HERDSA connect

Volume 42 No 1 SUMMER 2020

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



Inside

Indigenising universities; affiliate member from Bhutan; new columns on ICED and IJAD; reviews - engaging undergraduates in science; plagiarism and integrity; innovative assessment; student transformation; the new majority; a student ambassador program



From the Editor

Maureen Bell

I am writing this editorial soon after returning from a pony trek through Inner Dolpo and Mustang in Nepal. Reflecting on the gulf of difference between my life and that of the Tibetan people of Dolpo, I am reminded how the lived experience of cultures so different to our own expands our consciousness and develops our understanding of different knowledge systems and ways of being. The 'western' university curriculum is often described as culturally narrow and exclusive.

In Australia and New Zealand Indigenous scholars such as Jade Kennedy (see CONNECT 41/3 2019) and our FEATURE writer Dr Meegan Hall, propose indigenisation of the curriculum as culturally expansive and inclusive. In this edition Dr Hall offers a Māori scholar's perspective on the opportunities that indigenising the curriculum can bring to all students. Our cover photo shows some of Meegan's students directing robots at Victoria University of Wellington's Māori meeting house.

Internationalisation has long been an important aspect of research collaboration and is increasingly seen in teaching collaborations in transnational education and study abroad programs. What can we learn about teaching and learning from our international members in countries such as Malaysia, Ghana, Papua New Guinea and Bhutan? Beena Giridharan's Postcard from Malaysia explains the establishment of their Student Ambassador Program to support the creation of a connected university community. Deki Gyamtso, our affiliate member from the Royal University of Bhutan, refers to the university's *Wheel of Academic Law* which supports the infusion of Gross National Happiness into teaching and learning.

Another international collaboration is explained in our new regular column that will be written by various members of the International Consortium for Educational Development. Allan Goody begins by posing and answering the question *What in the world is ICED?* The accompanying column *Essential Reading IJAD* will accompany Essential Reading HERD, and recommend suggesting interesting articles from the International Journal for Academic Development. I hope our Essential reading columns offer you a quick and easy way to find the most interesting peer reviewed articles in these top journals.

Must reads in this edition include Helen Sword's advice on how to deal with information overload and Bob Cannon's column Meanderings which includes a 1970's letter from the University of St Andrews that will raise your eyebrows.

I hope you enjoy this edition of HERDSA CONNECT. Don't forget your HERDSA conference abstract submission is due February 7th 2020.

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.

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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: Meegan Hall's Māori students direct robots at Victoria University of Wellington's marae (Māori meeting house).
Photo: Te Rawhitiroa Bosch
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Photo this page
Simon Fox, Deakin University

Design and Layout
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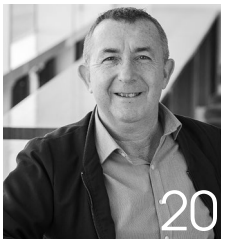
Printed by
Instant Colour Press, Canberra

www.herdsa.org.au



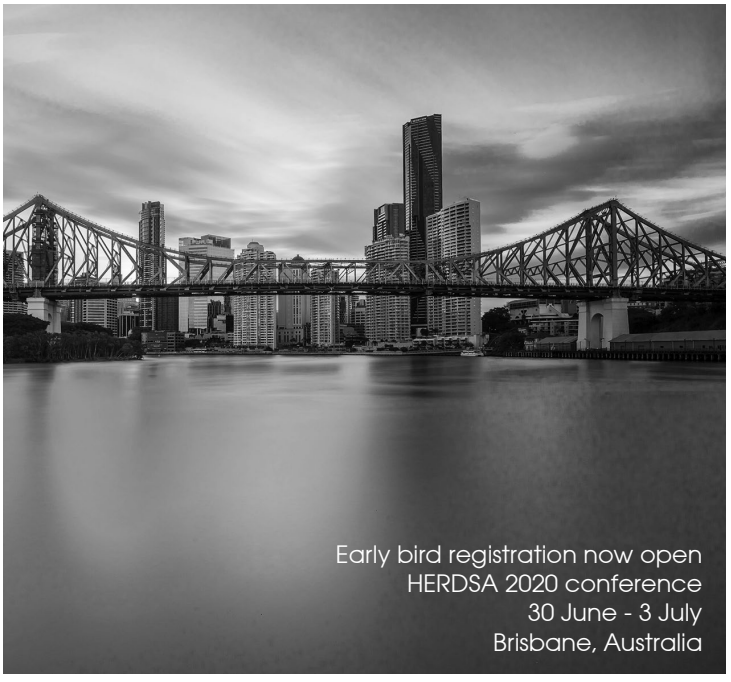












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From the President

Denise Chalmers

The HERDSA Executive met in Melbourne to plan our future activities and consider the strategic directions for the next few years and into the longer-term. One of the leading questions for each of the portfolios and the Executive as a whole was to consider ways in which we can maximise the value of and draw members' attention to the various aspects of HERDSA membership that are available to them. Over the coming months we plan to profile different aspects of HERDSA activities and resources that are available to you as HERDSA members. We would very much appreciate hearing any ideas that you would like to put forward that you think might benefit our members and promote greater recognition of teaching and learning in higher education.

Some of you will be aware of my interest in better recognising and rewarding teaching. I have been fortunate to have been involved in projects and roles that have allowed me to pursue this interest over a number of years. While I have seen so much progress in the ways in which institutions are clarifying their criteria and expectations on quality teaching over the years and which has contributed to success in awards and promotion, we still have a long way to go.

One aspect that strikes me as something we can all be much more engaged in is recognizing the work of others, be it our immediate colleagues, students and professional staff. The teaching side of our work remains somewhat isolated, taken for granted and unremarked. It always surprises me how much passing on a compliment or a comment received from a student or a colleague is appreciated. By this I mean a comment or compliment that is specific to something important, substantial or thoughtful that you have taken time to notice. Taking the time to notice and comment or send an email is really such a little thing, but in the busyness of everything we do, the moment can pass. Whatever our role or level, noting when someone has done something well deserves some praise and recognition, be it for our colleagues, professional staff, supervisors or managers. The last of these often have a thankless task and deal with a lot of complexity with little recognition. Supporting them with a note or a word to say they ran that difficult meeting well or their presentation was effective is very much appreciated. Noting the care colleagues take with preparing a presentation or resources for a class, thanking a professional staff member for helping a student are all things we could do a little more often. Collaborating in a working community where people support each other and recognise the value of each person's contribution to our joint endeavours, makes our day-to-day work more enjoyable and meaningful. I am not trying to set myself up as a model of someone who has always done this. I am as guilty as anyone of taking the good work of my colleagues for granted. I wish I had done more noting and thanking. My hope is that you might do it better than me.

Leaders and supervisors have a particular role in actively considering how they recognise and support their teams and how they direct reports. I was in a meeting recently where a senior faculty member commented that they had never thought of putting a teaching-focused academic on the faculty curriculum planning or teaching and learning committees instead of allocating the usual tenured academics. These oversights of providing opportunities have real impacts on the careers of people they have a responsibility for. The role of leaders includes looking deeply into the team and noticing those people who get quietly on with their work without putting themselves forward but who would welcome being invited to contribute or lead a committee. So too is encouraging and mentoring them to take on these challenges, whether the work is research, teaching or service focused. Noting achievements and successes of teaching publicly, for example in department newsletters and meetings; commenting on the work of professional staff for reports and service; is done too little. More can and should be done to profile and celebrate the excellent teachers at graduation and in promotional material for admission. Honour boards that include not just the research achievements, but the teaching, service and student achievements send important signals about what is valued. These things contribute to building a collegial community.

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I ngā rā o mua Indigenising universities back to the future

Meegan Hall

When *Times Higher Education* (*THE*) recently ran a story asking "How far should the indigenisation of university teaching and research go?" it showcased the Ballanggarra people in Western Australia working with staff from the University of Sydney to train goannas not to eat lethal cane toads as reported by Ward-Fear et al in Conservation Letters. It turns out, the Ballanggarra rangers can spot goannas at great distances – even the shy ones hiding in the grass. And it was those more reserved ones that they were after because, the research found, shy goanna are more trainable.

Unfortunately, there was nothing reserved about the *THE* article. The author set out to assess the goals of blending Indigenous knowledge into university teaching and research so, after notching up the goanna and then a couple of Sámi and Canadian examples, the story took a twist. The author pondered, "Are such goals realistic? Are they wise? And will they achieve their desired goal of redressing historical injustice and boosting the status of Indigenous peoples?" Later in the piece, to validate his concerns, he cited two academics from Canada who, despite having no apparent research experience working with Indigenous knowledge or people, made up for it with negative anecdotes and vitriol for Indigenous practices and beliefs. He also boxed the scope of Indigenous knowledge into historical, not contemporary, contexts and made value judgements about where Indigenous knowledge 'fits' within a limited list of subjects.

As a Māori scholar, I couldn't help but be dismayed by the assumption that only Indigenous people can benefit from learning about Indigenous knowledge. Indigenous knowledge (or mātauranga Māori, as we call it in Aotearoa New Zealand) has no limits. Our traditional whare wānanga (places of higher learning) attest to that. We did not stop knowing, or thinking, the minute that Captain Cook arrived on our shores. Mātauranga Māori is not static. Neither, for that matter, is Western science, which is also changing constantly and being challenged in multiple ways. Both knowledges are current, evolving, developing and resolving – although as Nayantara Sheoran Appleton indicates, one of them could do with being decentred. As Professor Wendy Larner, President of the Royal Society Te Apārangi, recently remarked at the Royal Society's Inclusive Excellence Symposium, "It is not about making all forms of excellence fit into one template – rather the challenge is how to embrace multiple forms of research excellence".

"I ngā rā o mua" is a Māori phrase that literally means 'ngā rā', the days, 'o mua' of front or before. But this doesn't mean the future. In a Māori worldview, the 'days before' are the past. As Māori, we face the past in front of us. It orients us to know our histories. We recite our pepeha, our statement of identity. My mountain, my river, my people. By looking to the past, we understand the now. We go back to the future. We learn from our mistakes, and we correct the imbalances. We remember that universities are not the beginning of higher education in this country. At best they are a momentary 'middle' period. So, what some may see as an "indigenisation" process happening *to* universities, is simply a rebalancing, a reconciliation as explained by Jade Kennedy and his team, and a revealing of "ngā rā o mua".

Dr Meegan Hall is from Ngāti Ranginui and is an Associate Professor in the Centre for Academic Development and the Assistant Vice-Chancellor (Mātauranga Māori) at Victoria University of Wellington in Aotearoa New Zealand. This feature draws on ideas from Meegan's keynote speech at the HERDSA 2019 conference. Meegan thanks Barbara Kensington-Miller, Julia Hallas and their organising committee for prioritising the voices of Māori scholars in higher education learning and teaching with two of the four conference keynote spots.

Links

Appleton, N., Feb 4, 2019: www.criticalethnicstudiesjournal.org/blog

Jade Kennedy et al. International Journal for Academic Development, 24:2. See Jade's article in HERDSA CONNECT 41.3 (Ed)

www.timeshighereducation.com/features/how-far-should-indigenisation-university-teaching-and-research-go

Around the branches







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

ACT

ACT branch committee has met to plan an exciting program for next year. We will hold a 'bootcamp' for HERDSA abstracts in January and a peer review of teaching workshop in April. Later in the year we are aiming for a workshop focused on the development and use of e-portfolios and the processes of reflective practice.

By the time you are reading this we will have enjoyed a celebration lunch to recap our teaching and learning highlights in 2019.

Hong Kong

Eight student teams presented their projects and ideas at the highly successful HERDSA Hong Kong *Redesigning Student Learning Experience in Higher Education* (RSLEIHE) Symposium. The University of Hong Kong team won the 2019 award with their project Promoting Service Learning in Higher Education by Implementing The Eczema Eradication Project.

Feedback for the Symposium was very positive. Colleagues were highly impressed by students' enthusiasm and ideas for improving higher education. They increased their understanding of student needs and creating meaningful learning experiences for students. Sign language interpretation was provided in the Symposium.

HERDSA members visiting Hong Kong are most welcome to HERDSA HK activities, see contact list on page 5.

Queensland

HERDSA Queensland on Show symposium was held at Griffith University's Southbank facility, the Ship Inn. Our keynote speaker was Professor Sally Kift. The symposium is our version of a HERDSA rekindled activity.

HERDSA Queensland was co-sponsor of the CAULLT 2019 *Advancing Academic Development* event.

South Australia

It has been another active year to reflect on for South Australia – five workshops; friends moving on and friends signing up to the HERDSA SA Branch. We welcome Sarah Hattam and Tanya Weiler from UniSA College.

We enjoyed collaborating with our friends from ACEN to present panel insights at the Higher Education Group of Adelaide on the topic of *Incentivize us! Higher education KPIs*. We brought insights from keynotes Peter Felten, Melinda Webber, and Jane Gilbert at the HERDSA Auckland conference to explore the benchmarks against which Australian institutions will be measured – graduate outcomes; student experience; student success and equity group participation.

We look forward to a good rest ahead of our AGM in February.

Tasmania

Provocations are back at UTAS; A recent series of provocation conversations have been held at UTAS investigating controversial topics such as: *All exams should be online* and *Good course design is all that is required for 21st century student development.*

Members, Tina Acuna and Jo-Anne Kelder, as Fellows of the Australian Council of Deans of Science (ACDS), presented at the ACDS Learning Leaders Forum, ACSME, and UNSW Connections Seminar series and have facilitated workshops at mainland universities on embedding scholarship into the academic teaching role. They suggest using the Curriculum Evaluation and Research Framework (www.acds-tlcc.edu.au/cer-stem/) to coordinate members of a teaching team in a planned approach for evaluation and research focused on their course curriculum.

Branch member Sarah Prior is a member of a Clinical Redesign teaching team that has developed and delivered a workshop on the basics of publishing in-course project work in peer-reviewed journals; and enabling graduates to develop a detailed structure for a potential paper. Other members have been attending professional development workshops to enhance online teaching skills, for example, member Jane Pittaway attended a conference on the flipped classroom and blended learning.

Victoria

The HERDSA Victorian Branch in association with ACEN and Monash University held the annual Snapshots event with 120 registrations. Presenters from HERDSA and ACEN conferences were invited to re-present. An expert panel comprising Judy Kay, RMIT; Darci Taylor, Deakin; and Allie Clemans, Monash; discussed various types of partnerships – with students, across disciplines for learning and teaching research, and work-integrated learning.

Our following event in November was *Embedding Indigenous Knowledges*. The Small Provider Network is busy





undertaking a benchmarking activity on academic integrity.

Western Australia

The HERDSA WA Branch was excited to host *Education Conferences (P)re-kindled* in November at University of Western Australia. We invited anyone in WA who presented at the HERDSA NZ conference or who is or was presenting at any another education conference to share their presentations either as a traditional presentation, a pecha kucha, or as a poster.

This is a wonderful opportunity for those who are unable to attend the HERDSA national conference and other national and international higher education conferences, to hear their colleagues' presentations. It is also an opportunity for people who have not attended a higher education conference before to experience examples of presentations that may assist them in preparing their abstract submissions for HERDSA 2020 in Brisbane.

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Erik Brogt

HERDSA New Zealand

HERDSA-NZ branch sponsored the third Academic Development Symposium in Wellington, New Zealand. Now in its third year, this symposium brings together academic developers from the eight universities in New Zealand and is co-organised by the HERDSA Academic Development SIG with the University of Canterbury, and Victoria University of Wellington. It is a chance to catch up with colleagues, find out what the academic development units in New Zealand are doing, and discuss issues of common interest. This year's theme was holistic academic development (see e.g. Sutherland 2018); how can academic developers support the whole of person, whole of academic role, and whole of institution? The event attracted more than thirty participants, including colleagues in Researcher Development and HR Organisational Development roles. The day had a slightly more muted character as colleagues from the University of Auckland had just learned that the Centre for Learning and Research in Higher Education will be disestablished.

The symposium started with all units updating us about past and future activities. An Expo over morning tea helped us follow up with colleagues. Afterward, we had a plenary discussion about what we actually mean by holistic academic development, and it was good to hear the different perspectives from academic developers, researcher developers, and HR organisational development. As an exercise, we looked at all the different things we do in our organisations at various levels, working with: individuals, departments/programs, university and national/professional community. It was clear that as developers, we work at all levels and anywhere in the institution, which led to the conclusion that we are in a great position to advise at the system's level and break down silos.

We held a World Café conversation on five topics: Developing the whole-academic; Working with the whole-institution; Supporting the whole-person; Māori academic development; and Learning design for academic development. Conversations were diverse and identified largely systemic issues: where we sit as development units within the organisation, institutional incentives for staff to engage in development, and the need to collaborate with other units to support staff while clearly retaining our own areas of expertise.

We finished with a reflection on the day and next steps, in particular regarding research to support holistic academic development.

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STEM Sally Male

Threshold concepts are transformative and central to the mastery of a subject. Students often think at first that they have understood, but then they struggle to apply such concepts. Johannes Strobel and colleagues have shown in the USA and Europe that engineers need empathy. I read their papers and thought I understood. In fact I have been told this for years and I am only starting to understand now.

In my PhD project I identified competencies required by engineering graduates. Many employers complained of arrogant graduates. Senior engineers employed by engineering contractors and mining companies reported that every Australian engineering graduate had sufficient technical competence but the employers sought graduates who could work with diverse others in diverse workplaces. The employers sought graduates with concern for others because, without concern, safety training would be ineffective. I thought I understood but was not sure what this meant for engineering curricula.

I won a grant from the Australian Government with support from Engineers Australia and the Australian Council of Engineering Deans to develop virtual work integrated learning. Deans and the accreditation manager insisted that students using the simulations should feel the emotions experienced in a workplace. A dean reported an engineer's decision to reduce the work breaks for operators in a dairy. The operators tweaked the temperature of plastic bottle caps to cause stoppages. If only the engineers had understood how the operators felt. Again, I thought I understood but struggled to see how to achieve the deans' request.

We use virtual reality to teach safety. Students operate a simulated vehicle-loading crane. Other students observe. I had thought the challenge was for observers to visualise spatial issues. People have died because operators stand with their backs to the controls, unable to see the controls and crane simultaneously. The observing students need to empathise with the operators. Finally I start to understand this threshold concept for engineering educators, that engineers need empathy.



STUDENT VIEW Natasha Bettridge

My journey into education was a rocky one, with six different schools before dropping out in year 12. I chose Polytechnic education over traditional University education because I know that education is changing. I thought a Polytechnic that focused on practical vocational training would give me skills to move into the private sector.

At the beginning of my HERDSA conference presentation, I said my *pepeha*, which is how Māori introduce themselves to identify who they are and where they come from in *Te reo (Maori)*. It was only a few years ago when I went back into higher education I learnt more about Te reo and my heritage, my *whakapapa*. This was challenging as I did not grow up with Te reo as a language, but I was supported at Unitec through *Whai ake* where we take on a mentor-mentee relationship. Because of Maori success programs like Whai ake that's based on the *tuakana-teina* model I was able to reconnect back to my *whanau*. When I think about measuring success, I think about my whakapapa and what makes me a Maori *and* Pakeha person.

There is a big job ahead in academia, precisely because the type of learner is changing due to technology advancements. When we move into the future, we must adopt the "leave no one behind" attitude. The world is changing. We have a new breed of "digital learners" known as the Gen Z and Gen Alpha learners, who have grown up with the internet, smartphones and social media. We are moving towards the automation era, whether that is in AI or Machine Learning. We must take a good look at our current education system. I wish all academic staff good luck on this journey.

Natasha Bettridge is a student at Unitech, New Zealand.

Pepeha - How Māori introduce themselves
Te reo - Māori
Whai ake - Māori mentorship program for Māori students
Whakapapa - Line of descent from one's ancestors
Tuakana-teina - Older sibling/Younger sibling (peer to peer)
Whanau - Family



Who's who in HERDSA

Rachel Williams

Rachel Williams is the creative spirit behind the design of HERDSA CONNECT. Rachel works closely with the Editor of each edition to ensure your magazine is so visually attractive, stylish, coherent and readable. She has been designing and laying out CONNECT since April 2015.

I am passionate about film and my favourite Sydney cinema is the independent art deco Golden Age in Surry Hills. It was the old Paramount screening room and has been restored to a gorgeous forty seat cinema including a beautiful period bar.

My first Sydney Film Festival attendance was in 1994 and have been every year since. I would take a week off and see about thirty-five films but since having kids I see between ten-fifteen now. My favourite directors are: Jim Jarmusch, Wes Anderson, Pedro Almodovar and Xavier Dolan. My retirement plan is to become really rich and spend my time travelling around all the film festivals.

I love photography, particularly Cindy Sherman, Tracey Moffat, Nan Goldin, Diane Arbus, Bill Henson, Gregory Crewdson, Mark Broyer and Samantha Everton. And I love design, especially graphic design – art's intersection with functionality – a fun way to earn a quid.

I like Instagram and filling our feed with urban photography. There is a lot of street art where we live, and I enjoy sifting through the walls looking for pieces that I think people will like to see. I am really excited by street art because it is always current, and the streets and walls are like a big, free, unpretentious gallery.

I enjoy podcasts, particularly crime. Although I've had to lay off those lately so I can sleep better at night.

I have eclectic music taste including girl bands, indie rock, post-punk, new wave, alt country, Motown, Disney tunes, goth rock and 70s and 80s bad hits.

I have a renewed love of travel after a recent month-long trip to the US. I'm hoping to find a job that allows me to spend a month in New York and Montreal every year.

I'm very proud of my publishing business *Not Quite Newtown* that produces children's book based on and around the streets of the inner west of Sydney. Pete Warrington and I started with a council grant to get our first book published and have followed on from that with two successful crowdfunding campaigns to fund the next books. We have produced four so far. The books are based around photography and illustration. Pete writes the stories and I photograph and design the books. We then work with an artist that produces illustrations that are placed over my street photographs. It's a lovely collaboration.

I love working with young minds because they are so imaginative and free. They come up with the best ideas. We run kids workshops so they can create their own books.

We are branching out to become an independent publisher and have just met our crowdfunding target for our first project – The Stencil Art Prize 10 year anniversary book. It will feature work from two hundred artists from Australia and internationally.

Photo: Rachel and her family at the Grizzly Giant, Yosemite.

Links

Not Quite Newtown
www.notquitenewtown.com.au

HERDSA 2020 Conference: Research and Development in Higher Education

Register now and pay before the early bird deadline to **save up to $175 on your registration fees**.

Abstract submission deadline is **7 February 2020**.

Pre-conference workshops on 30 June 2020. Register early.

Book accommodation via the online registration form.

Follow and share conference information with your network and colleagues #HERDSA 2020



HERDSA Affiliate Members

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

Dr Deki Gyamtso

Royal University of Bhutan
www.rub.edu.bt

The Royal University of Bhutan (RUB), the country's first national university, was launched in 2003 by a Royal Decree pronouncing: dissemination of knowledge and the advancement of learning through a balanced, well regulated and sound tertiary education system for the economic and cultural development of the Kingdom of Bhutan and to promote the cultural enrichment, personal development and wellbeing of our people. Bhutan is a small, developing country sandwiched between Tibet and India so education has been accorded priority as a means of building the human resource base for supporting political, social and economic development in Bhutan. The University has adopted *The Wheel of Academic Law* which documents policies, procedures and standards and to infuse Gross National Happiness (GNH) values and principles in the teaching and learning.

RUB comprises twelve constituent and affiliated colleges spread across Bhutan. Currently, RUB has 11075 students and 1267 faculty members. The Office of the Vice Chancellor in the capital Thimphu is responsible for central coordination. Courses are offered in seven broad curriculum areas: teacher education, business and management, engineering and physical sciences, computing and information science, biological sciences and agriculture, humanities and social sciences, and national language and literature.

My role at present is within the Department of Research. I have developed various published projects over the years since completing my PhD at the University of New England in Armidale, Australia. These include: *Teacher learning in changing professional contexts: Bhutan and the educating for GNH initiative*; *Present practices and background to teaching and learning at the Royal University of Bhutan*; and *The state of research at the Royal University of Bhutan and ways forward.* I have a particular interest in curriculum development and Biggs model of constructive alignment, so I was pleased to see Professor Biggs made a Life Member of HERDSA recently.

Photo: Deki standing at right with colleagues

Ako AOTEAROA

Celebrating the journey of excellent teaching in Aotearoa, a further ten top tertiary teachers joined over 230 exceptional teachers to receive a Tertiary Teaching Excellence Award since establishment in 2001. Awards celebrate outstanding learner-centred teaching practice and recognise teachers who demonstrate consistently high levels of: commitment to their learners/ learner outcomes, sharing great practice widely, and contributing to communities.

Ako Aotearoa, in its journey as managers of the awards for the Minister of Education since 2007, has focused on attracting greater diversity among nominations. Earlier successes include introduction of the Kaupapa Māor i Category with a total of 17 awardees by 2019; the Māori Prime Minister's Supreme Award; the addition of Pacific endorsement added to the awards and the first Pacific Prime Minister's Supreme Awardee with Pacific endorsement.

To further the drive for inclusivity, this year Ako Aotearoa oversaw significant changes to the criteria; resulting in first time success for a Māori-medium provider - Te Whare Wānanga o Awanuiārangi with its Kaupapa Māori teacher Associate Professor Mera Penehira. We look forward to changes across the sector so excellent teaching and training is recognised and celebrated through these awards.

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The HERDSA Fellowship

HERDSA Fellows have completed an in-depth reflection on philosophy and practice over an extended period leading to the development of a significant teaching portfolio. HERDSA Fellow Lukasz (Luk) Swiatek lectures in the Discipline of Media and Communications at UNSW, Sydney. Luk reflects on his experience of the HERDSA Fellowship.

The wisdom of the HERDSA Fellowship

Lukasz Swiatek

Since receiving my HERDSA Fellowship in July, there have been days when I've half thought about giving half of it back. (I'm only half joking, too.)

I know exactly which half I'd give back. It's the half that prods me to keep enhancing a learning resource for my students, and even innovate with it, when I know that what I've developed is already acceptable; it's the half that keeps nudging me to agonise over curriculum design into the small hours, mapping my plans against principles and best practices of different kinds.

This is the half of the HERDSA Fellowship that's about looking forward, aiming for continuous improvement, making innovations and staying oriented towards future-focused critical practice. The other half of the recognition involves acknowledging completed work and the ongoing professional development undertaken over time. On most days, I'm more than happy to be challenged, and to challenge myself. There have been days, though, when I would have preferred to have rested on this laurel.

However, this is the wisdom of the HERDSA Fellowship scheme. As I've found, it not only encourages applicants to take their knowledge, practice and scholarship of teaching and learning to even higher levels through the development of a portfolio; it also holds recipients to higher standards. The actual recognition itself doesn't do anything, of course. As I've noted in some of my own research, accolades are just tools.

I've also found that the Fellowship has been the final formal reward that has followed many other informal rewards. The most fulfilling of these has undoubtedly been the opportunity over the last few years to discuss my thinking and practice with the other members of my Talking About Teaching And Learning (TATAL) group. Even though the group's members have changed slightly over the years, we continue to meet roughly once a month. After each Skype or Zoom session, I still feel a deep sense of privilege and joy at being able to connect with such wonderful, like-minded educators (in alphabetical order: Ana Maria, Carlos, Coralie, Jenny, Maria, Nirma, Stuart and Ursula).

Another informal reward has been the opportunity to grow as a reflective practitioner thanks to the support of Erik Brogt, my Fellowship mentor. The value of the mentoring system, as an integral part of the Fellowship process, is undeniable. Thanks to Erik, I sharpened my reflective skills and learnt more about the world of academic development.

Although I've split the Fellowship artificially into two halves here, to make my point, the whole enterprise is enormously beneficial. Jests about returning half of the Fellowship aside, I'm grateful to have undertaken the process. I look forward to continuing to serve my students, colleagues and other communities more effectively.

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Photo: Luk receives his Fellowship from (past) president Allan Goody



Wordcraft Helen Sword

Writing expert Professor Helen Sword answers readers' questions about academic writing, productivity and wordcraft. The following is reprinted from an August 2019 feature article in Times Higher Education titled "Skim, Skip, Tweet, Retreat…?"

Let's face it, there's never enough time to read. No matter how hard we try, we can't possibly keep up with the newest scholarship in our own fields, much less with all the interesting research being published in other disciplines. It's tempting to succumb to informational imposter syndrome: staggering under the emotional burden imposed by all those unread books and articles, we become convinced that everyone else is somehow managing better than we are.

But information overload is hardly a new dilemma; nor is it unique to 21st century academe. As historian Ann Blair points out in her 2010 book *Too Much To Know: Managing Scholarly Information before the Modern Age,* scholars have been complaining at least since the invention of the printing press about having "too much to read".

Lately, whenever I feel in danger of freefalling into a bottomless pit of references, I make a conscious effort to step back from the brink and substitute *pleasure* for *pressure*. The following three Rs may not work for everyone, but academics in most disciplines should be able to find ways of adapting them to their own circumstances.

The first is *reframe.* Sometimes all we need to do is change the lens through which we view our academic workload. In his book *The Happiness Advantage,* psychologist Shawn Achor recalls how he reframed a stress-inducing, deadline-driven literature review by reminding himself how much he loves learning about new ideas and research findings: "I thought about how I was defining the task mentally (menial labor) and consciously changed it (to reading for enrichment). I also changed the language I used to describe the activity to other people. After telling a few friends I was at Starbucks reading for pleasure, I started to realize that in fact I was."

The second of the three Rs is *retreat.* Twice a year, Microsoft founder Bill Gates packs up a stack of books and papers and sequesters himself in a remote cottage for a week of uninterrupted reading, writing and thinking. Gates' famous "think weeks" are what Cal Newport, author of *Deep Work: Rules for Success in a Distracted World*, calls a "grand gesture": an allocation of resources that announces both to the world and to ourselves just how much we need and value our thinking time. Writing retreats are a long established academic tradition. So why not organise a dedicated "reading week" instead, whether alone or in the company of colleagues?

Finally, *reupholster.* A colleague of mine keeps a comfortable "reading chair" in her office. When she's busy meeting with students, answering emails or pushing administrative documents around her desk, that beautifully upholstered armchair sits in the corner and gently reminds her not to neglect the pleasures of reading. She reserves her reading chair exclusively for the perusal of hard copy books and journal articles, which are kinder on her eyes than digital screens and invite the colourful kinetic experience of highlighting key phrases and scribbling marginal comments. Sinking into the chair towards the end of the day feels like snatching a stolen moment of delight rather than succumbing to the nagging pressures of productivity.

Each of these solutions involves physical displacement, whether to a café, a cabin or just a different chair, as well as emotional displacement (from pressure to pleasure, from "busy" to relaxed). The glare of screens is replaced by the softer glow of white paper, and the burden of keeping up melts into the balm of slowing down.

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

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

Links

www.timeshighereducation.com/features/how-can-academics-keep-literature



Policy Perspectives Marcia Devlin

Recently, an academic colleague posted on Twitter a picture of his completely empty lecture theatre. Another colleague followed suit soon after. And the posts went viral in the academic community.

As HERDSA Connect readers know, the research in learning and teaching shows clearly that didactic teaching and passive reception do not result in deep, lasting or meaningful learning for most students. It's curious, then, that we persist with lecturing at students in large groups in most universities. Worse, one of the most common lecturing practices is to 'stand and deliver' PowerPoint slides.

Lectures worked well back in the day for many current academics. These colleagues were, as students, particularly intellectually able, intrinsically motivated and clear on their educational and vocational goals, that is, to continue to pursue knowledge throughout their career through research and teaching. One challenge for those of us who work in Universities and who have responsibilities related to enhancing the quality of learning and teaching is that the lecture is assumed to be the basis of effective teaching practice when it may or may not be, depending on the student and context.

Of course, not all lecturing is bad. A lecture hall can be led by a gifted, enthusiastic, well organised teacher with outstanding communication skills, who builds and maintains rapport, shows respect for students and their learning, engages them in activities and critical thinking, enables collaborative approaches to problem solving within the class, provides stimulus for deep thinking during and after the lecture, makes concepts come alive through examples and the use of various media, provides 'aha' moments for those in the room and so on. The challenge is that the vast majority of lecturing is not like that, which is why students generally don't bother coming and instead either watch it online or skip the class altogether.

As the Australian economy moves to an era in which knowledge and ideas are precious commodities, the role of universities internationally is even more important as innovation, the transformation of businesses, technology and access to knowledge and education take place amidst prevailing inequalities, political tensions, environmental challenges and huge economic changes. While we tend to revere research that creates new knowledge in Universities – and there is good reason to do so – we are significantly less enthusiastic about sharing that new (and existing) knowledge through our other core business of teaching. We tend to chase the prestige of research at the cost of effort and resource being put into teaching quality and into teachers. We also need to gently remind colleagues that the research on teaching and learning is 'real' research and that it has at least equal validity to other types of research with higher prestige.

Significant innovation and outstanding teaching practice is going on in pockets of the Australian sector by individuals and small and larger teams. These include collaborative approaches to constructing and sharing knowledge. Multi-disciplinary contributions from internal colleagues ('peeragogy'); external MOOCs; industry educational offerings; and formal recognition of prior and concurrent student real life learning outside the classroom are increasingly common, which can only be a good thing. And there is, of course.

Many higher education providers may be hesitant to move away from traditional modes of learning and teaching such as the lecture. Institutional culture, an undervaluing of teaching compared to research and the effort and resources required to make major change all probably play a part in the Australian sector's reluctance to significantly change teaching practices.

Approaches to University teaching must keep pace with the disrupted and changing contexts of education. As the global, digital and societal upheavals we are experiencing continue, the lecture as the staple approach to University teaching should probably start to go the way of the once ubiquitous handwritten overhead transparency. Perhaps the performance funding measures many of us have not looked forward to might be usefully employed as a policy incentive to innovate in learning and teaching toward better engagement and outcomes for students.

Professor Marcia Devlin is a long time HERDSA member and Senior Deputy Vice-Chancellor at Victoria University. A longer version of this article was first published In Campus Review.



Postcard from Malaysia

Beena Giridharan

Hindus, Sikhs, and Jains around the world celebrated *Diwali,* more known as the Festival of Lights, last weekend. The festival holds significance for a variety of reasons, but the word *Dipavali* in Sanskrit referring to "rows of lights", perhaps explains what the central theme of the festival symbolises. It is a joyful occasion to commemorate the triumph of light over darkness and of good over evil. The celebration of light which represents knowledge in ancient beliefs, brings me to reflect on universities as knowledge creation hubs, and focus on why it is significant to embed inclusive practices and diversity at university campuses. By diversity, I refer to gender diversity, racial, economic, geographical, and multicultural diversity.

In Australia, many universities embed core values related to social justice and inclusion in their processes. At Curtin University, diversity and equity practices are ensured through fair and just treatment of the university community and through the implementation of equitable opportunities.

At Curtin Malaysia, students who come from more than fifty countries globally comprise around 16% of the student population, and there is a strong emphasis on promoting intercultural understanding between international and domestic students. The fact that Malaysia is a multi-cultural and multi-linguistic country in its makeup, and that our domestic student population comes from diverse ethnic backgrounds, facilitates the engagement between our distinct student body. Academic staff at the campus originate from over twenty countries and contribute to a diverse workforce as well. It is well documented that at universities where minority groups feel welcome and there are efforts to bring campus communities together, students have better experiences and develop expanded world views.

For international students, being in a new location and studying abroad is often challenging so we need to make every effort to welcome them, celebrate who they are, and add value to their university experience. Through the student journey mapping and a *Student lifecycle approach*, the university has taken steps to ensure that each student has a unique and inclusive experience at the campus. The student experience applies to all aspects of student life, be it academic, social or cultural. To deliver a distinctive student experience, all staff members are involved and work together to provide learning and teaching, student engagement and student life, support services and sports and recreational services.

To create a connected university community, special efforts have been taken to establish a *Student Ambassador Program* at Curtin Malaysia, where students act as ambassadors of the university and play integral roles in welcoming new students and help them adjust to the new settings. Student ambassadors come from many countries and work with staff support services to provide valuable experiences to new-to-university students. The campus being located in a fairly remote part of the country, means that new students appreciate all the help they can get from their peers in understanding the local culture, and feel inspired to grow and develop as individuals. For student ambassadors, it is an opportunity to cultivate leadership skills and contribute to the well-being of their peers. It also allows them to develop communicative skills, expand their team work abilities, and learn to plan and organize better.

Speaking to student ambassadors over a cup of tea, it was encouraging to hear them say how much they appreciated the experience of helping other students adapt and settle into life at the university. "*I never imagined helping others would bring me such joy"*, commented a first year student. "*Having gone through some challenging times myself, I was eager to help out new students",* stated another student ambassador.

Student involvement in the design and development of the program offered on campus is certainly key to further enhancing the program. We are hoping to grow our student ambassador numbers to represent most of the countries students originate from, to provide more engaging opportunities on campus to support personal and professional development of students.

On that note, I wish all readers a very happy Diwali.

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



Meanderings

Robert Cannon

Reading papers on academic employment is distressing. Consider this article from Greg McCarthy and his colleagues, "The proletarianization of academic labour in Australia" in HERD (36,5, 2017): "…the deskilling of teaching was firstly achieved through casualisation that broke the research–creativity–teaching nexus. Once this nexus was broken then teaching could be regarded as directly serving the market...".

And there's this from Kate Cantrell and Kelly Palmer in Overland, 6 May 19: "… if you're a casual academic, you're just as likely to attain a contract as you would be if you worked at McDonald's… Working at an Australian university is just as precarious as working at Mickey D's. Except there the parking is free and you get a toy with your lunch."

With overflowing watery metaphors, Paul Kniest writes in The Flood of Insecure Employment at Australian Universities that "…the rising tide of insecure employment evident in the data up to 2015 has persisted and become worse. The rising tide has turned into a flood and there does not seem to be any signs of this abating anytime soon as it inundates our university workforce."

What would Alan Coren say?

Coren was an English satirist and former editor of the humorous magazine Punch. From 1973-76 Coren was Rector of the University of St Andrews. In that role, Coren succeeded John Cleese. Other notable Rectors include John Stuart Mill, Rudyard Kipling and Andrew Carnegie.

Founded in 1413, St Andrews is the oldest Scottish university and third-oldest in the English-speaking world. Elected by the matriculated students, the Rector is the president of the University Court. Only the four ancient universities of Scotland, St Andrews, Glasgow, Aberdeen, and Edinburgh, as well as the University of Dundee, elect a Rector.

All this is background to an undated letter I discovered reproduced in an old University of Adelaide magazine, Lumen with the heading "And you thought you were hard done by…".

The letter is from Coren to the Ancillary Staff Association, sometime in the mid-1970s, in response to the Association's request for information about conditions of employment. Word limits on Meanderings demand that I select only the best bits of Coren to quote here. They certainly give a colourful view of employment at that time!

Dear Mr Schache,

Thank you for your letter. We do not have an Industrial Agreement with our staff, these people are lucky to have any work at all, let alone bits of paper guaranteeing rights and similar rubbish. If they don't like the job, there are plenty of people waiting to step into their shoes.

To take your points in order. We offer a week's recreation leave; at present, this is on full pay. So is sick leave, God knows why; if these people are prone to sickness, they should never have sought employment. If you are going to be a burden on your employers, better to sell matches on a casual basis, is my view.

I do not know what you mean by long service leave. If men have been lucky enough to have held their job for a long time, that is boon enough, without more handouts. It'll be clocks on retirement next, if we do not watch our step.

I know even less what you mean by special leave. Indeed, the fact that your first four items all deal with leave I find extraordinary in itself. The relationship between employer and employee is about work, not about leave; there is quite enough malingering and shirking about as it is, without encouragement from those in positions of responsibility.

Hours of duty are 8 till 6. They are also given time off for lunch, and for a morning tea-break, as the result of action by, I have little doubt, militant extremists who want nothing more than the overthrow of this country.

Dismissal and Disciplinary Procedures. At present, two days' notice is given, but we are pressing to have this reduced to Instant Dismissal: I cannot for the life of me see why an incompetent or a criminal or a layabout should remain on the premises for a moment longer than necessary.

Paternity leave is a term entirely new to me, unless it is a mistyping. When fathers bear children, we may reconsider the position!

I trust that answers your queries. Do please feel free to get in touch should you require further information.

Yours sincerely,
Alan Coren, Rector,
University of St. Andrews

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

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From the HERD editorial desk

Craig Whitsed and Wendy Green

As we come to the end of the year, and our first three-year term as the Co-Executive Editors of HERD, we reflect on the upcoming changes to the HERD editorial team. We thank Associate Professor Amani Bell, IRU Vice-chancellors' Fellow, who will be leaving her role as one of our four Co-Editors. Over the past three years Amani has made a significant contribution to HERD, not only through her input into HERD's editorial direction, but also through her support for the work of our Associate Editors.

We thank Dr Deanne Gannaway who is also leaving us at year's end. As HERD's Book Review Editor, Deanne has overseen publication of many insightful, scholarly book reviews. Along with these departures, we will see some changes within the editorial team when we begin our next three-year term. Associate Professor Stephen Marshall will leave his role from Co-Editor to take up the role of Special Issues Editor while Dr Susan Blackley will assume the role of Co-Editor.

We are also very pleased to announce that Assistant Professor Jisun Jung from University of Hong Kong will be joining the HERD editorial team as Co-Editor from 2020. She will bring to the team not only her knowledge and experience of the higher eduction sector but greater representation of the Association's membership and HERD's readership.

Finally, Dr Craig Whitsed will step down from his role as Co-Executive Editor to concentrate on research and writing, leaving Dr Wendy Green as sole Executive Editor of HERD. Craig's co-leadership of the journal has been critical to its continuing growth, in terms of our readership, authorship and impact. He will be sorely missed.

HERD is a journal that everyone in the Association can be proud of. Over the past three years, the journal has published a diverse range of analysis, research, and perspectives on many topics of significant interest to higher education, including our special issues on student success in higher education, reading and writing across the disciplines, and *re*-valuing higher education. During the next three years, HERD will continue to inform and challenge us to consider the past, present and the future of higher education. While we can chart the past and locate ourselves in the conditions of the present, the future challenges us to think not only creatively and responsibly but potentially in altogether new and different ways about higher education. HERD will continue to provide a platform for such explorations.

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ESSENTIAL READING HERD

Stephen Marshall, co-editor of the HERD journal, recommends the article by Aitchison, Harper, Mirriahi, & Guerin (2019): Tensions for educational developers in the digital university: developing the person, developing the product. HERD, DOI: 10.1080/07294360.2019.1663155.

A range of organisational activities fall under the umbrella of educational development. The authors use the term to describe the work of people in roles formally titled as academic developers, academic language and learning developers, learning advisers, learning or instructional designers, online educational developers, and educational technologists. The breadth of responsibilities in these titles mirrors the ambiguity and complexity of the changes universities are having to undertake to evolve and sustain their activities.

The authors interviewed thirty staff in various educational development roles drawing out the themes in their work and the changes they have experienced. Unsurprisingly, a common thread is the role of digital technologies as enablers of blended and online educational modes and as tools for professional development and support, but also the unresolved issues of managing change and aligning development with the strategic aspirations of institutions.

The challenges we face in continuously evolving our personal and collective organisational capabilities at a pace that matches the ever-faster development of technology and the associated business models is apparent in the accounts. The authors highlight the need to focus the energy and resources of educational development on sustaining people, rather than being captured by the technological product of the moment. Much as good education focuses on the learner, not the content, educational development must itself help our institutions appreciate the need for people-oriented strategies that sustain and build educational capability.



What in the world is ICED? Allan Goody

Did you know that HERDSA is a member network of the International Consortium for Educational Development (ICED)? HERDSA, as one of the larger member networks of ICED, has been a member from formation in 1993.

The objective of ICED is "for the public benefit to advance education worldwide by promoting, sustaining and increasing individual and collective knowledge and understanding of all aspects of educational development in higher education." ICED helps member networks develop their capacity for academic development in higher education, supports academic developers to form networks and supports academic development. (Academic, educational, and faculty development are interchangeable terms).

As a 'network of networks' with currently twenty-six members, ICED aims to link networks and individuals across the world. We do this in several ways including an annual Council meeting, a conference held every second year, and the International Journal for Academic Development (IJAD). Perth hosted the fourth ICED conference in 2002 and the next conference will be in Zurich Switzerland in June 2020.

As the President of ICED I have the privilege of meeting with colleagues in these emerging educational development regions to talk about teaching and learning and academic development and the formation or further development of national or regional networks. In October I travelled to Portugal and Slovakia. Academic development in Portugal is in its early stages however there is sustained academic development activity happening across the country. Hopefully we will have networks formed in both countries in the near future to widen ICED's reach into central Europe.

While ICED does not have individual memberships, as a member of HERDSA you are a de facto member of ICED. Even if you are not actively involved in academic development I encourage you to use the ICED network to seek out collaborations and resources as well as read IJAD for the latest international research and practice in academic development. Despite language, cultural and even higher education system differences, we all face very similar challenges, undertake our work informed by a common scholarship and openly collaborate and share resources.

In this new regular column colleagues from the ICED network will shed light on what is happening in higher education and academic development in their part of the world. And if you are looking for a friendly, collegial and educational conference in 2020, join us in Zurich and start making those connections.

Links

ICED and member networks: icedonline.net
ICED conference 2020: www.iced2020.ch

Photo Allan Goody: University of Coimbra, Portugal, founded in 1290.

ESSENTIAL READING IJAD

International Journal for Academic Development (IJAD) co-editors Klara Bolander Laksov, Peter Felten, Johan Geertsema, & Kathryn Sutherland have chosen: *Reflecting on institutional support for SoTL engagement: developing a conceptual framework* by Paula Myatt, Deanne Gannaway, Ivy Chia, Kym Fraser & Jacquelin McDonald from IJAD (2018) 23(2).

For the first instalment of this new regular feature, in which members of the *IJAD* editorial team select a notable article from a recent issue, we start with the Article of the Year for 2018. Myatt and colleagues focus on institutional support for academics to become SoTL practitioners.

In many countries, higher education institutions support academics to engage in the Scholarship of Teaching and Learning (SoTL). Research about SoTL-oriented academic development, however, tends to be highly contextual, making it challenging for academic developers to make evidence-informed decisions about this work. Myatt et al introduce a broad but still context-sensitive framework designed to open up consideration of alternative ways for an institutional approach to SoTL capacity building.

The authors, who are academic developers in Australia and Singapore, worked iteratively in cycles to develop and refine a tool for taking the pulse of institutional SoTL capacity building. Through this process, they moved beyond their initial intention of constructing a checklist, which turned out to be too hierarchical and audit-like. Rather than presenting a simple set of 'best practices', they have created a flexible conceptual framework to open up spaces for reflection and discussion of context-specific institutional policies, priorities, and practices.



The New Majority of Higher Education

Linda Rowan

PhD student Linda Rowan reflects on a key idea she encountered at the HERDSA conference in Auckland.

HERDSA is my go-to conference. As a more mature PhD and academic I relish the opportunity to network and listen to what is happening in higher education teaching and learning research. The buzz of the full lecture theatre of people with common interests from across Australasia and the globe is energising – a reminder that our own citizenship in higher education is important.

The conference theme was Next Generation, Higher Education: Challenges, Changes and Opportunities. Peter Felton from Elon University, cleanly bridged between the USA, Australia and New Zealand context drawing on research from across the globe and HERD journal. Peter spoke about how the student demographic worldwide is changing. In the USA 50% of students attending university and four-year colleges are over twenty-four years of age and one-fifth of attendees are first in the family in higher education. The statistics for Australia and New Zealand are similar at 43% and 50%.

This is the 'new majority' of higher education. These students have jobs, complex and often demanding personal relationships, little time and limited opportunity to spend on campuses. These are the 'non-traditional' student population referred to over the last three decades. Recognising the new majority is with us and likely to grow should affect the ways in which we work, how physical spaces are designed, and our expectations.

Peter's research has looked at the barriers which these learners confront including the imposter syndrome, different experiences of access to services for minorities, and "fear of shame everywhere". A challenge we all face in building successful environments for learning is recognising, building and enriching teaching and learning relationships with our students.

The new majority encompasses the participants I have encountered in my research on higher education student's social construction of citizenship in Aotearoa New Zealand. For most, the core citizenship courses they need to take in the BA are their first encounter with concepts of citizenship that extend beyond holding a passport or walking into a polling booth. They already have work experiences, life histories and study experiences that often surpass those of the tutors and lecturers they encounter in university. They have firm values, priorities and goals and little time for tasks that don't challenge their thinking.

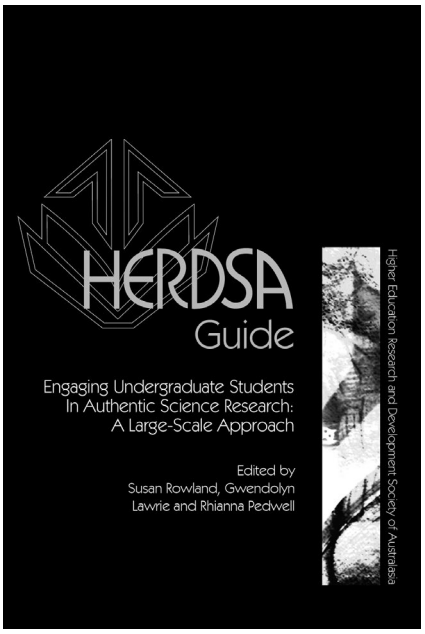
So, when they examine course materials, they are aware of the hidden curriculum – the message and values being promoted. They aren't malleable and open to just accepting knowledge and value-laden ideas that their 'traditional' predecessors might have absorbed. They relish critical reflection and use their life experiences to examine what they are presented with. They find their own opportunities to explore knowledge beyond academic texts. They engage in deep thinking in the quiet spaces of the routine and in critical conversations on ethics, societal values and the rapidly changing world with their workmates, their children, the people they sit next to on the train, at dance lessons. They are engaged citizens looking for ways in which they can contribute meaningfully in society. They want to act on their new knowledge.

Their focus is outward and moving forward. Their goals both immediate and far reaching, but their mobility less so. They are looking for their *Tūrangawaewae*, their standing place in university and in the world from where they will reach out.

The challenge for us is keeping up, engaging meaningfully, and building the academic citizenship of the with the new majority – allowing them to act as global citizens.

Linda Rowan is a PhD student in the Faculty of Education, Victoria University Wellington. Her research looks at the reflexive processes diverse Aotearoa-New Zealand university students use when considering value-laden concepts presented in core citizenship courses, using a critical realist approach.

Photo: Linda Rowan in class with a student



Engaging undergraduate students in authentic science research

Susan Rowland, Gwendolyn Lawrie and Rhianna Pedwell

"The practical laboratory as central to undergraduate science education" is the opening sentence in this Guide, and aptly summarises its content and the relevance of Authentic Large-scale Undergraduate Research Experience (ALURE) to a Science student. An ALURE is part of the undergraduate curriculum for large classes. Students are mentored by academics and teaching associates who facilitate the implementation of a real-life research project, exposing them to knowledge creation through an authentic scientific experience. Although the learning gains derived from a practical class are manifold, the Guide demonstrates how a research-driven laboratory experience provided by ALURE has the potential to empower students to define a research question and develop the skills to investigate this question. This experience enables students to develop an understanding of "being a scientist", facilitating both a cognitively higher order level of learning and useful potential career preparation.

The authors draw on their learnings to provide a step-wise guide to planning a constructive, relevant ALURE experience. Elements related to feasibility and sustainability, support for learning and student engagement are effectively interrogated and are pertinent prompts for those new to designing and implementing ALURE. Particularly beneficial are the provision of designer and practitioner questions for every stage of the design process maintaining the focus on the importance of the student being able to support, achieve, demonstrate, and evidence their learning.

I appreciated the exemplars provided in the appendix yet having explored these I was hankering for more. After reading the Guide I realised I was limited only by my imagination in designing more ALURE experiences. The Guide also very cleverly uses exemplars to caution both first-timers and experts of potential challenges when implementing ALURE in their classrooms. It highlights the importance of feasibility and suitability in relation to authenticity, novelty, relevance and engagement and forewarns implementers of likely institutional, academic and student scepticism. The authors acknowledge there may be challenges in obtaining set-up funding, training personnel, and managing staff and student expectations. Nevertheless, the Guide offers much encouragement to the reader and uses its exemplars to highlight the importance of the sustainability and furthering longevity of ALURE through maximising its relevance and adaptability to fit curricula of multiple units. This identification of key challenges, lessons learnt and helpful tips in designing and sustaining ALURE is inspirational and thought provoking.

Given that students will acquire a diverse skills-set, attributes and discipline-specific knowledge through a well-designed ALURE, the authors discuss a diverse range of summative and formative assessments, including opportunities for reflection and self-reported learning gains. Training in self-reflection and learning is critical for the development of evaluative judgement – a quality that equips students for a lifetime of assessing their own learning – but also powerful evidence on the value of the ALURE activity.

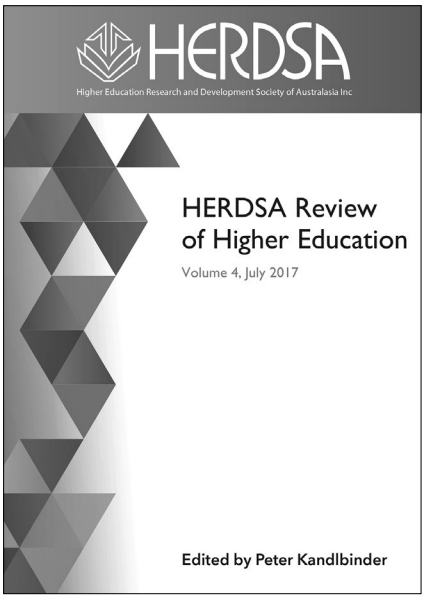
This comprehensive, good-practice Guide provides a wider scope than simply providing guidelines to design, develop and implement ALURE. It cleverly provides a concise, clear and sequential outline to the novice researcher on how to get started in the scholarship of teaching and learning (SoTL) and serves as a useful reference for the seasoned SoTL researcher. From the perspective of a discipline researcher turned science education researcher, I enjoyed the chapters on evaluating ALURE, because it articulated the process of SoTL in a step-wise fashion clearly reinforcing the process. That is; from the point of articulating an initial research question/idea through setting about approaches on how to answer the research question, the importance of ethical clearance to gather data, the richness of quantitative and qualitative data and how to analyse them to finally disseminating research findings. Aspects of this process can baffle the novice researcher or one trained in disciplinary-research and exploring SoTL research for the first time. This Guide therefore has manifold uses and is positive support for educator development.

Finally, I congratulate the authors on their efforts on creating a quality student learning experience within the classroom, empowering them with skills that go beyond the classroom and showing how ALURE can potentially enhance the career trajectory of all concerned. This is a must-read for all STEM educators!

Rowland, S., Lawrie, G. & Pedwell, R. (2019). *Engaging undergraduate students in authentic Science research: A large scale approach.* Higher Education Research and Development Society of Australasia.

The reviewer

Dr Nirma Samarawickrema (FHERDSA) is a Senior Lecturer at Monash University. She teaches Biochemistry to undergraduate students undertaking medical, biomedical, science and nutrition courses and her research focuses on the Scholarship of teaching and learning.



From perplexities of plagiarism to building cultures of integrity

Tracey Bretag

The purpose of higher education is increasingly being brought into question now that one in four students in the Australian university sector is an international student. The proportion of international students varies at each university and cases where institutions enrol almost half of their student body as international students raises concerns that the sector as a whole has become captured by the need to raise alternative sources of funding.

The media regularly raises accusations of 'soft marking' and reducing academic standards, with whistle-blowers providing evidence that international students are little more than a revenue stream to increase research-based university rankings. For their part, international students are well aware that they are purchasing what Simon Marginson (1997) calls 'the positional good of higher education' and many are willing participants in the pretence that they are engaged in higher learning, conscious of the opportunities afforded to those lucky enough to graduate.

This transactional view of higher education puts the emphasis on commercial rather than academic concerns and brings with it incentives for staff and students to seek an unfair advantage by cheating. Into this context Tracey Bretag (2019) highlights that academic integrity is a fundamental value in higher education which needs to demonstrate fairness, honesty and responsibility in all aspects of learning, teaching and research if it is maintain its social license to operate. Reviewing fifteen years of academic integrity research Bretag notes that Australia has taken a different approach to the US research that has focussed on students' cheating behaviours. Australia's approach has been more education-focused recognising that international students are mostly second language learners who are learning to work within academic conventions that are not always clearly explained or understood.

The education-focused view maintains that international students require induction into the Australian academic environment. Bretag's research into contract cheating brings this assumption into question. She identifies three elements of the larger and more diverse student cohorts – the reliance on an internationalised higher education, the greater competition in the graduate job market, and easily accessible technology that allows for widespread sharing – that combine to put layers of stress on the university system.

Bretag argues that staff play an important role in responding to this context as models of the values and practices of academic integrity, especially to students. Yet many academic staff are feeling the same competitive pressures as their students, competing for precarious work contracts and publication in high ranking journals, that feed into university ranking systems. Consequently there have been a number of plagiarism scandals among academic staff that have undermined the reputation of universities for honesty and integrity.

The result has been a call for a sector wide response to academic integrity. National policies and benchmarks have worked towards embedding core elements of exemplary academic integrity policy across institutions. TEQSA has introduced academic integrity standards to be linked to provider registration. Academic integrity training programs for students and academic staff show it is the responsibility of all members of the academic community to promote and uphold academic integrity.

Bretag's review shows that Australian researchers and practitioners have shown global leadership in the area of academic integrity. She argues that we now have a much more nuanced understanding of academic integrity beyond simple views that some students cheat. Bretag acknowledges that there will always be a small percentage of students who will continue to take shortcuts with their learning. What she sees in the Australian sectors response is that an educational approach is the only credible strategy for dealing with academic integrity in universities. With that Bretag has given us some evidence-based approaches for building cultures which foreground learning, teaching and researching with integrity.

Bretag, T. (2019). From 'perplexities of plagiarism' to 'building cultures of integrity': A reflection on fifteen years of academic integrity research, 2003-2018. *HERDSA Review of Higher Education, Vol. 6,* pp. 5-35.

The author

Tracey Bretag is an Associate Professor in Higher Education at the School of Management in the University of South Australia Business School. Tracy was the Founding Editor of the International Journal for Educational Integrity and has undertaken numerous grants to improve academic integrity across Australian universities for the Australian Office for Learning and Teaching.

The reviewer

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

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A student transformation model

Natasja Steenkamp and team

Fostering hope and showing students that you believe in them develops their self-belief and self-efficacy. The CQUniversity School of Business and Law (SBL) Mackay Team empowers regional university students, constrained by obstacles, to transform their internal narrative and to become confident business professionals. Our students are from low SES and non-English speaking backgrounds, first in family to university, mature aged, or a combination of these. We challenge students to transcend demographic limitations, explore opportunities within and beyond their postcode, and awaken their minds to believe in transformed futures. To reflect our practice, we have developed the Student Transformation Model (© SBL Mackay Team) to capture how we influence, motive and inspire students.

A Bachelor of Accounting (Honours) graduate demonstrated the enduring benefits of our advocacy that regionality is not a constraint. He was an international student with English as second language and first in family to attend university. As a result of our coaching from his initial study enquiry through to graduation in 2013, and our collective teaching practices inside and outside of the classroom, he developed a suite of professional skills, attaining the highest possible grade point average. His standing as a student role model was recognised and he delivered the student address at his graduation ceremony. He obtained his professional qualification, worked for KPMG, and held a prestigious position at the Australian Accounting Standards Board. This CQUniversity Mackay Alumnus is now an Associate Director, Finance Group, National Australia Bank. "I will be forever grateful to my Mackay lecturers and support staff for helping me overcome many obstacles and to gain confidence. Because of their ongoing help and support, I was work-ready for prestigious positions, with the self-belief that I can excel beyond my dreams."

A key premise of this model is the active and reflective learning of both students and the team. Many Mackay students perceive living in regional, rural and remote communities as socially isolating and a disadvantage. These perceptions pose both a challenge and an opportunity. We influence students' learning journeys with the specific intent to break through their mental barriers and unlock their inner strengths, taking an active interest in their holistic learning from our first interactions. We inspire diffident students to move beyond any constrained thinking, see other perspectives and develop a 'can-do' mindset. Our approach is integral to students' learning experiences and allows strong individual relationships between students and the team. The outcome of our work is empowered students with a 'can-do' and growth mindset, who are successful learners, work ready, confident business professionals, embrace opportunity and succeed beyond their expectations.

The team's authentic teaching transfers to real world employability. A Bachelor of Business student recently secured a permanent position. She said: "My shyness and lack of confidence was limiting me. With your persistent conversations to believe in myself, I made the deliberate decision to confront my fears". With our 'just do it' culture, we immerse students in authentic activities and networking experiences with an engaged industry network. We model professional conduct, employability skills, and personal characteristics. We use a suite of techniques to teach, coach and equip our students to become empowered. Consequently, students become work-ready and achieve career mobility, securing employment with high profile regional employers and national and multinational organisations.

Our coaching of students and continued positive narrative transforms their thinking and self-belief. A recent CQUniversity Business graduate who is Indigenous and first in family to attend university attested to the benefit of our influence. "[There was] a real focus on 'can-do' approaches to help transform our futures…learning was about so much more than just the classroom".

Our collective industry-facing learning practices inspire and support students to realise often-unrecognised potential and to apply for many different opportunities. Our aim is to transform students' ability to forge new perceptions of a hopeful personal future. We suggest this student transformation model has application to empower people to transform futures in other regional contexts.

Team members are Natasja Steenkamp, Maree Franettovich, Robyn Collins and Maria Tyler. Contact Natasha for information: n.steenkamp@cqu.edu.au.

Photo: SBL Mackay graduates Megan Brunker, Bianca Webster, Tenille da rin Perette.



An innovative online assessment platform

Danny Carroll

The assertion that assessment drives learning is widely accepted however as David Boud and others note, students too often indicate their experience of our assessment and feedback is vague, fragmented and not particularly helpful. Many argue that criteria-based assessment can provide clear judgements, frameworks and feedback that can be shared and explicit to staff and students. Despite policy and injunctions, embedding criteria in assessment across the curriculum remains a challenge for some.

In 2011, the UNSW Business School introduced REVIEW as an optional online assessment platform. From the initial trial in four courses, usage has grown to 504 courses, with 1,495 staff and 44,186 students on UNSW REVIEW in 2019. This operational scale reflects the observation of numerous positive impacts on the staff and student experience of assessment. These include (supporting the University policy requirements on Standards Based Assessment), an increased student engagement in assessment through self and peer-assessment.

Staff report efficiency and quality improvements from online criteria-based marking and the visually intuitive interfaces are popular as is the error-free marks calculation. A frequent observation is that marking against criteria supports judgement processes and concise and actionable feedback. UNSW's development of a Marker Dashboard further supports efficiency and quality, as on-screen displays 'surface' summaries of marker and student data. The dashboard displays marking completion, marks spreads at task and criteria level, marker averages and student access to feedback once published. These actionable intelligence features support quality assurance, marks management and insight into both assessment design and student use of feedback.

REVIEW is used in large first-year courses to develop student reflective and judgement capabilities. In ECON1401, self-assessment and reflection are undertaken as a natural and rewarded element in all assessment tasks. In MGMT1001, the Faculty's second largest course, mandatory student self-assessment is included to drive student reflective practice. Our analyses have shown multiple benefits, as self-assessors routinely out-perform non- self-assessors and access feedback at higher rates. My studies show that students' response to training to develop self-assessment accuracy is positive. Initially low-performing students appear to especially benefit from the high marks-gain after criteria-level feedback.

Schools at UNSW Business use REVIEW widely that provides an assessment ePortfolio as students retain access to all feedback. While REVIEW has always been learner-centered, UNSW customisations have super-charged the features that connect with students their past peer feedback and self-assessment history from multiple units. Filters enable students to run self-reports that highlight skill performance, development and progression. In new assessments, linkages to access specific relevant past feedback are signposted. This feed-forward connection operationalises reflection in action and supports student's incorporation of past feedback through a systems provisioned mechanism.

UNSW's many customisations of REVIEW have extended on Darrall Thompson's (UTS) original design of mapping criteria to learning goals. The UNSW contribution has been to improve the platform's ability to engage students in judgement practices and help learners connect their short-term assessment performance with their longer-term professional skills development. For staff, we've developed visualisations of marking, feedback and judgement that supply actionable assessment intelligence, supporting the quality and insight into their assessment practice. Together, these have made a systematic contribution to the evolution of REVIEW as an assessment platform based on an assessment for learning philosophy.

The experience is best summed up in student's own words on REVIEW:

> … it let me see whether I have answered all the questions … made me realise which parts i excelled at and which parts needed more work …
>
> … a great way for us to reflect on our strengths and weaknesses …. quite useful in developing judgement skills

Danny Carroll is an educational designer, trainer and educational systems developer and administrator: his work and research relate to improving assessment and self-assessment, learning analytics and future assessment systems.

Links

http://handle.unsw.edu.au/1959.4/60597
www.ascilite.org/conferences/sydney13/program/papers/Carroll.pdf

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