

HERDSA connect

Volume 43 No 1 SUMMER 2021

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



Inside

What is a curriculum? Accolades for HERDSA members, Rocket Man, Conference news, Bob Cannon's last meander, Essential reading, Reviews, Policy, Showcase from Hong Kong, Virtual university teaching course, Personal learning plans.



From the Editor

While universities across the region deal with the changes wrought by Covid19, the physical separation of students, teachers and education researchers continues. HERDSA has always been an organisation that brings people together, in particular at the annual conference, and HERDSA 2021 in Brisbane will do just that. So I have chosen an image from the 2019 conference for our cover which features Ali Leota, our Student Voice writer in this issue and Accolades subject Kathryn Sutherland along with Emma Tennent. The image highlights the value of our conference, the importance of the HERDSA community, the value of research-based students as partners projects, and the student voice. I love being a part of the HERDSA community and showcasing our members' well-deserved awards.

It is a very long time since I first read HERDSA Life Member Bob Cannon's Meanderings column. I have always enjoyed

his ironic humour and wit, as well as his seemingly vast appetite for reading and discussing anything related to higher education – historical and topical. Co-incidentally Peter Kandlbinder reviews the HERDSA Guide Lecturing for Better Learning (3rd edition) written by Bob with colleague Christopher Knapper and first published in 1988. This was the first HERDSA Guide I used in my own work at UOW almost thirty years ago and is still relevant and useful in 2020. Bob has written his final Meanderings and I shall truly miss his column.

The 'A' in HERDSA stands for Australasia and we are including more articles from the broader Asia-Pacific region. Anna Kwan has been a significant figure in the HERDSA Hong Kong branch for as long as I can remember and we feature some of her story in our Who's Who column. Ian Morley from Chinese University of Hong Kong asks whether, in the midst of social disruption, the move to online teaching brings quality education.

We often refer to the 'syllabus' but I wonder how often do we think about the deeper meaning of 'curriculum'? Our Feature writer Kerri-Lee Krause points out that the undergraduate curriculum is a barometer of national and international ideological and economic trends. Marcia Devlin observes the policy implications of the shift to digital learning, and we have some useful messages on key ideas including mentoring, personal learning plans, online education, and virtual teaching development.

mbell@uow.edu.au

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

Editor

Maureen Bell
mbell@uow.edu.au

Editorial support

Sally Ashton-Hay
Lukasz Swiatek

HERDSA Publications Portfolio

Wendy Green, Chair
Maureen Bell
Allan Goody
Peter Kandlbinder
Eva Heinrich

HERDSA Executive

- Denise Chalmers, President, WA, Australia
- Elizabeth Levin, VIC, Australia
- Rob Wass, New Zealand
- Kogi Naidoo, NSW, Australia
- Barbara Kensington-Miller, New Zealand

- Deb Clarke, NSW, Australia
- Christy Collis, QLD, Australia
- Julia Hallas, New Zealand
- Katrina Strampel, WA, Australia
- Wendy Green, TAS, Australia

HERDSA Office

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

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

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

Issue dates
January, May, and September.

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

Advertising rates
Please contact the HERDSA office

Cover photo: Ali Leota, Emma Tennent and Kathryn Sutherland with their Students as Partners poster at HERDSA 2019

Photo this page
Simon Fox, Deakin University
Design and Layout
Rachel Williams

Printed by
Instant Colour Press, Canberra
www.herdsa.org.au



Contents

- 2 From the President
Denise Chalmers

Feature

- 3 Curriculum as an ecosystem
Kerri-Lee Krause

Community

- 4 Awards
- 6 Around the branches
- 7 HERDSA New Zealand
- 8 STEM
- 8 Student view
- 9 Who's who in HERDSA
- 10 Students as partners goes viral
- 11 The HERDSA Fellowship
- 12 Writing about Learning and Teaching
- 12 HERDSA has a new journal
- 13 Student success through assessment design

Perspectives

- 14 Meanderings
- 15 Wordcraft
- 16 From the HERD editorial desk
- 16 Essential reading HERD
- 17 ICED
- 17 Essential reading IJAD
- 18 Wordcraft

Showcase

- 19 Relevant, engaging, invaluable
Teaching induction resource
goes global
- 20 Hong Kong students and the
new normal
- 21 Personal learning plans
- 22 Key messages for online
education

Reviews

- 23 Lecturing for better learning
- 24 Academic writing retreats





From the President

Denise Chalmers

Writing this for CONNECT has proved particularly interesting this year, starting with the arrival of the pandemic and trying to project a likely scenario in three months' time when you will be reading this has provided a challenge. To date, our region as a whole has benefited from our isolation and capacity to maintain its isolation. In many of our regions, life is almost normal, albeit with social and physical distancing. Many things are out of our control including the financial state of our higher education employers and the decisions that are being made on the future models of teaching, research and staffing. It is very clear that more intensive online solutions will be pursued by all providers which will impact on how we teach and work with our students over the coming months and years. In this context it is timely to consider our next steps in our personal and professional lives.

It is timely therefore to think about our professional identity and what hand we take in actively shaping it. For some, our academic and/or professional roles are being redefined. For others, positions have been made redundant or contracts discontinued. Is our employment status how we define ourselves? If we are no

longer employed, or if we now teach fully on-line, does that make us any less of an educator? Academics and teachers are not identified as a being a profession, though school teachers are moving strongly in that direction, with registration, accreditation and continuing professional development requirements now in place across many regions. Many academics have engaged in gaining a Fellowship with HERDSA or AdvanceHE as a way to demonstrate their commitment to their professionalism as an educator. With these fellowships there is an expectation that continuing professional development, in all its various forms, is regularly undertaken as evidence of their professional commitment. This has been recognised in the past with institutions providing programs and workshops on various aspects of teaching, recognising teaching excellence with awards, holding teaching and learning forums and funding to support conference participation. Over more recent times we have seen a steady decline in institutional support for professional development and funding. If we are no longer employed, or provided little or no support from our institution, how do we then maintain our professional identity

and demonstrate our professionalism to ourselves and to others?

I encourage all HERDSA members, past members and colleagues engaged in higher education to take full advantage of the many resources of HERDSA to support you in maintaining and building your professional identity in these particularly difficult times. In the past, the HERDSA conference provided an annual opportunity to present on our work and reconnect with colleagues and their innovations and challenges. With the cancellation of the 2020 conference and questions about the future of conferences in the immediate if not longer-term future, the executive and membership have re-examined the role of HERDSA in supporting its members. The HERDSA Branches proactively banded together to propose a series of webinars on the theme of *Supporting and sustaining a community of online practice in higher education*. These are open to anyone to register and attend synchronously, with more than a hundred attending some webinars, and many more accessing them asynchronously. They have been hosted by branches from Western Australia to New Zealand, from Tasmania to Hong Kong, with the first from South Australia. The new online Advancing Scholarship and Research in Higher Education (ASRHE) Journal has recently been launched to join the highly regarded HERD Journal, Research and Development in Higher Education and the HERDSA Guides series, the latest on *Embedding interprofessional education in the curriculum*. The Fellows and New Scholars programs are available to HERDSA members to support their professional identity and development as educators in, and contributors to, higher education.

In 2021, the HERDSA conference will take place in Brisbane. After many hours using videoconferencing software, I hope to meet with colleagues and friends in person. Engaging professionally and personally as an educator is central to my professional and personal identity. In the meantime, please keep in touch and utilise the networks, resources and colleagues in HERDSA to support you.

denise.chalmers@uwa.edu.au



Curriculum as an ecosystem

Kerri-Lee Krause

How relevant is a deep appreciation of curriculum in higher education these days? It seems this ancient, Latin-derived word – originally signifying the action of running a race around a prescribed race track – is used relatively infrequently in contemporary higher education discourse. Yet it shines an instructive spotlight on so many of the debates that occur in higher education institutions, in the media and around government policies.

There are various definitions of curriculum. Many use the term ‘course’ as a synonym for ‘curriculum’, but there is more to it than this. Curriculum encompasses all the planned learning experiences that a higher education provider offers. This extends well beyond the notion of course content or a compilation of timetabled units of study. In effect, curriculum functions as a mirror for an institution’s mission, it reflects the tribal nature of disciplines and is a site for contestation and debate about which voices are heard and which are silenced. In this respect, the undergraduate curriculum is a bellwether that reflects shifts in government policies, sociopolitical priorities, labour market forces and institutional strategies. Its function is akin to a barometer of national and international ideological and economic trends.

As one considers the implications of Covid19 for higher education funding, policy and operations, it becomes clear that a thoughtful and informed approach is essential for tackling a range of substantive issues. These include: the purpose and role of shorter form credentials in the broader curriculum ecosystem; the longer-term implications of designing higher education offerings with a primary focus on meeting the employment needs of a nation in any given year; not to mention the equity considerations for entire cohorts of students who may lack the social and cultural capital to navigate their way through the buffet of unbundled shorter form offerings that may not simply be stackable, but may cost a stack too.

Of course microcredentials perform an important function for certain cohorts of learners with a particular goal in mind. Higher education is a public good and plays an important role in a nation’s economy. Yet a short-term, reactive and piecemeal approach to learning design in higher education is risky at best, and detrimental to the fundamental purpose of higher learning at worst. Covid19 has demonstrated how quickly institutions, students and staff can ‘pivot’ to new modes of curriculum delivery – primarily through online offerings. While the response has been laudable,

it is now time to take an informed, holistic helicopter view of the curriculum landscape. Much has been learned as a result of the global pandemic. It’s now time to consider how to apply these lessons to longer-term curriculum design, delivery, evaluation and scholarship.

I propose three reasons why a holistic curriculum perspective is more relevant and pressing than ever. First, engaging with curriculum as a journey fosters a longer-term perspective and recognises that curriculum is dynamic and evolving.

Second, curriculum enables a helicopter view of the curricular ecosystem. Given that factors shaping curriculum are powerful and ever-changing, a holistic perspective of the diverse dimensions of the curriculum is key. Developments such as microcredentialing and the modularisation of learning, an increasing awareness of the role curriculum might play as a site for supporting student wellbeing, decisions about the balance between online and in-person learning, or the role of co-curricular learning in the broader curricular context, can all be considered as part of a curricular ecosystem.

Third, curriculum is a lens. A curricular perspective provides a lens for interpretation, a framework for debate and discussion about the future shape, design and purpose of higher learning.

Epistemological debates will continue regarding curriculum content, what’s included, what’s omitted and whose agenda takes priority. Most important in these debates is the ability to look through the curriculum lens, to take a long-term and wide-angle perspective of curriculum as a changing ecosystem alongside a microscopic focus when required. The challenge now is to find ways to introduce or re-introduce informed discussion and debate about curriculum in our virtual or physical corridors and, dare I say it, around executive leadership tables.

Professor Kerri-Lee Krause PhD, FSRHE, PFHEA is Deputy Vice Chancellor (Student Life), The University of Melbourne.

Links

Krause, K. (2020). Vectors of change in higher education curricula. *Journal of Curriculum Studies*

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



Ms Sarah-Jane Gregory
Griffith University

For leading the collaborative and holistic development of innovative curriculum, community and scholarship in science that positively benefits undergraduate learning outcomes and experiences.



Distinguished Contribution to the Scholarship of Educational Development

Associate Professor Kathryn Sutherland

When Kathryn Sutherland received the inaugural ICED Distinguished Contribution to the Scholarship of Educational Development award scholars and practitioners around the world took notice. Kath's essay is the seventh most read article in IJAD since 2011, and the most recently published paper of those appearing in the

top ten of the most read category. Kathryn's essay *Holistic academic development: Is it time to think more broadly about the academic development project?* (IJAD, 23:4, 2018) prompted the review committee to write that it "should be required reading for all academic developers so that they can gain insights into the possibilities of the field, and so that they don't fall into the common habit of proselytizing enhancement only in teaching and learning at the expense of other areas of an academic's responsibility."

Kath calls for a holistic approach to academic development attending to the whole of the academic role, the whole institution, and the whole person. She argues for academic developers to work more closely with other units across campus to support academics in all their roles, not just teaching. She grapples with the possibility that adopting this expansive role will dilute academic developers' contributions. Yet, she outlines a hopeful and prescient vision for a holistic approach enabling academic developers to respond humanely and effectively to higher education's dynamic and challenging contexts.

HERDSA New Zealand Higher Education Heroes Award

Recognising Academic Generosity in Challenging Times

In challenging times we often witness or experience acts of great generosity. To recognise this generosity, HERDSA New Zealand has created the Higher Education Heroes Award. This award recognises the generosity of a colleague or team of colleagues who provided support in an unexpected and/or exceptional way during the Covid19 pandemic.

One thousand dollars was awarded to each winning team, and in alignment with the spirit of the award, the funds were used by the teams to support local businesses. HERDSA New Zealand is grateful to the nominators who took the time to craft such thoughtful nominations in recognition of their colleagues and is thrilled to offer this award to two teams.



**Associate Professor
Robyn Bentley-Williams
Australian Catholic University**

For inspiring students and colleagues to embrace student diversity through innovative Scholarship of Teaching and Learning approaches in inclusive differentiated teaching and novel work integrated learning.



**Associate Professor
Sylvia Urban
RMIT university**

For curriculum transformation, resource development and student engagement that promotes the professional identity development of initial teacher education students.



**Dr Susan Blackley
Curtin University**

For curriculum transformation, resource development and student engagement that promotes the professional identity development of initial teacher education students.



**Peer Assisted Study Sessions (PASS) team,
University of Otago**

The HERDSA New Zealand committee was deeply moved by the exceptional quality of learning support and pastoral care the PASS team from University of Otago offered their peers while managing their own transition to online learning and lockdown. In a time of such uncertainty, the PASS team provided continuity and community and did so with a high level of commitment and creativity.

Mentors, Facilitators and Program Leaders (not in order)

Andrea van Turnhout, Annie Grimes, Aprille Mincher, Clare Sullivan, Olivia Samson, Tyler Atkinson, Aimee Murrell, Amanda Sim, Claire Allan, Daniel Leaper, Duncan Campbell, Genie Stewart-Sinclair, Giulia Gasparotto da Silva, Grace Baird, Hannah Burlison, Imogene Jones, Keiha Nicol, Kelci Alderton-Armstrong, Kimberlee Choie, Lachie McLean, Lauren Reynoldson-Ross, Lexi Yee, Lydia Farrell, Macy Cattell, Madeleine Whittaker, Mitch Smith, Natasha Tan, Nikita Raman, Nina Foley, Phillip Trebilco, Samantha Fowler, Samantha Jarvis, Shreya Bir, Viktor Lik De Chun, Zoe MacClure, Dr Tracy Rogers, Dr Rob Wass. Photo Sharron Bennett.



E-Learning Support team, University of Canterbury

The E-Learning Support team from the University of Canterbury was dedicated to providing colleagues throughout the University with exceptional support during the Covid19 lockdown. Rather than implementing quick-fix solutions, the team worked tirelessly to implement sound, integrated, and enduring strategies for online teaching, learning, and assessment. They did so by collaborating with colleagues at multiple levels of the University in a respectful and collegial manner. This collaboration has laid the foundation for ongoing relationships and future initiatives.

Team members (l to r)

Alan Larsen, Nick Ford, Pinelopi Zaka, Jerry Shan, Cecile Ackermann, Richard Davies, Donna Thompson and Roger Brown. Missing: Susan Tull, Robinson Stowell, Andrew Fletcher.

Around the branches



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

ACT

The University of Canberra TATAL group is going well and has plans in place to add a second group in the new year. Robert Kennelly and Coralie McCormack are commencing research together with Maria Northcote from Avondale College looking at a longitudinal evaluation of the outcomes and impacts for members of TATAL communities of practice. Marie Fisher reports that the TATAL Auckland group formed at the HERDSA 2019 conference have been documenting and providing feedback on reflections during the last year and using this to prepare HERDSA fellowship applications. Marie is leading a group who are jointly writing a journal article addressing what was learned from the fellowship, adjustment of practice, impact, and sharing and collaboration.

Hong Kong

Hong Kong Branch executive committee members will participate in the eLearning Forum Asia 2020 Virtual Conference in December titled Enhanced Teaching and Learning with Technology: Present and Future, and lead a roundtable From Band-aid to Sustainable Transformation to share and discuss strategies for online learning, teaching and assessment LTA. A HERDSA webinar has been scheduled to address further our online experience during the Covid19 outbreak and its implications. The themes of Redesigning Student Learning Experience in Higher Education focus on pedagogical changes in pandemic, holistic competences/graduate attributes and

self-regulated learning. Promotion to local university students and colleagues has started.

HERDSA Hong Kong welcomes visiting members. Please visit the website <http://herdsahk.edublogs.org/> or contact Anna.

Queensland

The HERDSA Queensland branch executive met in November to plan final activities for 2020. These included a final members coffee catch-up zoom meeting, followed by an AGM and end of year zoom wine and cheese celebration. The Christmas theme was on display and the exchange of 2020 stories of challenge and triumph were encouraged. We used this final event to forecast events for 2021 which includes the HERDSA 2021 Conference in Brisbane and called for nominations to the HERDSA Qld executive.

South Australia

The Branch chair Sarah Hattam engaged with the federal government to lobby against some of the proposed changes in the Job-Ready Graduates package legislation that impacts negatively on the widening participation function of universities. HERDSA SA branch members were invited to a face-to-face coffee and conversation event in September on campus to mark the easing of Covid restrictions at universities. SA Members celebrated at the end of year Christmas Happy Hour at Sparrke at Whitmore in Adelaide City. Planning is underway for an event in February on the new scholarship guidelines of TEQSA.

Tasmania

Tasmanian HERDSA member, Tracy Douglas presented at the ADInstruments Virtual Brain Trust in November. Tracy's presentation was titled: *Transforming active learning in first-year anatomy and physiology in response to a pandemic*. Tasmanian HERDSA members have been connecting twice each month since March in online coffee catch-ups to share initiatives in learning and teaching practice and current SoTL research. Recent sessions have covered the use of virtual laboratories in learning and teaching, adapting a flipped unit to fully online, as well as open discussions on lessons learnt during Covid19. A number of HERDSA members presented at the annual UTAS conference; Teaching Matters held online over three half days. The conference was titled *Learning in 2021: Strengthening Connections*.

Victoria

Amidst the unprecedented challenges of 2020, including strict social distancing, the HERDSA Vic Branch has remained highly active. We held our very successful annual Victorian HERDSA-ACEN Snapshots event in November featuring an exciting range of presentations. Then we hosted the HERDSA webinar, *Sustainability in Learning and Teaching: Making it Happen* featuring Dr Tahl Kestin from Monash University, Professor Kathryn Williams of The University of Melbourne and Associate Professor Harsh Suri, Deakin University. The webinar featured essential perspectives on sustainability as central for higher education institutions, and how this focus can be embedded into our learning and teaching.



Western Australia

The HERDSA WA Branch is excited to host HERDSA Kindled 2020. Because of Covid19 restrictions and the unprecedented year we've had, the committee decided to do something different. HERDSA Kindled is entirely online with a theme of "It only took a pandemic – lessons learned". More than 100 higher education staff from across universities and other providers in WA have registered to attend the free event. There are nine presentations on teaching and learning approaches and/or innovations during Covid19 and four conference presentations that never eventuated because of Covid19 or that are planned for a future conference. HERDSA Kindled online is hosted by Murdoch University and facilitated by the Branch Committee.

HERDSA Branch contacts

(left to right above)

ACT Chair: Pamela Roberts
paroberts@csu.edu.au

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

QLD Chair: Sara Hammer
sara.hammer@usq.edu.au

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

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

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

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



HERDSA New Zealand

Kia Ora Koutou

As we head into the last couple of months for 2020, it is hard to believe how fast the year has gone and the turmoil we have faced and worked through as a result of Covid19. Our Prime Minister, Jacinda Ardern, chose to go hard and fast in response to the virus and in March the New Zealand borders were closed to almost all non-citizens or residents. The effect was to prevent community transmission but the pandemic was raging and on the 25th March a total nationwide lockdown was triggered. Like other countries our universities were hit hard as international students returned home and our borders closed. Universities were forced to make difficult budgetary decisions.

HERDSA New Zealand meetings continued on zoom. We quickly realised that we would not be travelling this year with countries closing borders and a fourteen-day quarantine required in our country on return with a price tag of \$3000 each. Funding rapidly dried up for local travel. Fortunately, from the HERDSA conference in New Zealand in 2019 we had money to support local initiatives. Two in particular were created. The *Higher Education Heroes Award* recognises academic

generosity in challenging times of a colleague or team of colleagues who had supported others in an unexpected/exceptional way during the Covid19 pandemic (see page 5, Ed.). The *HERDSA NZ Grant Proposal Scheme* offers three grants of \$2000 for members to support funding for research and development projects on teaching and learning in higher education.

On a final note, this is my last few months as the Chair. It is time to step down and let others take the helm. I have loved the job and of course it was made so much easier with such a fabulous group of people on the committee who I have enjoyed working with. I will still be around and happy to be in a different role. From 2021, Rob Wass will be the new Chair and I know he will do a brilliant job.

Our best wishes to everyone and we look forward to 2021 being a better year.

Kia Kaha – stay strong.

Barbara Kensington-Miller,
Chair HERDSA NZ
b.kensington-miller@auckland.ac.nz

Barbara (right) with 2019 conference co-convenor Julia Hallas, Photo Andrew Lau



STEM Sally Male

I recently discovered the concept of ‘science capital’. Many practitioners in higher education would be familiar with the idea of ‘capitals’ that enhance student employability, as developed by Tomlinson from the seminal work of Bourdieu. In the UK, DeWitt et al. have adapted Bourdieu’s framework to describe how economic and social experiences can develop science capital, in other words, an affinity towards science. Increased science capital has been used as a performance indicator of science outreach initiatives. Archer and team have developed inclusive school science classes designed to increase science capital.

The Australian Government continues to introduce incentives designed to enhance the STEM workforce. A recent approach is to vary the cost of university courses by discipline. In response to government incentives, universities are strengthening work integrated learning, with aspirations to improve student employability and employment outcomes. Government funding is increasingly linked to industry partnerships.

While enhancing the STEM workforce is valuable, current global challenges such as Covid19 and climate change are reminders of the necessity for science literacy and science capital across the population. I’m hoping someone might tell me that we measure the nation’s science capital not only among students but among all people, regardless of whether they are in a paid job. We need both science and humanities, not only for a STEM workforce but also widespread for society.

Global problems need global solutions. The United National Sustainability Development Goals include inclusive education and lifelong learning. Developing science capital globally could be a start. I wonder whether there are opportunities to develop our understanding of science capital from the diverse ways science capital is already developed around the world.



STUDENT VIEW Ali Leota

For over fifty years Pacific families have migrated to Aotearoa New Zealand in search of educational opportunity. Though there have been some rough waters to overcome, there is much more to explore and celebrate, particularly Pacific students and their voices. When I think about Pacific communities in New Zealand, they were able to weather the storm of adjusting to a new lifestyle and go beyond the unknown. The same can be said about Pacific students in higher education, who are putting their hands up as student association presidents across New Zealand universities, however these little wins still go unnoticed.

As an academic community we have already prepared for some of the challenges Covid19 has presented. Covid19 has revealed that our universities are not harnessing the potential of student voices, particularly Pacific and Indigenous students, and has left many of our phenomenal Pacific educators vulnerable.

Despite this, Covid19 has also opened the door to utilise the voices of students to guide the way universities adjust to the new norm of learning and teaching. In Australia and New Zealand working with Pacific and Indigenous students can help break down the fourth wall of lecture theatres or virtual classrooms to enact a student-staff partnership. Our educators should never feel alone. Learning and teaching is a reciprocal process and now is the perfect time to normalise working in partnership with students to help strengthen the resilience of the education experience. With this, Pacific students bring a different dynamic to decision making, and it is a reminder that higher education should be *nothing about us, without us*.

Ali Leota is National President of Taura Pasifika—National Pacific Tertiary Students’ Association and current Bachelor of Health student at Victoria University of Wellington.



Who's who in HERDSA

Anna Kwan

I am a teacher educator, working with teachers at university and different school sectors on how to develop their students to be self-regulated learners who are motivated and able to learn lifelong. I am also a student developer, helping students to develop themselves as self-regulated learners. Recently I also do consultancy work in education.

My joining HERDSA is kind of fate 緣份 (緣份 pronounced as yuán fèn means 'fate'). I studied my full-time PhD program in the School of Teacher Education at UNSW from 1993 to 1996. Before that, I had been a teacher educator for six years. I thought HERDSA was an admirable society and wished to have a similar organisation in Hong Kong. I learn and gain support from the international higher education community and I can contribute by sharing experience. I have been Hong Kong chairperson for twelve years and before that I was treasurer for about ten years. Joining HERDSA has been a very favourable 緣份.

HERDSA HK Branch has an important role as a local chapter of HERDSA in advancing higher education. The third round of our long-term project *Redesigning Student Learning Experience in Higher Education* will be implemented in 2021 and I hope we can share some real examples in

helping students to develop themselves in self-regulated learning. I will continue to work with HK Branch colleagues and local universities in student-faculty partnerships to encourage students, teachers and university to co-create the process of transforming individuals, courses, curriculum and curricula, and institutions.

Some people might be surprised that I do not use mobile phones as the main channel to communicate with people. I studied Computers in Education in my first degree in the UK and thus have developed a concern about the sometimes ineffective use of Information & Communication Technology to solve problems in teaching and learning.

My reading is generally articles related to co-creation in learning and teaching such as *Co-creation in Learning and Teaching* by Dr. Catherine Bovill in 2020. I believe different forms of student-faculty partnership have potential to minimise the gaps in the communication of stakeholders and implementation of higher education. I also read books and articles related to self-regulation of time management and I have been helping university students in managing their time to achieve their goals. Recently I became more health conscious and started reading about *intermittent fasting*.

I learned cooking from my mom and I subscribed to cuisine magazines and joined cooking classes. Now I learn cooking from the web. I like cooking simple fusion and Chinese cuisine dishes these days. For saving time and energy, I prefer dishes which can be prepared and cooked within thirty minutes.

I am catholic. I love to serve at Parish and I have been helping in a Catholicism class for nine years. I sang in school choirs and recently I found my voice still ok so decided to join the church choir to serve at Sunday mass. I have been singing in the choir for five years now.

A lot of my students have become brilliant teachers. I am glad I have been able to mentor so many students to help them get the most from their university years. I am very pleased about their success since they are my co-workers and successors in education. My students invite me to their wedding and send me photos of their babies. I really treasure the friendship with them. I have been teaching psychology of teaching and learning in pre-service teacher education programs. In my first meeting with students, I tell them that I consider they are my co-workers in their education. They need to develop self-regulatory learning in university if they have not done so. In the course, problem-based learning is particularly chosen for this purpose.

The qualities I admire in others are positive thinking and commitment to making the world a better place. I saw Pope John Paul the second in 1995 when I attended the beatification of Mother Mary MacKillop but at a distance. I hope to see Pope Francis to feel the mercy of God from him in a short distance. I would like to meet an *Aboriginal* lady in Australia to chat about what it means to be an *Aboriginal woman* in 2020. I did not have much opportunity to learn more about *Aboriginal people in Australia*.

If I could turn back time I would learn to ride a motorcycle to enjoy the freedom more fully in my early stage of life.



Students as partners goes virtual

Darci Taylor and Kelly Matthews

Coming together to share, learn from each other, socialise, laugh and plot future collaborations – there were plenty of cancelled events this year that robbed us of these opportunities. Kelly suggested cancelling the 6th annual Students as Partners (SaP) roundtable, set to be at Deakin’s Melbourne Campus. But interacting online is what Deakin does on a normal day. For Darci, hosting online was imaginable and achievable while the focus on SaP, active student participation and ongoing dialogue between students and staff felt essential amidst Covid19.

The 2020 virtual roundtable maintained the focus on learner-teacher partnerships, yet was designed for the virtual space. Over two-hundred and sixty student and staff attendees from ten countries participated in five days of activities, each with a focused

theme: Covid19, equity, sharing practice, sharing stories, and looking forward. Case studies were shared and discussed, ‘human books’ told their stories, and keynotes focused attention on themes of SaP.

The skilful use of Microsoft Teams for all navigation and collaboration, and zoom for synchronous whole-of-roundtable presentations and small group sessions meant our virtual space was always dynamic. And it was the space that enabled student Akand Chilukuri and Darci Taylor staff to host another get together of the SaP network. From the high rate of participation and involvement, it was a much-needed means to connect over a topic of shared commitment in a time of uncertainty and shared vulnerability.

Links

SaP Roundtable proceedings: www.deakin.edu.au/sap-roundtable

Join the SaP Network: <https://itali.uq.edu.au/about/projects/students-partners>



FAREWELL

Professor Tracey Bretag, was Professor of Higher Education in the School of Management at the University of South Australia Business School. Tracey was founding Editor of the International Journal for Educational Integrity and Editor-in-Chief of the Handbook of Academic Integrity.

Tracey was an active author and reviewer for the HERD journal, writing for the HERDSA Review of Higher Education,

a presenter at HERDSA conferences and an active and valued contributor to the HERDSA community.

Tracey’s research focused on higher education policy and practice and academic integrity. Her research is published in over forty academic journal articles and book chapters. Tracey made an important contribution to higher education through her work on academic integrity in particular and her work will continue to be a cornerstone in the field for many years to come.



The HERDSA Fellowship

Rocket to rocket-booster – Chris Tisdell takes us on an interplanetary mentoring journey to Planet FHERDSA

3...2...1... The engines ignited and the rocket shuddered to life on the launchpad. It had been five years since my last space mission to the distant planet of FHERDSA. I felt excited by the prospect of returning, however, something was different this time. I was no longer the *rocket* who was seeking recognition through a HERDSA fellowship. Now I'd become a *rocket-booster*. As we lifted off on our long journey of academic development, scholarly growth and reflection I wondered what this new role would bring.

The relationship between rocket and rocket-booster is like that between mentee and mentor. In many cases, the mentee (rocket) is working towards some goal such as a promotion, an award (the destination of the mission). The mentor (rocket-booster) can provide support and direction to the mentee in making progress towards the goal.

As our journey got underway, I asked the rocket "How are you feeling about this?" The rocket replied, "It's such a long way. I'm excited but nervous." I was feeling excited and nervous, too. Would I be compatible with the rocket in deep space? Would I fire my engines

at helpful times and in supportive directions? Would I run out of energy at a critical point?

Escaping the lower atmosphere was the first and most critical stage of our space flight. Just after lift-off, both of us could feel the intense gravity of Earth holding us back. "I need a boost. Can you help?" asked the rocket. After close communication, we developed a plan and doubled down on our propulsive efforts. We broke free of the Earth, gained momentum and pushed onward together into deep space. An asteroid belt lay ahead. "Which way should we go?" asked the rocket. We discussed the advantages and limitations of several avenues. The rocket plotted a new path through the asteroids. Clearly the rocket was becoming more autonomous.

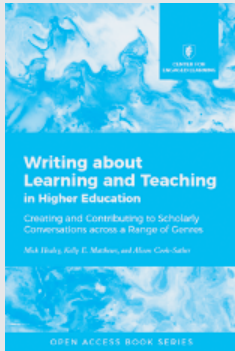
As the asteroids subsided I saw we were approaching Planet FHERDSA. We were approaching the planet of FHERDSA. We orbited a few times to check the landscape. "Do you think it's time to land?" I'm ready" said the rocket. "You've come such a long way. Yes, I think it's time" I replied.

I separated from the rocket. It was now navigating its own course under its own thrust. As I saw the rocket land on planet FHERDSA I was reminded of the sense of pride, satisfaction and fulfilment from my previous visit. A range of additional emotions were running through me this time. In my role of rocket-booster, I felt the joy of shaping future leaders; developing capacity in others; and giving back to the mission in new ways. I could feel a sense of career revitalisation. I could see the immense value in forming a new connection with the rocket, developing a relationship and fostering a micro community of practice over time and space. After I returned to Earth I volunteered for regular missions to planet FHERDSA. This has been recognized as part of my yearly performance plan and achievements with my employer.

So, mentors, the universe needs you. Much like space travel, your mentoring has the power to explore new horizons and move beyond the limitations of individual capabilities. The successes associated with the outcomes of your mentoring are shared between your mentee and yourself. However, mentoring is much more than just helping someone to achieve a goal. Seeing your mentoring *as a process* is also important. The mentoring process can be a voyage into the partially unknown; a structured, incremental progression through a process of reflection, growth and discovery. As a mentor you can positively transform the lives of all involved and develop an altered state of being in your mentee, yourself and your institutions.

By the way, I still keep in touch with the aforementioned rocket, who has now flown more missions and explored much more of space than I ever have. Every now and then I reach out to them for advice. I look forward to the next journey. When's yours?

Chris Tisdell holds professorships at UNSW and the University of Queensland. He is co-author of *An Applied e-Mentoring Model For Academic Development, Reflection And Growth*, IJSoTL 2019 13/2.



Kelly Matthews is a HERDSA stalwart and *Associate Professor in Higher Education at the University of Queensland*. Along with well-known international academics Mick Healey and Alison Cook-Sather, Kelly has published a new book *Writing*

about learning and teaching in higher education. You can download the book as an open access pdf or purchase in print. This is what Kelly has to say about this new resource.

Why do you, or why might you, write about learning and teaching in higher education? What scholarly conversations are capturing your attention and how do, or might you, contribute to them? Do you find yourself wanting to start new, or radically change existing, conversations about learning and teaching?

As members of HERDSA, we are well placed to be leading these conversations. We think you could find our book useful. We chose a publisher committed to publishing free, open-access texts with online resources both to support you in reflecting on yourself as a writer and to motivate new writing to contribute to our shared scholarly community. Like members of the HERDSA Community we are committed to understanding and enriching educational practices through research, and to sharing practices frequently communicated through writing. We are committed to expanding who is included and valued in conversations about learning and teaching and what are considered legitimate ways of writing.

Writing is a process of joining or creating conversations. We do not shy away from the vulnerabilities of being a writer. By naming challenges and complexities, we can all explore ourselves as writers whether experienced, emerging or new, to realise possibilities that expand writing about learning and teaching.

Access the book at www.centerforengagedlearning.org/books/forthcoming-open-access-books/

"This book is a real gift. Books about writing can be pretty pedestrian, but the authors have truly invited readers into a conversation. . . . Most important, it's beautifully written — with a great voice — scholarly but personal." Pat Hutchings, Senior Associate, Carnegie Foundation.



HERDSA HAS A NEW JOURNAL

EVA HEINRICH

Greetings from ASRHE. *Advancing Scholarship and Research in Higher Education* is HERDSA's new journal. Formally approved at the HERDSA AGM in July 2020, ASRHE went live in September 2020. We have been encouraged by welcome messages from members of the HERDSA community and the strong response to our call for reviewers, leading to setting up our first review groups. The statements provided by prospective reviewers as part of the application process highlight their desire to support the advancement of teaching and learning research, to grow and learn, and to contribute and give back to the community.

One distinguishing feature of ASRHE is its review group approach. We editors formed a review group for the first submissions to ASRHE

to gain experience and trouble-shoot. Discussing the submissions was stimulating and our diverse backgrounds provided new and varied insights, including learning from each other's thought processes and ways to argue. We trust that the resulting feedback to our prospective authors has been rich and informative, assisting in further development of their work.

The ASRHE Editorial Team are Eva Heinrich, Geof Hill, Jo-Anne Kelder, Jenny McDonald and Michelle Picard. We are looking forward to receiving plenty of submissions, across all categories, and are especially keen on submissions for our *Research in Progress* category and submissions on work in non-traditional formats.

ASRHE: <https://asrhe.org>

WHY HERDSA?

HERDSA Annual Conference for networking, disseminating and publication.

HERDSA grants fund research and development projects.

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

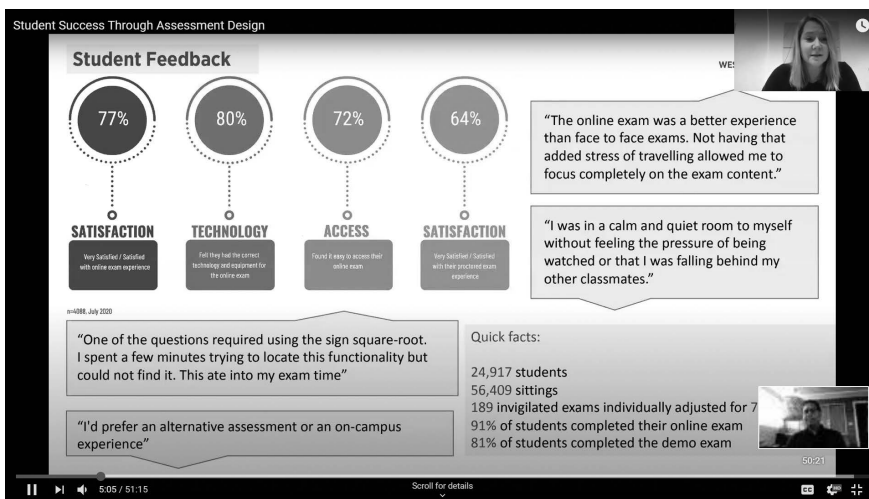
Advancing Scholarship and Research in Higher Education is the new HERDSA online journal.

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

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

HERDSA Notices is a moderated weekly email list.

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



Student success through assessment design

Simon Bedford reports on a highly successful HERDSA webinar

Assessments play an important role in evaluating and supporting student learning. However, despite what scholarship and the literature reports most institutions are still guilty of over assessment, using a limited range of assessments types, and not developing students assessment literacy via engaged feedback and careful scaffolding and balancing of formative and summative within their assessment design. Covid19 has challenged assessment design even more as the three dimensional space of the classroom is replaced with the two dimensions of the screen.

A range of online assessments types have been used in higher education. Each type of assessment comes with its own set of challenges, but the Covid19 situation elevated many of these challenges to a completely different level, and in many cases requires a re-thinking about how and why we assess.

To address some of these concerns, the HERDSA Assessment Quality Special Interest Group (SIG) and the National Association of Enabling Educators of Australia co-hosted a webinar last July. The webinar was chaired by Associate Professor Simon Bedford, from Western Sydney University and Dr Pranit Anand of Queensland University of Technology.

Simon and Pranit are also the leader and deputy leader (respectively) of the HERDSA Assessment Quality SIG.

The webinar attracted over one hundred and sixty registrations from almost all the universities in Australia, and a large number of registrations from universities and institutions in New Zealand, Malaysia, Hong Kong, Indonesia and Italy, and possibly many more countries. We were able to cover some very interesting areas of online assessment and had a good discussion both on air and in the chat rooms.

Ms Lynnae Venaruzzo, Head of Technology Enabled Learning at Western Sydney University shared the ways Western Sydney University responded to the Covid19 urgency to transform assessment practices. The historical practice of examinations at Western Sydney University involved over three hundred and thirty exams delivered on-campus with over fifty-one thousand student sittings invigilated by an external company to ensure academic integrity of the examination process. The Covid19 pandemic required a rapid change to fully online assessment in Autumn session as it was not possible for students or invigilators to attend campus. This involved reducing the number of invigilated assessments by over fifty percent and overcoming the complex

challenges for the design and delivery of alternative forms of online assessment for the diverse student population. Lynnae shared how Western Sydney University had achieved comparable student performance results and received positive student feedback. Despite popular belief staff observed that there were no more academic integrity issues than in previous assessment approaches.

Dr. James Valentine, Lecturer in Tertiary Enabling Program at Charles Darwin University, discussed the ways he engages his students through assessment design and feedback within the University's Tertiary Preparation Program. Alignment between the weekly learning materials, formative learning activities and assessment tasks in the unit helps students succeed in their studies. He highlighted the importance of alignment between the different assessment tasks to show how they build on each other to help students progressively develop the skills required to tackle the major assessment task in the unit.

A panel of current and recently graduated students from various universities in Australia concluded the webinar, discussing and sharing their own experiences with different forms of online and face-to-face assessment during their studies. Some of the key messages from this discussion were the importance of properly designed group work assessments, assessments that are relevant and authentic, as well as good feedback to help students succeed.

We were very impressed by the debate especially from the students and the overwhelmingly positive interest from the attendees world-wide. Some twenty-two new members joined the HERDSA Assessment Quality SIG. The webinar recording is available at the link below.

Simon Bedford is Pro Vice-Chancellor Learning Futures at Western Sydney University. Simon has won various awards including an Australian Award for University teaching (AAUT). He is an executive member of the Council of Australasian University Leaders in Learning and Teaching.

Links

Listen to the webinar recording:
<https://youtu.be/QWWO6k1VX58>



Meanderings

Robert Cannon

Since I began *Meanderings* eleven years ago, one irritated reader commented that I should take up gardening instead of writing and another took umbrage at my critique of her publication and wanted me disciplined. Rather more kindly, a third reader expressed appreciation for my iconoclastic approach. So, for feedback on the column, that is about it. Thirty columns, eleven years, three comments. But I had fun along the way and found the writing intrinsically rewarding, which I guess is the reward that many academics seek. A provocative article in *The Chronicle of Higher Education*, June 2018, canvases the uncomfortable claim that “At least one study found that the average academic article is read by about ten people, and half of these articles are never read at all”.

Meanderings began with the intention to meander through the absurdities and humour to be found in the work of academics. And there is a lot of that around – a glance through the annual listing of Ig Nobel Prize Winners reveals many amusing examples. One of these is the 2019 Psychology prize awarded to a German researcher for finding that holding a pen in one’s mouth makes one smile – which makes one happier – and for then discovering that it does not.

Writing *Meanderings* began as a modest tribute to the educational development work of John Powell, the first editor of

HERD, and a man with a remarkable capacity for humour. Some of his work appeared in his HERD column, *Browsings*. John, and his colleague Lee Andresen, wrote one of the earliest reviews of humour in teaching and this appeared in *Studies in Higher Education* in 1985. With pleasure, I note that research on humour in teaching continues to be published, exemplified by a recent paper from New Zealand by Farhana Bakar and Vijay Kumar in the *Journal of English for Academic Purposes*, July 2019.

John’s *Browsings* reported an unforgettable editorial note to the second edition of a book that was produced, the note crisply states, only to correct several ‘misprints’ in the first edition. The most famous misprint in history appeared in 1631 in what became known as *The Wicked Bible* with this Commandment: ‘Thou shalt commit adultery’. ‘Misprinting’ is a disease of carelessness now infecting our daily newspapers at a distressing rate. Examples include the spelling of receive and separate (sic).

Our times are unfunny. Frightening, in fact. What scares me is the regularity of disturbing news about our universities – their practices, the prostitution of academic values for managerial control and revenue, the shutting down of debate, a narrowing of a diversity of

viewpoints, and the degradation of the idea of academic merit. This opinion about teaching in *The Australian* by Professor Peter van Onselen (June 20, 2020) that “All that arts, law and commerce students require are the internet, PowerPoint, a basic lecture theatre and the occasional book”, reflects the continuing poverty of understanding about university teaching and learning. The opinion endorses mediocrity in teaching and demonstrates how shallow educational change has really been in universities over fifty years. As a learned colleague from a British university wryly remarked many years ago, “Bob, be patient. Remember, change in universities occurs on a geological time scale”.

Then there is the question of whether ‘no tertiary experience required’ is the best we can require of those involved in the governance of universities and the shocking extent of ‘science suppression’, both matters canvassed by brave academic writers in *The Conversation* on 4 and 9 September 2020 respectively.

And do not miss *The Dangerous Rise of Therapeutic Education* (2019) and ‘The carnage of substandard research...’ by Bramstedt in *Medical Ethics* (2020) if you want to be plunged into further gloom about the current state of higher education.

These are times when HERDSA needs a joker who draws attention to the dramatic challenges evident in university governance, teaching, and research. I am the joker who has been guilty of hanging on too long here out of fear of letting go. My goal as a columnist was to provoke readers into thinking about universities by using humour to point out their incongruities.

Now, off to do some gardening!

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.
cannonra@icloud.com

Good luck Bob and thanks for meandering with us at CONNECT (Ed.)



Wordcraft Helen Sword

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

What are your tips for academic writers who want to make their research accessible to a non-academic audience? Nearly a decade ago, I was asked that question by the editors of *The Conversation*. The following advice (slightly redacted) was published as *Seven Secrets of Stylish Writing*.

Imagine that the editor of a widely-read magazine (say *HERDSA CONNECT*) has heard about your academic research and invited you to contribute an article. But you only know how to produce stodgy, impersonal papers for peer-reviewed disciplinary journals. Here are seven tips for turning your jargon into energetic prose that anyone can understand.

Start with the title. The titles of academic articles are typically abstract, technical, and utterly uninviting; for example, “Social-Organizational Characteristics of Work and Publication Productivity among Academic Scientists in Doctoral-Granting Departments.” To send a more welcoming signal to potential readers, use a simple, concrete title. A question, for example, “Why Are Some Scientists More Productive Than Others?” or a provocative statement “Productivity Hurts”. Use a metaphor “Productivity: Holy Grail or Poisoned Chalice?” or memorable phrase “The Productivity Paradox”.

Follow with an opening hook.

“Scientific work takes place in organisations that may either facilitate or inhibit performance and within a larger, social community of science that may limit, constrain, or stimulate the development of ideas and actions.” Yawn – you’ve already lost us. Follow up your engaging title with an opening paragraph that contains a question, quotation, anecdote, description, vivid scene, surprising fact. Toss your readers into the middle of a story that has already begun.

Tell a story. The stories we like best have real people in them. Consider making yourself the central character in a tale of academic challenge and discovery. Alternatively, find another human face to focus on: the student who overcame a conceptual roadblock, the artist who struggled to find an appropriate aesthetic form. With practice, you can learn to craft an equally compelling story featuring non-human characters such as red blood cells, a theorem, a text.

Be human. Remember that you are a human being writing for other human beings. Whether or not you employ the personal pronoun “I”, cultivate an authoritative yet conversational voice that invokes confidence and trust. Read a few paragraphs aloud to yourself or to a friend. Do your sentences sound as though they’ve been produced by a robot? Or can you hear a real person speaking?

Be concrete. Academics typically traffic in abstract language. Readers, however, grasp abstract concepts best when they are grounded in the physical world. Martin Luther King Jr’s famous “I Have a Dream” speech vividly illustrates this principle:

I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

King invokes a colourful landscape, stocks it with human characters and gives those people something to do. Not until the end of the sentence does he deliver the abstract noun at its heart. *Brotherhood*, King shows us, is not just an empty ideal but a place, an action, a shared meal.

Vary your verbs. Verbs are the batteries that power your sentences. Flat, predictable verbs produce flat, predictable prose: “The focus of archaeological research on technology as an adaptation has, according to some, removed technologies from the historical circumstances in which they came into existence.” Active verbs, by contrast, supply vigour and verve: “Insects suck, chew, parasitize, bore, store, and even cultivate their foods to a highly sophisticated degree of specialization”. You can practically see those ravenous insects swarming.

Sweat the details. Writing baggy, lazy prose is easy; writing clear, lively prose is hard. Stylish academic writers hone and polish their sentences until they gleam. They are ruthless about eliminating clutter and meticulous about word choice, syntax and flow. They work hard on their writing so their readers won’t have to.

Professor Helen Sword is a scholar, poet and prize-winning teacher who has published widely on academic writing and writers. To shape up your sentences and sharpen your style, visit her *Writer’s Diet* website and get ready to put your writing through a workout.

Links

Seven Secrets of Stylish Writing:
<https://theconversation.com>

Writer’s Diet website:
www.writersdiet.com



From the HERD editorial desk

Wendy Green

As we head towards the end of this extra-ordinary year, I'd like to take this opportunity to reflect on the impact of Covid19 and share some of the ways in which we have responded to this extraordinary global crisis as an editorial team. This year, across the globe, we have seen unemployment rates rise dramatically, communities become deeply divided, in some places violently so, and diplomatic tensions escalate. Higher education is one sector, among many, which is experiencing significant disruption. The pandemic has revealed just how vulnerable the sector is, particularly in the many countries which have relied upon international students' fees to prop up underfunded education systems. This year, as universities shifted swiftly to online learning, work and study practices altered significantly, and new pressures were placed on staff and students. Job insecurity for large numbers of university employees continues to compound these pressures. The social, psychological, economic and health impacts of the pandemic are likely to be deep and long-lasting.

In the face of such disruption, the *HERD* editorial team decided to create a platform for some timely, reflective discussion. Our final issue for 2020 (issue 7) will include a collection of short essays, which address the ramifications of the

pandemic from varying disciplinary, cultural, and geopolitical perspectives. Students, academics, professional and administrative staff, journalists, and policy makers were invited to contribute. Each essay offers a unique critical insight into the possibilities and challenges opened up by this pandemic, while also reimagining the post-pandemic future of higher education, and what it may mean for specific groups, communities, and nations. We are delighted that *HERD's* publisher, Taylor & Francis has made all of these essays freely available through open access.

Along with this special collection of essays we have turned our attention inwards to the day to day functioning of the journal. Mindful of the pandemic's significant impact on many in our community, we decided to keep the journal operating as close to normally as is comfortable, while also working with more flexibility throughout the various stages of our processes. We are committed to supporting our community of editors, reviewers and authors to work in a healthy environment with as little pressure as possible, and we have been delighted yet again, by the tremendous generosity and goodwill of our authors, reviewers and associate editors. So, a huge thank you to all of you.

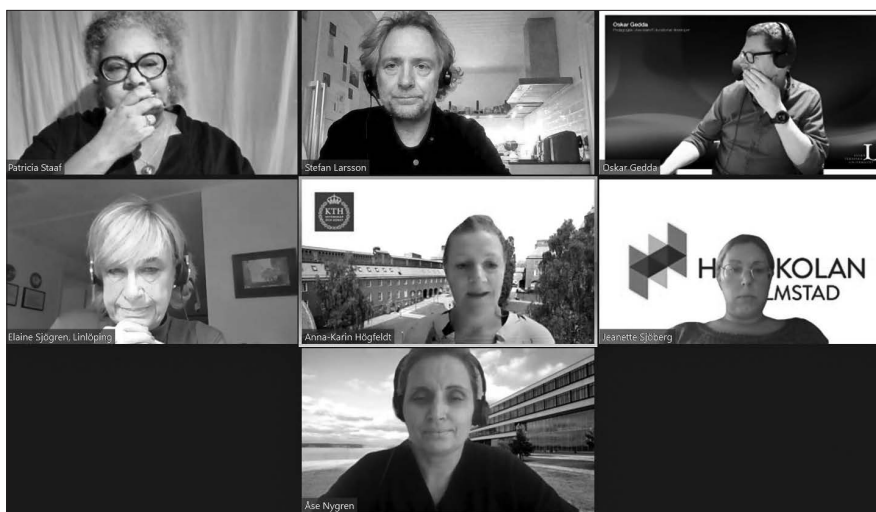
ESSENTIAL READING HERD

HERD journal co-editor Ly Tran has chosen the article by Kun Dai, Kelly E. Matthews & Peter Renshaw (2020) *Crossing the 'bridges' and navigating the 'learning gaps': Chinese students learning across two systems in a transnational higher education programme*, *HERD*, 39:6, 1140-1154,

Establishing cross-border higher education programs with international partners has been increasingly regarded as a strategic vehicle to enhance higher education quality, assist with institutions' internationalisation agendas, and improve graduate employability for an interconnected and globalised world. However, there are often significant challenges arising from cross-system differences in political, cultural, social and educational practices and policies.

Drawing on activity theory as a theoretical framework to analyse the interactions between the Australian and Chinese higher education systems, this article by Dai, Matthews and Renshaw explores Chinese student experiences in a transnational 2 + 2 articulation programme comprising two years in China followed by two in Australia. The study found a range of transnational contradictions students had to navigate, especially related to pedagogical practices, program rules, and class and campus settings.

The authors argue for the need to leverage the value of contradictions in transnational higher education. I wonder what the impacts of the rising geopolitical tensions between Australia and China will be on transnational higher education partnerships between the two countries. It would be worthwhile to see further research into how the valuing of cross-system contradictions is both theorised and implemented in practice.



ESSENTIAL READING IJAD

How has academic development grown as a field of research during the last twenty-five years? What are the burning questions to drive its development over the next twenty-five years?

Comparing the first five volumes of IJAD from 1996-2000 with the publications of current volume 25, the editors identify a number of key themes in relation to topics, theoretical grounding, approaches taken, and authors' national contexts. Several of these topics continue to be relevant for academic developers. For instance, papers about identities, roles and practice of academic developers are still common in the most current issue. Other burning topics that have not lost their currency concern the extent and effectiveness of academic development when organized into either formalised courses or informal peer learning activities, and how best to evaluate this. Impact on student learning and teacher experiences have commonly been addressed as well through the years, while more recent themes include internationalisation and academic work conditions.

A key difference is that IJAD publications in 2020 use theory more explicitly, base their research on more extensive use of empirical data and draw on a wider range of methodologies. Yet, the editors identify a need for systematic reviews that use theoretical and conceptual contributions from within the field in order to expand on previous research and practice in academic development.

The Editors celebrate 25 years of publications in their anniversary editorial IJAD 2020, 25:4.

ICED/SWEDNET Patricia Staaf

This column highlights the work of organisations similar to HERDSA around the world that are members of the International Consortium for Educational Development (ICED).

Swednet was established in 1997 in the light of increased focus on education development and quality assurance procedures in higher education. The network is open for all education developers at Swedish higher education institutions, which are public, free of charge and autonomous. Today, Swednet has nearly two hundred individual members, representing all major universities, almost all university colleges and some of the Art, Design and Music academies.

The aims of Swednet are to stimulate educational development, promote collaboration and exchange, and promote the professional development and identities of education developers.

To support educational developers to organize their work with strategic education development and to strengthen a national collaborative culture, Swednet has initiated a recurring national training program on strategic educational development. Experienced developers from several universities supervise the participants who work with real-life projects confirmed as relevant by higher education institution management.

The Swedish HE Ordinance stipulates that equal care should be devoted

to pedagogical competence when recruiting as is devoted to scientific or artistic skills. To demonstrate and evaluate pedagogical competence, however, has proven a challenge to the HEIs. So Swednet initiated a national training program focused on qualitative assessment of educational portfolios. Now we have a national pool of trained assessors who are regularly assigned as external experts in employment and promotion procedures at Swedish HEIs.

Even though students universally acknowledged that their teachers demonstrated empathy towards off-campus learning challenges they believed that more flexibility in assessment would be beneficial, in particular related to the word length of essays and the time to complete tasks.

In a context of rapid transformations of higher education, the role of an established and well anchored national network that can contribute to cooperation on topics of national concern cannot be emphasized enough. We, who represent the Swednet board today, are thankful for the long-term and committed work that our predecessors have put into the network's development. The growing number of members tells us that Swednet will have an important role to play in future collaboration between education developers, nationally and internationally.

Members of the Board of Swednet are Oskar Gedda, Stefan Larsson, Åse Nygren, Jeanette Sjöberg, Elaine Sjögren, Patricia Staaf.



Policy Perspectives Marcia Devlin

The Covid19-led shift to digital learning has challenged universities and educators to think about how best to facilitate digitally-mediated learning. I suggest this is also an opportunity to re-consider university education more broadly.

Higher education is occurring in the context of increasing global political tensions; shifting economic powers; prevailing societal inequalities; significantly changing social norms; and climate change and environmental and ecological damage that put our very existence as human beings at risk.

Having a keen eye on the grand challenges and wicked problems of our times, and on our global context is, or should be, central to the purpose of a University and to its core activity of education. We're probably all too busy and exhausted from the demands of coping with the pandemic and massive changes to our jobs and workloads to think this through carefully right now but I have begun to wonder whether we should at least try to make a start. Questions in my mind include: Why do universities exist? Should we tweak or redefine our purposes? What should we be doing while we wait for things to return to 'normal'? Do we want things to return to 'normal'? If not, what are we doing about changing the course of history?

One of our purposes is to prepare graduates for the future. In 2016, Schleicher suggested we needed to prepare graduates for jobs that have not been created, to use technologies not yet invented and to solve new social problems that have not yet arisen. The potency of ideas like these seems to have been heightened as we watch global movements of various kinds take place and we choose which ones to support and which to resist.

Since it is no longer possible to offer students everything they need to know for the future, some innovative educators have conceptualised new pedagogies that leverage modern technologies to engage and interact with current and emerging knowledge. These new pedagogies help students to find, analyse, evaluate and apply what is relevant to them at the time and for the task or question at hand. These new ways of educating have at their core an increased sharing of power between educator and student.

These future-focused pedagogies are a lot about educators becoming innovative and entrepreneurial in the face of our collective large-scale, complex problems as a globally connected set of societies and economies. They are about developing in students the spirit of risk-taking, creative problem-solving and learning from failure so that learners

can be prepared for a complex world and purposefully make judgements and decisions. Learners can base these judgements and decisions on evolving, incomplete evidence and unpredictable changing situations; manage their own learning throughout life; and contribute to creating their own futures.

And now all, or most, of the above needs to be done digitally, at least for the moment.

The required digital capability of educators are outlined by the UK Joint Information Systems Committee (2018): ICT proficiency; information, data and media literacies; creation, problem solving and innovation ability; the ability to communicate, collaborate and participate, a commitment to learning and development; and an understanding of identity and wellbeing in the digital space.

Simple? Hardly. And impossible for even the most outstanding educator to undertake and achieve on their own, even with the plethora of existing and new resources on offer to help improve online teaching and learning.

To do all that is required, for the future that is so much more uncertain than it was even a few short months ago, university educators will increasingly need to collaborate. Collaboration with peers in team-teaching, external associates who bring up-to-date industry, workplace and professional understanding, librarians, educational designers, digital systems experts, students and work integrated learning specialists will be increasingly necessary to effectively design, build, teach and assess university courses.

As the pandemic rolls on and many of us begin to think deeply about why we are here, I'd suggest the fundamental purpose of higher education needs re-consideration. We have the necessary resources, incentives and best minds to do this work. It's a matter of turning our attention to it now.

Marcia Devlin is a former University Senior Vice-President and Senior Deputy Vice-Chancellor. A longer version of this article appeared in *Campus Review* in October 2020.



Relevant, engaging, invaluable

Teaching induction resource goes global

Kym Fraser

Less than one day of teaching induction for new academic staff was provided by only 21% of Australian universities in 2002 (see Dearn, Fraser, & Ryan, 2002). In 2015 I revisited that startling finding of our research and found that the situation had declined such that one quarter of Australian universities provided one day or less of teaching induction. It is not unusual for those new to university teaching to report feeling that they have been thrown in at the deep end. I firmly believe that all academics need access to expert-developed teaching induction resources, even more so with the advent of teaching-intensive roles.

Through my Office for Learning and Teaching National Teaching Fellowship and with colleagues from nine other Australian universities, we collaboratively developed the Massive Open Online Course (MOOC) *Contemporary approaches to university teaching* which launched in January 2018. The response to our MOOC exceeded our original expectations. By 2020 over five thousand participants have enrolled and our enrolments have come from over one hundred of the one hundred and ninety-five countries in the world. Thirty-one institutions from eleven countries have imported the MOOC content into their institution's learning management system. The

Portuguese translation *Abordagens Atuais no Ensino Superior* was launched in October and the Spanish and Mandarin translations are in train although delayed by the pandemic. We are in discussion with colleagues in the VET sector to explore customising the MOOC. In 2021 the MOOC will find a permanent home with the Council for Australasian University Leaders of Learning and Teaching (CAULLT) and leadership will be passed to Associate Professor Agnes Bosanquet of Macquarie University.

The MOOC was a collaborative development and I am grateful to the work of a myriad of people who are credited in the MOOC. I am immensely proud of the resource that we in the academic development community have developed. The entire project has been a tribute to the value of the Fellowship scheme, now sadly abandoned. The best way that I can illustrate the value of the MOOC is to share some comments from both course participants and colleagues who have imported *Contemporary approaches to university teaching*.

The diversity of the materials, the explanations delivered by experts, the up-to-date teaching reality presented by the professionals and the possibility of going through the data when I had

opportunity seem invaluable to me. I would recommend the course”.

From Rodrigo Salvador Samayoa, EFL teacher from El Salvador, Central America: “Online learning has become part of our lives, and we (educators) have had to find new and innovative ways to teach using technology. Therefore, I thought that this course could be really beneficial for my teaching, and indeed, it was. Different modules of great value talked about from planning, providing feedback to designing curriculum, yet the most valuable module was Designing, Implementing and Supporting Online Learning since the ideas on how to engage students in an online course or subject are magnificent.”

Marië Chittleborough, Chief Operating Officer, Equals Group wrote: “We have been so impressed with the relevance and presentation of the course that we imported the MOOC content into our learning management system and it now forms part of our teaching staff orientation program for incoming VET and higher education staff. The course is an excellent tool for new and existing teaching professionals who want to make sure their teaching is both relevant and engaging to tertiary students today.”

Susana Gonçalves, Director of CINEP at the Polytechnic Institute of Coimbra, Portugal decided that: “The possibility of translating this MOOC into Portuguese and adapting it to higher education in Portuguese-speaking countries emerged as an unmissable opportunity. The course is of high quality, the content up-to-date, relevant and well-articulated, the structure and activities are consistent with a model of student-centred teaching and learning. Participants are able to access a range of resources, readings, strategies and proposals that facilitate effective teaching and are easy to follow and understand.”

Kym Fraser is Adjunct Associate Professor at Swinburne University of Technology.

Links

Contemporary Approaches MOOC website: swi.nu/caut

CAULLT: www.caullt.edu.au/project-resources/olt-fellowship-and-mooc-available/



Hong Kong Students and the new normal

Ian Morley

Has the move to teaching wholly online in the midst of social disruption actually supplied learners with high quality education? Chinese University of Hong Kong students have offered a vision of an improved online education through a study into undergraduate online teaching and learning.

In the History Department at the Chinese University of Hong Kong student evaluations for courses taught online revealed that, in comparison to preceding classroom-centred education, zoom-based teaching and learning was of a noticeably lower standard. To understand why students experienced a decline in their educational satisfaction I designed a number of questionnaires. About 15% of the undergraduate student body were also interviewed. Six factors negatively impacted the students' knowledge development process and the development of online learning-related stress.

Many students found it difficult to maintain concentration during online classes. This challenge was influenced by the nature of their home surroundings and the teaching techniques employed by their instructors. Students greatly missed the on-campus peer interaction opportunities and relished onscreen

activities which required them to directly interact with their classmates.

Many students believed that zoom hindered frequent, meaningful teacher-student interaction. They also felt zoom restricted teachers' ability to read learners' body language and deterred them from responding in real time to students' class-related questions. Some individuals viewed teacher-student interaction to be lop-sided. They believed that the most vocal students received too much attention leaving students of quieter disposition feeling neglected. Many students felt their questions were not being answered unless, acting in their view in a disruptive manner, they stopped the lecturer from speaking.

Whilst teachers were compelled to upload materials onto the learning management system, many previously used books and archives that were, in the Covid-context, not available online for student use. A large number of students felt this impeded the depth and breadth of their learning.

Adjusting to studying exclusively online was a challenge. Even though students universally acknowledged that their teachers demonstrated empathy towards

off-campus learning challenges they believed more flexibility in assessment practices would have been beneficial. Many students explained that zoom had made them feel exhausted, isolated, and demotivated. Online teaching, they said, made them recognize the need to count more on themselves and this led to negative feelings within the frame of perceived academic pressure and the loss of student social activities.

Against the backdrop of civil unrest in Hong Kong in 2019 many students understood zoom to not be private and secure. Learners self-censored their on-screen behaviour such as staying silent during discussions about contemporary society-related topics.

What are the students' recommendations for improved online education?

Promoting better teacher-student communication is vital.

Assessment practices need to change. Teachers must provide clear guidelines as to how course assessments will operate and provide more e-resources for student use.

The grading system must be adapted so that students can select either a pass-fail rating or a letter grade prior to the end of each term.

Lecturers must better integrate Teaching Assistants so that, amongst other things, student questions raised during online classes can be immediately dealt with.

Successful teaching and learning in the lecture hall did not, it seems, necessarily translate into effective zoom pedagogy. Without such amendments, it was contended, student understanding that online pedagogy is a lower standard education would persist and the calls for teaching fees to be reduced that are sometimes heard would be encouraged.

Ian Morley is an Associate Professor in the Department of History at the Chinese University of Hong Kong (CUHK). This is the follow-up article describing the project funded by a grant awarded by CUHK's Special Funding Scheme for Online Learning.

Photo: An empty classroom at the Chinese University of Hong Kong's campus in October 2020, source the author.



Personal Learning Plans

A reflective process supporting independent learners
Edward Palmer and Thomas Wanner

Reflective activities are commonly used methods of assessment in many disciplines. They can form part of feedback strategies where students are required to reflect on feedback they receive and apply it to future tasks. They are also commonly used in portfolio tasks and form an integral part of journals and many discussion boards. Peer and self-assessment rely on reflection to help learners gain as much benefit as possible from their work.

In recent years, personalised education and learning have become highly popular concepts in higher education. This is where students have the opportunity to choose assessment deadlines, task weightings and in some cases the nature of the actual task itself. This can be administratively challenging, but by personalising each learner's work students can become more empowered in their learning and focus on developing skills that match their learning needs.

The idea of combining a personalised approach to education and reflection is therefore a powerful one. If a learner is able to choose assessment tasks and characteristics of those tasks they believe will support them in their learning goals, supported by a strong academic

oversight then reflection becomes a core aspect of not only the outcomes but also the very choice mechanisms to begin with. How can a student make an informed decision about their learning needs if they don't have the skills or opportunity to reflect on their learning, their methods of learning and their course goals without a reflective option? In our work on flexible learning we don't believe they can learn without the correct scaffolding, so we have introduced personal learning plans (PLPs) to provide a reflective opportunity at the beginning of a course before making any decisions around assessment.

Through the PLP, students can reflect on their learning aims, challenges and strategies, and identify where they need support in their learning, including what kind of feedback in assessment they may require to improve their learning. Importantly they can do this before they begin a course, helping them lay down plans to develop their learning skills and apply them. PLPs may provide a structure that could be used by teachers to improve learning outcomes prior to courses beginning, possibly aiding retention. It is unknown how students perceive PLPs used for this purpose nor the characteristics of student reflections

on their learning prior to a course beginning but we hypothesise that PLPs impact on multiple aspects of learning. The use, value and impact of PLPs for improving student learning and teacher-student communication and engagement is an under-researched area and we are currently working on a project that we hope will provide insights in this space.

In this project, students submit a PLP early on in the course. They describe their learning environment, any challenges to their learning and the support they would like to improve their learning. They can indicate the kind of assessment they choose to do from provided options; what kind of feedback they would like, for example, oral, video or audio message; and what aspects of their learning they need feedback on such as writing, critical thinking, or structure. We have applied the PLP to multiple courses in previous years and are now analysing these. We are running surveys and focus groups to gather insights into student perceptions of PLPs. At the end of the project we hope to identify aspects of PLPs that are generically applicable from our analysis of over one hundred and fifty PLPs, fifty surveys and two focus groups.

Anecdotally, students value the PLP as a starting point for their course. Surveys, focus groups and analysis of the PLPS will provide us with supporting evidence to identify aspects of PLPS that might be generically applicable. We would be delighted to extend the project with other HERDSA members. We aim to finish the analysis of results for this study and broaden its application in early 2021.

Edward Palmer is an Associate Professor and Thomas Wanner is a Senior Lecturer, both at the University of Adelaide. Edward's teaching focus is on the use of assessment and the use of technology in learning while Thomas focuses on critical pedagogies, flexible learning and assessment, student as partners, and education for sustainability.

Personal Learning Plans is a 2020 HERDSA supported project.



Key messages for online education

Jennifer Stokes

One abrupt shift wrought by Covid19 was the rapid move online this year. Through the inaugural HERDSA webinar I shared lessons gleaned over almost two decades of university course design, and outlined best practice for teaching students from diverse backgrounds in digital spaces. These strategies focus on design-based approaches, grounded in Enabling Pedagogies and Universal Design for Learning which resulted in outstanding student outcomes in enabling online courses at the University of South Australia. This article conveys the key messages and the full presentation is available at the link below.

Educators have well-developed skills to engage students and facilitate learning; the question is how to translate these to an online environment. Students want authentic connection first and satisfying learning activities second.

Authentic connection begins with an inclusive, accessible learning space. We need to ensure students know how and when to access online content on mobile and screen. Presenting content in multiple modes will support access for all students. The W3C website gives useful tips for ensuring accessibility.

Teaching in a pandemic requires flexibility and understanding so strive to support both synchronous and asynchronous learning. Clarify expectations through step-by-step

guides and marking rubrics while encouraging interactivity through live mind-mapping and game-ification. It is so important to maintain regular contact with asynchronous learners and include directions for further support while learning analytics are useful to monitor engagement with asynchronous content. We need to anticipate and have strategies in place for technical issues and become comfortable tethering to a mobile. Students understand that we are all working through this together.

We need to model patience and respect and establish trust within our learning communities and I have found that following Shor and Freire in adopting a dialogic method to better understand the students' lived experiences is a good approach. In the first lesson, I share my expectations and the code of conduct to set a positive and respectful tone. Normalising respect through a supportive environment helps students feel comfortable to share aspects of their experience and knowledge in time. I learn students' names and seek to understand the preferences of the group. We can select examples which resonate and encourage student connection with peers through structured discussions with clear learning outcomes.

Employing inclusive and constructivist design shows students how we value

their knowledge and experiences and the active contribution they make to the learning community. Providing opportunities for student conversations as class commences, and time to discuss assignments and course work supports this. Taking the roll and greeting each student by name fosters a learning environment in which each individual matters.

Focus on what the students learn. Students appreciate opportunities to show their learning in every session through sharing discussions and generating content. Making this public within the tutorial group encourages accountability. Support students to learn in ways that best fit their technological access and learning style. By designing assessments with elements of choice we encourage deep learning outcomes. Aim high to encourage student success.

Remember to follow up students who disappear. Supporting reconnection means providing steps to catch up and offering regular opportunities for discussions such as drop-in online consultations or phonecalls.

Kindness is the best guide as we are all working through challenges and in challenges we can find opportunities. Shared experiences can offer points to connect with course concepts. During times of lockdown, online learning becomes the key social interaction for some students, but while webcam can build a sense of visual community many students prefer cameras off due to privacy concerns or data limits.

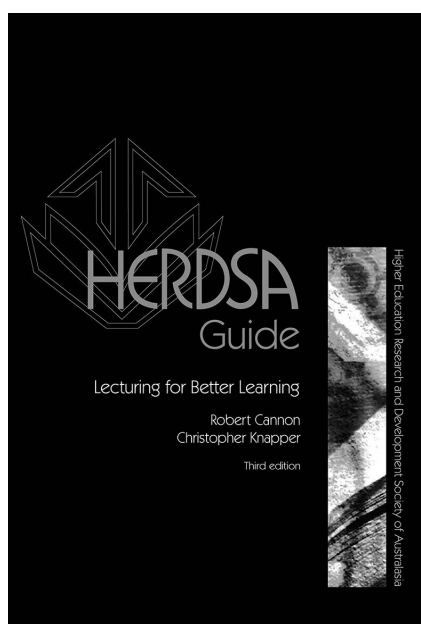
Model working with digital tools and enable change and inclusivity through best practice. This liminal moment serves as a catalyst for online education to emerge as a truly effective and high-quality learning mode in its own right.

Jennifer Stokes is a Senior Lecturer at the University of South Australia. In 2018 she received an Australian Award for University Teaching.

Links

HERDSA Webinar:
www.youtube.com/watch?v=r3B-q1211Xpk

W3C: www.w3.org/standards/web-design/accessibility



Universities around the world are questioning the place of mass gatherings of students in response to physical distancing requirements that restrict lecture theatres to a quarter of their seating capacity. This inability for all students in a class to receive information at the same time removes one of the primary justifications for holding lectures. As Edwards and Clinton (2019) demonstrate, it is attendance at lectures that is positively associated with attainment, while viewing a recording of a lecture has no impact on student grades even for students unable to attend the lectures.

Even though the HERDSA Guide *Lecturing for Better Learning* by Cannon and Knapper (2011) was written long before debates on the value of lecture recordings compared with in-person lectures, this third edition is instructive on why lecture recordings may not be the answer to students' learning needs. Students may well believe that viewing lecture recordings helps their learning but Danielson *et al.* (2014) found that this only applies to a sub-set of fact-focused lectures. In tracing the evolution of the lecture Cannon and Knapper highlight that lecture recordings can only really substitute for face-to-face where content is the primary purpose of having students sit together in front of a lecturer and that 'telling', whether in a recording or live lecture, is not sufficient for learning. They argue we should be

Lecturing for Better Learning

Robert Cannon and Christopher Knapper

thinking about 'teaching' our large classes, even if we retain the commonly used term of 'lecturing'.

Cannon and Knapper argue that all of us need to lecture at some time, ideally to present information that is not available in some other format such as introducing a subject or presenting the latest thinking. In those cases, it is important to know how to construct an engaging lecture that is likely to build rapport with your students and motivate their interest.

For early career and experienced lecturers there are techniques on preparation to help build confidence in presentation, such as identifying common misconceptions of a topic from student assignments and using the misconceptions to structure the presentation.

Cannon and Knapper address many of the concerns expressed by new lecturers, outlining what makes a lecture presentation worthwhile to students and thereby maintaining lecture attendance, how preparation can act as an antidote for nervousness, or how confidence will assist in setting the tone for the lectures and reduce the instances of disruptive behaviour.

There is a substantial update on the use of audio-visual materials in lecture theatres circa 2011. Although discussing classroom technology will always date a publication it does present some viable alternatives to consider the next time failing computer technology threatens to derail your lecture.

For more experienced lecturers who want to make their lectures more effective learning experiences Cannon and Knapper advise a variety of evaluation strategies. Video recordings of lectures become an essential evaluation tool for the lecturer, providing a valuable alternative perspective for discussing ways of engaging students in learning with colleagues. They also

suggest collecting information about student learning through classroom assessment techniques, questionnaires and student focus groups as methods for shifting the focus away from lecturer performance to student learning.

Like any performance it is necessary to master the basic techniques of lecturing before moving to more advanced levels of improvisation. During the sudden pivot to remote learning many taken-for-granted teaching practices have been assessed and we have found that students can learn despite a radical shift away from traditional teaching practices. What Cannon and Knapper provide in their HERDSA Guide to lecturing is a pathway for moving from a focus on telling to a focus on student learning, regardless of your lecturing skill level or lecturing environment.

Cannon, R. & Knapper, C. (2011). *Lecturing for Better Learning*, 3rd Edition, HERDSA, 3rd edition.

References

Danielson, J. Preast, V., Bender, H. & Hassall, L. (2014). Is the effectiveness of lecture capture related to teaching approach or content type? *Computers & Education*, 72, 121-131. <https://doi.org/10.1016/j.compedu.2013.10.016>

Edwards, M.R., Clinton, M.E. (2019). A study exploring the impact of lecture capture availability and lecture capture usage on student attendance and attainment. *Higher Education* 77, 403-421 <https://doi.org/10.1007/s10734-018-0275-9>

The reviewer

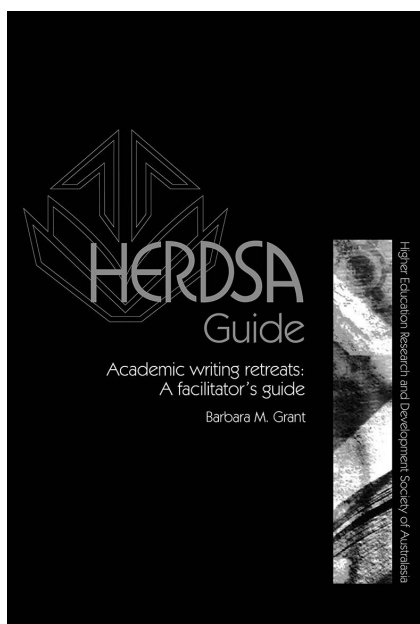
Peter Kandlbinder is Executive Editor, *HERDSA Review of Higher Education*.

OUT NOW - NEW HERDSA GUIDE

Embedding Interprofessional Education in the Curriculum.

A step-by-step approach to embedding interdisciplinary learning and assessment into curricula.

www.hersda.org.au/publications



This guide is designed to provide a step-by-step practical resource to plan, coordinate, and facilitate a writing retreat as well as keep the writing going after the retreat. The author begins with a brief history of her experience facilitating writing retreats, which is heavily focussed on the *Women Writing Away* retreats but makes it clear that this guide is not just for women-only retreats. She shares her philosophy for writing retreats and unpacks the culture of the retreats, suggesting that her model “embodies [her] ideals of academic development: supportive yet challenging collegial encounters that are sustained over time” and involve deliberate change for each participant.

I picked up this guide to help me prepare to host a retreat for the staff in our Centre – mostly non-academic staff engaging in academic writing. Although I had never coordinated or facilitated a retreat before, I was lucky enough to have attended two as a PhD student many years ago, which was based on the *Women Writing Away* format and philosophy. The retreats had resonated well with me and when I picked up the guide I felt at ease with what I read because it was quite familiar.

I had six weeks to plan the retreat from receiving the guide to our first ‘writing warm-up’. It was useful to read the whole guide to start, which was easy to do because the guide is written in

Academic Writing Retreats A facilitator's guide

Barbara M. Grant

very accessible language, is straight to the point, and is presented sequentially in order of how you would plan and facilitate a retreat. I used Appendix C *Example of a Retreat Planning Guide* as a checklist and, given my short timeframe, had to combine a few activities, but it kept me on track. Information in the chapter titled *Setting up a Retreat* was critical for organising the retreat and ensuring all participants were prepared, understood the philosophy of the retreat, and came ready to engage. Depending on your context, you may be able to adapt Appendices A and B as a pre-retreat questionnaire and information notes for participants. It's unfortunate there is no way to download and amend these resources as this would greatly reduce the effort of trying to replicate them.

Everything you need to think about and plan for your retreat is in the guide—what to do, how long to do it for, what the role of each participant is. The only difficult thing I found was that while I was very aware of what the sessions were about because I was using the guide, participants would not be as clear. I resorted to writing activities with instructions from the guide onto flipcharts for clarity. You will want to be sure to bring the guide with you on the retreat, as you will refer to it often.

We have recently used components of this model to support academic staff writing award applications. The applications are due at a busy time – shortly after semester starts and just before promotions are due. Normally writing awards is a very individual and often competitive process but this year we tried to break down barriers and work with a group of staff in a collaborative and developmental way. We facilitated three ‘work-in-progress’ workshops modelled on those in the Academic Writing Retreat guide and then offered one-on-one support in between the collaborative workshops. The result was better than we had hoped. Staff

fully engaged with their peers by giving honest, insightful, and constructive feedback to each other and we were able to witness personal growth. It is helpful that this Facilitator's Guide can be used creatively for a variety of different audiences, purposes, and in different formations.

Taking the time to write with and amongst others, to share, to give and receive feedback from peers is critical when engaging in academic writing. The Academic Writing Retreats facilitator's guide is immensely helpful for planning and facilitating such retreats and will become a well-worn book on your shelf.

Grant, Barbara M. (2020). *Academic writing retreats: A facilitator's guide*. Higher Education Research and Development Society of Australasia.

The reviewer

Katrina Strampel is Manager of Teaching Quality at Edith Cowan University. She is HERDSA WA Branch Chair and a member of the HERDSA Executive.

HERDSA PUBLICATIONS

Higher Education Research & Development journal

HERDSA's refereed journal, published by Taylor & Francis, is of high international standing. Articles on the theory and practice of higher education.

HERDSA CONNECT

HERDSA's magazine formerly HERDSA NEWS. Topical issues, activities, programs and action research.

Advancing Scholarship and Research in Higher Education

HERDSA's new online peer reviewed journal.

HERDSA Guides

A range of scholarly guides providing practical ideas and information on teaching and learning.

View and purchase HERDSA publications online at:

www.HERDSA.org.au/publications



Reconnect at the HERDSA Conference Brisbane 2021

"I travelled 24 hours across the globe and had the time of my life. That herdsa conference remains the highpoint of all conferences before or since....fabulous experience, great organisation, amazing location." James DEROUNIAN, Uni Glos,

Tired of only seeing your HERDSA colleagues online?

Missing the catch-ups, friendly chats and socialising that is an important part of a HERDSA conference?

Then join us in Brisbane for HERDSA 2021 and RE-CONNECT. HERDSA 2021 brings us together in person again.

Quotes from past conferences

"Loved the equanimity - no matter what professional level all were equal and the collegiality was palpable at all times."

"Meeting new people and finding out that a HERDSA conference is not just a bunch of stuffy old academics talking policy!"

"The social time enjoying and chatting with the posters, dinner, etc."

"Networking with a diverse range of people and the opportunity to engage in deep discussions around learning and teaching in higher education."

"An exceptional PD activity for HE staff."

"So many passionate people wanting to share insights and support others."

"The fabulous sessions, they were really very good quality."

"Networking, opportunity to see what is going on in the sector, sharing and getting feedback on our own work."

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

REGISTER at www.herdsa.org.au/conference

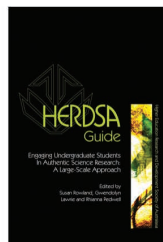
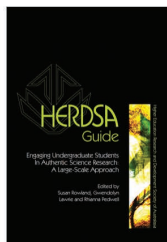
HERDSA 2021 Annual Conference

7-10 JULY
2021

Brisbane Convention
& Exhibition Centre
Brisbane, Australia



LATEST PUBLICATIONS



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.