the winners of the annual awards.

Following a rigorous judging process, the winners of the *Article of the Year* award are Peter Kilgour, Daniel Reynaud, Maria Northcote, Catherine McLoughlin and Kevin Gosselin for their article 'Threshold concepts about online pedagogy for novice online teachers in higher education', published in *HERD,* 38:7. This article, which analyses academics' engagement with online pedagogy through the lens of threshold concepts, extends our understanding of the critical moments in academics' learning to be online educators and has significant implications for their professional development.

A rigorous and developmental peer review process is essential to the work of *HERD*. To recognize the dedication of our reviewers who provide the high quality, timely reviews that are so valued by our authors, we proudly announce the new *Reviewer of the Year* award. We offer our congratulations to the inaugural winners of the Award in 2020, Sin Wang Chong and Shannon Mason.

Five articles were shortlisted for the *Article of the Year* award. All five papers were judged to provide significant critical and/or analytical insights to the field of higher education, and were characterised by thorough literature reviews, sound methodology, persuasive, succinct, and coherent arguments, and moreover, were highly engaging and relevant to an international audience. The four other short-listed articles from 2019 are:

Chi Baik, Wendy Larcombe & Abi Brooker. 'How universities can enhance student mental wellbeing: the student perspective', *HERD*, 38:4.

James Burford & Genine Hook. 'Curating care-full spaces: doctoral students negotiating study from home', *HERD*, 38:7.

Sue Kilpatrick, Robin Katersky Barnes, Jennifer Heath, Alex Lovat, Wee-Ching Kong, Nicholas Flittner & Samantha Avitaia. 'Disruptions and bridges in rural Australia: higher education aspiration to expectation of participation', *HERD*, 38:3.

Clarence Maybee, Christine Susan Bruce, Mandy Lupton & Ming Fai Pang. 'Informed learning design: teaching and learning through engagement with information', *HERD*, 38:3.

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ESSENTIAL READING HERD

Bernadette Knewstubb, Co-Editor *HERD*, recommends the article 'Towards a structural inequality framework for student retention and success' by Naylor and Mifsud. *HERD* (2020) 39(2) 259-272.

Challenging educational narratives and theoretical perspectives is a risky venture. However, this is the position adopted here. Drawing on a systematised literature review, the authors problematise the commonly articulated understanding of 'cultural capital' as an oversimplification, stripped of its references to power. They also argue that such notions of building cultural capital are assimilative, placing onus on equity students to engage with provided support materials.

Instead, the authors propose a more productive three-part 'structural inequality framework', with the locus of control based firmly in the institution itself. The framework comprises three types of inequality: vertical inequality, which questions who has access to higher education; horizontal inequality, which considers what status of institutions and subject areas are accessible to non-traditional students; and internal inequality, which refers to barriers to completion and success within the institution, such as financial supports and teaching design. While the first two dimensions are associated with barriers to entering higher education, the third is associated with the barriers encountered by students once studying. Naylor and Mifsud offer a taxonomy of internal inequalities. Each dimension requires the institution to adjust to the student, rather than the student adapting to the institution. The authors argue their framework stands in contrast to current notions of building cultural capital, and provides an alternative policy lens for supporting diverse student success.

Meanderings
Robert Cannon

Flying from Adelaide to Sydney and back, followed by fourteen days home quarantine, was a remarkable experience. The eeriness of being the sole traveller checking-in at Sydney airport, the evident difference in social-distancing between disciplined Adelaide and laid-back Sydney, and being documented by police officers at the Adelaide airport border was only a part of it. Then, being monitored by police arriving in a paddy wagon who visited my home – twice – to ensure I was compliant with mandated behavioural standards, was unnerving.

So, what do academics do in quarantine? They clean-up their cluttered home offices. An academic clean-up means going through books, articles and notes. It means sorting, reading, laughing at old jokes, and throwing things out. Why is it, though, that throwing away an out-of-date book or paper always leads to the question within a few weeks, "Why, oh why, did I throw that paper away – because I really need it – now?"

Among my old notes, I found a poem. I recall the poem was in the preface of a book on instructional objectives by Robert Mager. Mager's books had a profound influence on educational development in the 60s and 70s. Mager died this year at age 96. One of his books, *Preparing Instructional Objectives,* had almost as much impact

as the earlier Bloom's *Taxonomy of Educational Objectives* in 1956. Mager's book, according to Wikipedia, "… so revolutionized instructional methods in schools that a bill was passed in California that required teachers to describe what they wanted their students to achieve (i.e., behavioural outcomes) by writing these as objectives".

The poem has strong messages for teaching and assessment.

> There once was a teacher
> Whose principal feature
> Was hidden in quite an odd way.
> Students by millions, or possibly zillions,
> Surrounded him all of the day.
> When finally seen by his scholarly dean
> And asked how he managed the deed,
> He lifted three fingers and said "All you swingers
> Need only follow my lead.
> To rise from a zero to big campus hero,
> To answer these questions, you'll strive:
>> Where am I going?
>> How shall I get there?
>> And, how will I know I've arrived?"

Another gem discovered in the clean-up was Peter Szanton's *Not Well Advised*. Published in 1981, this is an illuminating read for academics who see themselves as consultants. Szanton presents an insider's analysis of the work – mostly failures – of academic consultants and others who attempted

to advise US city governments. The analysis is conveniently summarised in a lessons-learned chapter. Academics who consult will find that Szanton's work has astonishing applicability today, forty years on from its publication.

Not all books I re-arranged came from the Ark. Two books by Gerard Guthrie have had a profound impact on my continuing work in educational development. These books are *The Progressive Education Fallacy in Developing Countries* (2011) and *Classroom Change in Developing Countries* (2018). Any scholar teaching international students in New Zealand or Australia, or working in education overseas, and who is not familiar with Guthrie's work is, frankly, not up-to-date. (Now, that gratuitous remark will surely win friends and influence people.) Supported with empirical evidence and presented in uncompromising language, Guthrie's position is that progressive teacher education and curriculum reform in developing countries are wrong in principle and widespread failures in practice.

Another significant work I re-discovered reflects Guthrie's refreshingly direct language. In Peter Knight's 1995 book, *Assessment and Learning in Higher Education*, David Boud writes, "There is probably more bad practice and ignorance of significant issues in the area of assessment than in any other aspect of higher education. This would not be so bad if it were not for the fact that the effects of bad practice are far more potent than they are for any aspect of teaching". Those words have provided an enduring sense of guidance and comfort over the years when confronted with the depressing persistence of the bad practices and ignorance David wrote about so long ago.

Now the clean-up is done, and with considerable trepidation, I plan to re-read Abrahamson and Freedman's book, *A Perfect Mess*, disconcertingly subtitled "How … cluttered offices … make the world a better place".

Robert Cannon holds an appointment as a Campus Visitor at the Australian National University and consults in educational development in Indonesia. He was formerly Director of the Advisory Centre for University Education at the University of Adelaide.
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Embedding interprofessional education into the curriculum
Margo L. Brewer and Helen Flavell
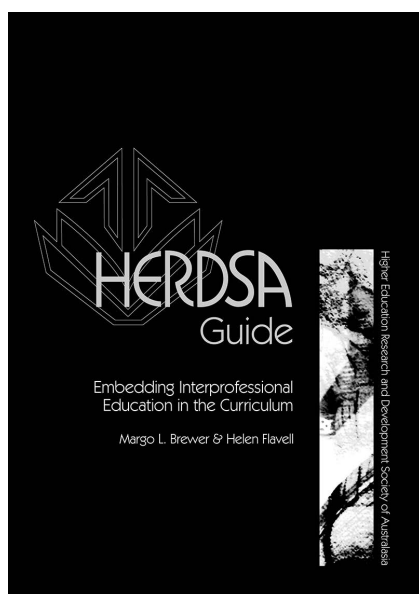
I prefer thinking about 'good practice' rather than 'best practice', as I do not believe that any activity, learning program or set of practices can ever truly be 'best', even for a short period of time. Thus, this HERDSA good practice guide for interprofessional education (IPE) suits me very well. It is a synthesis, encompassing the authors' and contributors' scholarly practice and relevant published knowledge. My judgement is that the Guide achieves its stated aim: "to generate a shared understanding of interprofessional education and [provide] a road map to overcome the barriers to interdisciplinary education" (p. 3).

This Guide takes the reader on a journey through the landscape of interprofessional education as mapped by the table of contents, which identifies the 'must see' dimensions of good practice; *defining, leading, designing, facilitating,* and *evaluating.* The authors note that while the primary context of interprofessional education for this guide is the health-related fields, the principles and ideas apply more generally. The authors include examples from, and links to, other fields.

The authors both advocate and model strong commitment to gathering evidence for decision-making, appropriate frameworks and methods, and interpretation of data. They provide a sound theoretical basis for their claims. The guide led me to reflect

on ways to identify and incorporate various theoretical approaches to support the practical application of interprofessional education. A brief summary of my own take home messages from the guide are covered by the stated good practice dimensions; *defining, leading, designing, facilitating,* and *evaluating.*

The authors define IPE as requiring certain elements, such as facilitation and preparation of facilitators, to be effective in producing development outcomes. Developing an IPE activity or curriculum program is a design project. It is important for the leader to have a clear goal for each project and support decision-making and planning by selecting and adapting from the range of models of leadership and theories on how to lead change. Also, it is helpful to use free tools that can support you in assessing readiness and planning dissemination.

You need a theory to underpin your IPE design. The authors recommend a constructivist focus and ensuring constructive alignment as a core feature of the learning design. Detailed information and discussion provides guidance on the specific considerations of IPE learning outcomes, learning opportunities and assessment.

Facilitation is essential for success of IPE and facilitators require a specific set of capabilities and targeted professional development opportunities. One could argue that the recommended facilitator capabilities are needed by all academics if we are to teach our students 21st century skills development. So as an exercise, I substituted "Jo needs to … " and read out the list. Very instructive.

The argument for evaluation of any teaching program is compelling, supported by advice on how to approach evaluation design. This

includes how to fit the approach to best answer your questions and a formal plan for dissemination. Embedded in the evaluation discussion is a suggested limitation on the use of quantitative tools, such as outcomes measurement scales. I think future research to develop a validated scale for IPE outcomes would be a significant contribution.

Useful features of the Guide include its organisation, which makes it simple for the reader to access relevant information, while maintaining a sense of the overall purpose and dimensions of effective IPE activities and programs. Reflective prompts at the end of each chapter give the reader a strong hint as to what to pay attention to. The appendices provide practical illustrations and reference tools. The six exemplars give a sense of what is possible, barriers identified, and solutions. The additional resources list and the evaluation template are useful for all education contexts.

This guide aims to provide its readers with a road map and I think it succeeds. However, in agreement with the authors, in order to take advantage of this good practice wisdom, you will need a passion for interprofessional education. The guide gives a broad range of advice across the many dimensions of change that have to be considered when redesigning or developing curricula for interprofessional learning.

Brewer, M.L. & Flavell, H. (2020). *Embedding interprofessional education in the curriculum.* Higher Education Research and Development Society of Australasia.

The reviewer
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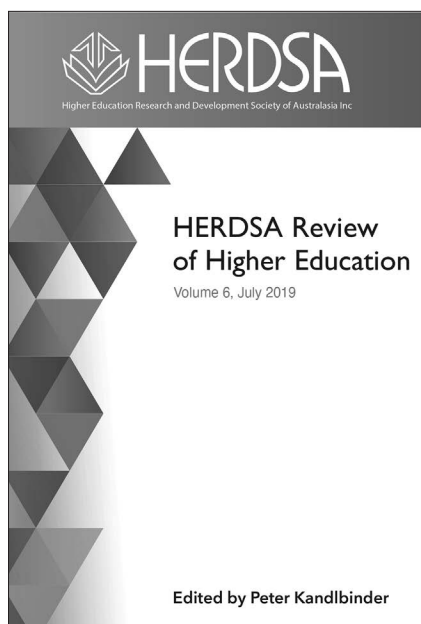
Few industries collect as much data as higher education. Even before there was easy access to computers, universities were optimistic that the data they collected would be amenable to research. Analysing the retention rates among various student cohorts gained popularity in the 1960s. The desire for data-driven decision making led to the establishment of higher education research centres across the sector. Since then, data has increasingly been collected for quality assurance purposes with student satisfactory surveys; student demand, pass rates, and attrition are all believed to be indicators of quality of the institution.

Deborah West (2019) observes that now digital environments are generating ever more digital records; we are entering a situation in which universities have access to 'big data'. Digital environments create large and complex data sets that cannot be easily analysed using traditional methods. However, new data mining techniques have the potential of allowing more generalisable interpretations to emerge, including how to improve learning outcomes. West sees that learning analytics has the potential to bring data-driven decision making into the classroom. Information on how students interact with the learning management system, the library, classroom attendance, or how students interact with each other, is all information that could, if appropriately

Making the connections between academic work and learning analytics

Deborah West

analysed, be used by academics to improve the student experience.

The problem that West identifies is that despite the potential benefits to student learning, the take up has been slow with mostly local pilot stage projects and limited testing led by technology enthusiasts. West believes that it is only through engagement with academics who have a deeper understanding of their students that there is any hope that learning analytics will live up to its promise. For West, the main barrier to adopting learning analytics is that most academic staff cannot see the value of investing their limited time into initiating or using the reports provided by the systems of the institution. Academics want a tool that assists with their core duties and have little time to invest in learning about analytics or a new information technology system.

To assist the take up of learning analytics, West argues that different information is required by different academic roles at different times through what she calls "information lifecycles". At certain times, academics are interested in improving the curriculum and course design, while at other times, it might be improving retention and student performance, or perhaps knowing student demographics and its influence on student behaviours. West argues that it is flexibility in the presentation of learning analytics reports that are critical to learning analytics adoption. Learning analytics reports need to be coherent, relevant and easy to interpret with a focus on academic work in supporting student success, improving retention, improving teaching practice and curriculum design. She proposes systems of reporting related to three major information lifecycles: a course or program from development through to continual improvement and review; teaching a subject or unit from preparation to delivery and review; and

a student success lifecycle. There would be a different cycle of learning analytics reports attached to different critical points in each lifecycle. For example, during a course review, learning analytics reports would be required at different stages through the course review process. Or at the unit or subject level, student progress would need to be monitored throughout the semester.

What is clear from West's review is that despite the great strides that are being made by data scientists to further the field of learning analytics, the key challenge to its uptake is engaging more academics in the use of the tools and learning analytic reports. Advances in data science and technical developments are of little interest to academics who just want reports that make their work easier and more effective. Without such engagement, the field is likely to remain focused on academics whose research areas align with questions of data science and be overlooked by the academics who are closest to the students and can have the greatest impact on the student experience.

West, D. (2019). Making the connections between academic work and learning analytics: A framework for driving learning analytics take up. *HERDSA Review of Higher Education,* Vol. 6, 65-84. Retrieved from http://www.herdsa.org.au/herdsa-review-higher-education-vol-6/65-89

The author
Professor Deborah West is Pro Vice Chancellor (Learning and Teaching Innovation) at Flinders University and she has led Australian Research Council grants and Australian Government funded learning and teaching research projects on learning analytics.

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

Immeasurable aspects of success
Janine Delahunty and Sarah O'Shea

One could be forgiven for thinking of success as quantifiable. In neoliberal business models and discourses adopted by most universities, success is often conceived that way, defined as it is in terms of getting good grades or obtaining a secure job. But can 'success' be so readily understood?

Notions of success in higher education are more expansive. Collectively, success is construed in a myriad of ways: from academic achievement, graduation outcomes, attaining necessary volumes of knowledge, to linear and uninterrupted progression through a degree. Educational success has also been assumed to be a contractual relationship, involving judgement of a student's performance with varying levels of approval that culminates in the bestowal of 'power' symbolised by credentials and knowledge capitals.

For an increasing proportion of university students, this understanding is limited and masks the more personal or emotional aspects of the university experience.

What would success be like for those who are breaking the intergenerational cycle of non-university participation? We asked 163 first in family (FiF) students in their final year at Australian universities whether they would define themselves as successful, and how they would characterise success at university and after graduation.

We were quite surprised by their reflections, as by all accounts these students *were* successful. They were all first in their families, and sometimes their communities, at university. They were all nearing the end of an undergraduate degree and they were all performing well, often extremely well, academically. However, the way they articulated success was much more about the personal and social impacts of their higher education experience, often expressed in deeply personal and unique ways. The quote used in our *HERD* paper, 'Getting through the day and still having a smile on my face!' alludes to this.

Students provided contextually rich perceptions of their successful selves. For some, simply getting into university exemplified success; for others, it was the satisfaction of individual effort, or contributing to societal wellbeing. For many, it was also about the ability to persist amidst complex personal lives. A surprising number felt they could not identify themselves as successful.

What was absent in these narratives was any extensive reflection on the achievement of grades or passing subjects. On the contrary, these students' perspectives often challenged normative understandings of success. Some explanations countered popular notions of being academically successful, particularly those focused on university marketing and quality indicators, which largely refer to high grades or passing exams, individual achievement, competitive prowess or measurable, usually vocational, outcomes. In fact, in the absence of feedback, indicators such as grades had less meaningful value.

These reflections must be understood in the context that FiF students do not come to university armed with intergenerational understandings of implicit 'rules of the game'. Notions of success can only be viewed within one's familiar frames of reference. Also, many of these participants faced the obstacles and complexities arising from a range of disadvantage. The meritocratic achievement model fails to take into account how external factors may impact on the various assessments used to quantify success.

Our research indicates that measures of academic success do not adequately account for the non-linear, often fractured pathways that FiF students often experience in their journey through HE, such as working to survive, carer responsibilities, and navigating the complex university culture and landscape. Examining how success is articulated and understood at this 'lived' embodied level provides a counter-narrative to dominant neoliberal discourses, which position the student as consumer and education as the product. A discourse that unproblematically equates university degrees with jobs, discriminating against disciplines based on a perceived employment outcome, is only a very narrow interpretation of success.

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Sarah O'Shea (PhD, PFHEA) is Director of the National Centre for Student Equity in Higher Education hosted by Curtin University.

Learning with creative invention
Judith Dinham

A number of writers, such as Michael Dezuanni, tell us that, like fish swimming in water, we swim in a globally connected, dispersed, and open-access, digital world that is reshaping the way we think, connect and belong. This world is also changing the way we learn, with online education being a clear manifestation of this.

For some time, universities have been adapting courses through modularisation, the use of online tools, and accommodations for asynchronous learning. Recently, as covid19 forced school closures, there was a scramble to migrate teaching into the online space for a younger cohort of learners, too. Understandably, much of the focus has been on mechanisms to connect and function; however, conceiving the online learning space as more than a digital analogue for traditional face-to-face teaching is the real challenge for all educators.

Observing the self-initiated learning practices of adolescent and young adults in the digital space, Henry Jenkins, the investigator for The Civic Imagination Project, and his co-researchers note how these learners gravitate towards collaborative and active ways of engaging. They describe a participatory culture characterised by the adoption

of practices such as mentoring and performance. They observe a navigational approach to learning whereby the learning path is determined by the problem to be solved; and that learners range across different modalities in a quest for solutions through creative invention. Many of these practices correlate with Orr and Shreeve's observations - see *Higher Education* 78/1 - about the way artists traditionally engage in meaning making.

For me in my role as an arts education specialist in the School of Education, the creative and performative dimensions of learning are well established: students must develop and demonstrate foundational capabilities in dance, drama, media arts, music and visual arts, as well as in teaching the school curriculum. Meeting these requirements in the online space, however, has created particular challenges. Three pedagogical strategies I found successful, that could be adapted to other disciplines, involve students engaging as creators, developing multimodal literacy, and applying their learning forward in their assessments.

Students engaging as creators means students are encouraged to be active agents and confident creators in the digital realm, not simply consumers and interactors. Safe and ethical practices

are integral to projects where students learn by applying and demonstrating discipline knowledge in the creation of their own imaginative and engaging podcasts, videos, digital storybooks, infographics, online newsletters and websites, in order to communicate effectively with an audience.

Students develop multimodal literacy by developing authorial skills in different communication formats. When essays are the vehicle for communicating ideas, we expect the conventions of academic writing to be observed. Similarly, the underpinning design principles for different multimodal formats need to be exercised. From our exposure to the ubiquitous PowerPoint presentation, we know the difference between an effective communication experience and a poor one.

Applying learning forward means rather than reflecting knowledge *back* to the tutor, assessments are designed so students apply their learning to communicating *forward* to a new audience. Students make choices about how best to mobilise their knowledge for application in real-world contexts: for example, creating a digital storybook about an artwork to use as a teaching resource. The creation also shows me how well students have been able to activate higher order thinking skills by synthesising information and applying it effectively to meet a new purpose.

In another example, students use their experiences from the unit to devise a lesson they teach to a group. They video their teaching, then review and analyse it with reference to the pedagogy principles covered in the unit, before editing an explanatory video for assessment. On their next teaching practicum, they can confidently enact this teaching again with a full class of children.

Many of the learning experiences I initially designed to provide meaningful learning for online students have migrated to face-to-face classes because of their broad applicability to living and learning in the digital age.

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Peer coaching and work integrated learning

Richard Ladyshewsky and Brooke Sanderson

It is not uncommon for students to be sent to an agency for a project or a longer term placement as part of their course of study. This has been in place for decades in health science courses, and is starting to become more common in other courses given a call for stronger connections to industry.

The typical model involves a student being assigned to an agency to gain experience or work on a project. The student is supervised and evaluated by one of the professional staff in the agency. This approach is fine if the supervisor is an effective role model and educator. However, quite often the well-meaning supervisor has other duties to fulfil, often leaving this sole student having to figure out things for themselves. Because the student is also being evaluated, they may not want to approach the supervisor for help in answering their questions.

This is where peer coaching can be a very effective learning model in workplace settings. Peer coaching involves two or more students working together during a work integrated placement. While they are still supervised by a member of the professional staff, the peers are reliant on one another for shared tasks, developmental feedback and coaching. This takes some of the pressure off the supervisor and gives the students an opportunity to work through placement challenges and tasks together. Because of this peer relationship, evaluation is removed from the equation, and they can work together to solve some of these practice problems. If neither can address the problem, they can feel safer approaching the supervisor given that the knowledge gap exists across more than one student.

The literature provides a lot of evidence that peer coaching can elevate the performance of learners. Given that the academic knowledge base of students is similar, they can relate more easily to one another when discussing knowledge gaps. Not knowing something encourages the students to work together to find the answer. This collegial approach, however, doesn't necessarily come naturally, as academic programs encourage competition through their grading and admission schemes. Workplace supervisors also do not get a lot of training when it comes to supervising multiple learners in work integrated learning placements.

We interviewed clinical educators across Australia and Canada with extensive experience in supervising multiple students during work integrated learning. Capturing this best practice assisted us in building a comprehensive set of resources for supervisors.

While the Guidebook and Practice Guide are written for supervisors in the health sciences sector, the concepts are easily generalizable to other sectors where work integrated learning takes place. As university programs increase enrolments, finding high quality placements can be challenging. While the peer coaching model enables more students to learn within a single environment, the true value of this model comes from the opportunities for greater reflection, discussion and practice, which are important aspects of preparing a graduate professional for employment.

The Guidebook is a comprehensive description of the Peer Coaching model and how it might work in a work integrated learning placement. There is a literature review, discussion of peer coaching models, a summary of the advantages and challenges, and a detailed 'how to' guide covering the life span of the work integrated learning placement before they arrive through to wrapping up the experience. The Practice Guide is a more condensed version of the above for busy practitioners that want a quicker 'how to' guide. Both resources are available via a creative commons copyright that makes them freely available for people to use. Both resources can be downloaded as PDFs from the links below. We hope you find these resources helpful.

Links

http://healthsciences.curtin.edu.au/wp-content/uploads/sites/6/2020/03/Guidebook_Peer-Coaching-and-Work-Integrated-Learning.pdf

http://healthsciences.curtin.edu.au/wp-content/uploads/files/practice-guide-peer-coaching-and-work-integrated-learning.pdf

Webinar planning and hosting
Sarah Hattam

How effective will your next webinar be? HERDSA South Australia Branch Chair Sarah Hattam explains how she planned and hosted her first HERDSA webinar.

When setting up the Zoom meeting, follow the normal process of scheduling a future meeting. I found the only difference for this meeting was to click the *Registration* box. This allows participants to register for the session and you do not need to create a separate registration in a different platform. Add the presenter as *co-host* so that you can both screen share, control the settings and record the webinar.

Set up the meeting with video and audio *off* for participants, so that when people enter Zoom, the settings are already conducive to the webinar presentation environment. You may like to review all of the settings, as they seem to keep changing their default setting.

With the registration option triggered, once the meeting is set-up, you will have a registration link to share when promoting the webinar. Participants need to log into the Zoom system to register. They are provided the Zoom link for the meeting and can elect for the webinar to

be added to their calendar.

To support my presenter, I added a welcome slide to her powerpoint that featured the HERDSA logo and guidelines for the webinar regarding microphones, Q&A, and recording. If you haven't added the presenter as co-host when setting up the webinar, you can add them once in the Zoom meeting, so that you can both control the settings. Remember to hit record. I almost forgot.

Of course, it is important to welcome participants. My welcome went like this.

On behalf of the HERDSA Executive, welcome to the first webinar in the HERDSA series on the theme of 'Supporting and Sustaining a Community of On-line Practice in HE'. It is great to have so many of you participating today. My name is Sarah Hattam and I am Program Director at the University of South Australia and the SA Branch chair.

I would like to first acknowledge I am on Kaurna Land and pay my respects to the Kaurna peoples' spiritual relationship with their country. I also acknowledge the

diversity of Aboriginal peoples, past, present and future. From all of us at HERDSA, we hope that everyone has been keeping well and managing the distinct changes that have occurred to our working and personal lives due to covid-19. As a collective, the HERDSA executive share the concern about how to support HERDSA members through these unusual times. This series of webinars aims to provide knowledges about best practice approaches to on-line teaching, as well as the opportunity to connect with others working in higher education.

After this, I announced the webinar topic and the presenter with a summary of their expertise. Technical issues included asking participants to keep microphones muted throughout the presentation and post any questions in the chat space for the later Q&A session. Inform participants that the webinar will be recorded and where and when it will be uploaded for later access.

During the session, I followed the chat contributions, posted responses to questions, and helped trouble shoot any issues with the technology. I collected specific questions for my presenter onto a word document and posted that back into the chat box for the presenter. If there was a lull in the discussion from the participants, I prompted the presenter with themes/topics of interest from the chat stream.

Of course, I thanked the presenter and participants and let them know how to access the recording.

Following up, the webinar was loaded into YouTube. I can provide help with this process if anyone needs it. Good luck everyone and I look forward to your webinar sessions. Contact me if you have any questions or things I haven't covered here.

Photo: Gabriel Benois

NEW HERDSA WEBINAR SERIES

Zoom into the HERDSA 2020 webinar series

Building and Sustaining a Community of On-line Practice in HE during Covid-19

As the realities of social distancing and travel bans unfolded at the end of March and the HERDSA 2020 conference was cancelled, HERDSA South Australia Branch Chair Dr Sarah Hattam recalls how the branch considered methods of staying connected and providing opportunities to share innovations in digital teaching and learning. "Many of us had been thrown into on-line teaching and although universities have been advocating for a digital learning strategy for a number of years, being forced into a completely on-line teaching environment had the potential to overwhelm even the most experienced academic," said Sarah. "We soon learnt this was a shared concern by other Branch chairs."

Branches agreed on a collective strategy. A series of webinars around the theme of Building and Sustaining a Community of On-line Practice in HE during Covid -19 was launched.

The webinars provide the opportunity to build skills or conceptual knowledge of best practice approaches to on-line teaching. The series offers ways for members to showcase work and hear from others in the higher education sectors in Australia, New Zealand and Singapore. So far, we have had the privilege of hearing from Jennifer Stokes, Dr Wendy Green, Professor Rowena Harper, Associate Professor Jacylyn Broadbent, and Dr Peter Wagstaff.

The August webinar presented a panel discussion chaired by Dr Pam Roberts with Ass Prof Naomi Dale, Dr. Debbie Lackerstein, Marie Fisher, and Tess Snowball. The panel discussed alternatives to on-campus invigilated exams, approaches to ensuring academic integrity and strategies for addressing equity and fairness to students dealing with new methods under stressful conditions. The rationales, considerations and experiences of five ACT universities in responding to these challenges were discussed.

Thank you to everyone who has participated thus far in the webinar series.

Further upcoming webinars include:

8th October
Supporting Learning and Teaching Transformation with Open Education Practice - Adrian Stagg, University of Southern Queensland

12th November
Blended writing - Helen Sword, NZ

10th December
Sustainability (TBC) - Julia Choate, Vic

28th January 2021
Panel discussion - panel (from seven Universities) to share and discuss the arrangement of online learning, teaching and assessment during the covid-19 outbreak and the implication for higher education
- Anna Kwan, Hong Kong

www.herdsa.org.au/content/herdsa-webinar-series
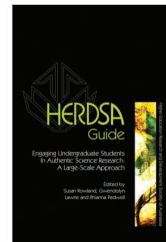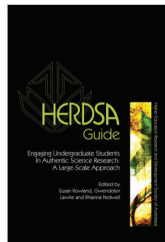
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HERDSA

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EDUCATIONAL RESOURCES

TATAL Workbook
The TATAL workbook steps you through the process of developing a teaching philosophy. This may be done with colleagues in order to facilitate collaborative reflective conversations or individually following the prompts and activities in the workbook. The workbook includes educational theories that underpin the TATAL approach to philosophy development, teaching philosophy approaches or frameworks, teaching philosophy examples, and a series of activities that culminate in a first draft of a teaching philosophy statement.

RECOMMENDATIONS

HERDSA Publications for New Scholars
Scholars new to higher education research may like to consider the following publications:

- Higher Education Research and Development Anthology
- HERDSA Review of Higher Education
- Lecturing For Better Learning
- Conducting tutorials, 2nd Edition

SPECIAL DEALS

HERDSA Members receive a **15% discount** on most HERDSA publications

In addition, HERDSA has a series of early editions of HERDSA Guides available at a reduced cost.