

HERDSA

news

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



Inside

Conference photos; The wheel is spinning, the hamster is dead; Conference newbies and buddies; Awards and prizes; New Fellows; News from OLT, HERDSA NZ, Ako Aotearoa; University educators as innovators; Postcard from China.



From the Editor

Maureen Bell

I always enjoy the HERDSA conference. It is such a great opportunity for catching up with colleagues, touching base with the latest trends, ideas, research and practice in higher education teaching and learning. The Fremantle conference was certainly buzzing with ideas and energy. The cover photo by conference photographer Patrick Halloran reflects that energy depicting the Baldja Moort dancers at the welcome to country by Wadjuk Nyungar Elder Marie Taylor reflects that energy. In this conference edition of HERDSA NEWS I am pleased to bring you some conference highlights in words and pictures. Patrick's images provide memorable coverage of the conference activities and delegates. Conference organisers Allan Goody and Melissa Davis, prize winners, award winners, conference 'newbies' and 'buddies' and newly invested HERDSA Fellows all make an appearance.

Our FEATURE article is from the creative brain of conference keynote speaker Alastair Summerlee, well known for his work at the University of Guelph in Canada. Alastair calls us to action, to truly change the face of higher education and restore the magic of learning.

The COMMUNITY section is now established with our regular columns including: Who's Who; branch happenings; HERDSA NZ and Ako Aotearoa; Fellows and New Scholars. We recognise outstanding service to higher education by HERDSA members and present the winner of the first Roger Landbeck Award, Shazna Buksh. The unfortunate demise of the OLT brings our final OLT column.

PERSPECTIVES writers Bob Cannon and Roger Atkinson keep us entertained and informed as always and Barbara Grant signs off on behalf of her highly successful HERD editorial team as the new team is gearing up. Another new column titled *Postcards* comes to PERSPECTIVES. I received so many favourable comments about Owen Hicks' fascinating articles that I asked him to keep writing for us. Owen will be our 'international correspondent' providing the next three *Postcards*. If you are taking up a position or sabbatical outside Australia and New Zealand then get in touch about sending us a regular or occasional postcard.

Two REVIEWS and two SHOWCASE articles complete this edition. I am sure you will find plenty to keep you interested. Finally, if you have not yet given us your feedback on HERDSA NEWS please take just two minutes to fill out the online survey at <http://goo.gl/forms/2cRcQ6SumM7BaToy2>

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Cover photo: Baldja Moort dance company perform at the HERDSA 2016 conference opening ceremony. Photo Patrick Halloran.

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From the President

Allan Goody

There I was sitting on the stoop of a shop in the middle of the Khan Markets in New Delhi. A man approached and asked if I could tell him the answers. I said I doubt it; I didn't even know the questions. When he told me that his psychiatrist didn't know the answers either I felt better about my response. I still don't know what the questions were; it appeared that the man didn't know the questions either. I began to wonder where this conversation was going (other than in circles) and considered the situation and whether I should remove myself from it. I stayed, the man moved on but returned soon after and the conversation moved on to whether I had tried the local chai from the street vendors (I had not).

As I re-joined my colleagues as we walked back to our luxury hotel closeted from the reality of life in New Delhi, I started reflecting on this conversation and the world in which I walked and this man's world and how little of his world I understand or could even begin to fathom.

This drew me back to the many questions and comments made during the 2016 HERDSA conference. One of the first of those comments was made by one of the young men of the Baldja Moort Aboriginal dance group during the welcome event. In expressing his appreciation for the contribution made

by the gathered educators to the lives of Aboriginal youth, he talked about walking in two worlds – his Indigenous world and the non-Indigenous world. Aaron Matthews, a young Indigenous academic then added that we all need to walk in multiple worlds.

Those words remained with me through the conference and still during my work with our Indian colleagues in New Delhi. They remain a focusing point for much of my thinking as I now finish up work in Singapore and start planning for work with colleagues from Papua New Guinea who are dealing with a whole academic year cancelled by the Government and colleagues in Japan where language will be a challenge. How much do I know about these other worlds and contexts? Not just from a worldly perspective but in the immediate realm of my work.

The inclusion of students in discussions about the future of higher education was a fire-point for the closing panel at the conference. Students have always been part of our discussions but not always as participants; rather we seek their input. We may have moved in that world once ourselves but how do we fully appreciate what they see for their future when we are not really a part of their world, only considering what we think their world might look like. The diverse perspectives presented by the panellists highlighted the different worlds in which we move –

often crossing borders but not necessarily in a way that helps us understand and experience those other worlds.

Comments were made that academic developers and administrators should teach to experience that world. Professionals should have greater involvement in course design and academics need to engage in authentic practice in their disciplines on a regular basis.

Our worlds need to cross more regularly and more than just cross – we need to walk in those other worlds for a time. If you read the articles in HERDSA News from Owen Hicks about his experiences in Vietnam higher education you understand what I mean about walking in someone else's world.

I am not suggesting that this doesn't happen already – we send students off on work placements, study abroad and other immersive experiences – but as teachers, administrators and professionals in higher education, we don't do this enough for ourselves. We make decisions based on what we imagine those other worlds to be, not necessarily from our experience of those worlds.

We all walk in multiple worlds but often those walks, other than in our own world, are superficial walks. Even the work we were doing in New Delhi, while exposing me to higher education in India, was in many ways superficial. It did open the door to a different world and our ongoing collaboration may permit me a few steps through the door. But will I ever walk in that world?

Thankfully I can say that some of my walks have been far from superficial but the words of those young Aboriginal men and my conversation in the Khan Markets have made me think about how we engage with others and the extent to which that engagement can really provide us with a deep insight into the lived experiences of others.

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Photo Patrick Halloran

The wheel is spinning but the hamster is dead

Alastair JS Summerlee

Learning should be a magical experience. It should be a journey of epic proportions and like all good epics it should be challenging, emotionally draining and fun. It should be mentally and even physically tough, full of unexpected twists and turns interspersed with hints of dramatic vistas, and should be frustrating, demoralizing and captivating (sometimes all at the same time). And the end of the journey should be worth celebrating.

I am deeply and profoundly concerned that higher education has lost its way. In response to the tightening noose of fiscal restraint, we have mistakenly bought into the false premise that teaching is a surrogate for learning: that we can produce graduates from a factory line. As a result, we have cast off our wizards robes and replaced the magical pioneering spirits that inspire learning with pedestrian teaching paradigms – many of which are locked in theory but devoid of practice. Far from being a magical journey, higher education has slipped into a series of exercises, many of them requiring only passive

participation by the learner, that must be completed. Yet we know that today's students are different from those of the past. They are naturally active learners constantly engaged with the people and world around them.

We need to restore the balance in higher education and focus on high-quality learning experiences that are relevant to tomorrow's world. We need to see and seize the opportunities for university education that truly prepare today's students for tomorrow's world.

I am reminded of one of the aphorisms of a grade 6 teacher, Bob Houston, who would say to his class "The wheel is spinning but the hamster is dead". At face value, perhaps rather a callous comment to level at grade 6 students, but Bob meant kindly – he meant that it is possible to go through the motions of learning but unless you engage the brain, unless you are exposed to an intriguing journey of broad education, the outcome will be impoverished.

I worry that the wheels of higher education in many jurisdictions are

spinning wildly as governments and the public press for the massification of education but the content of that experience has become routinized and utilitarian to the point that although the wheel may be spinning its contents are intellectually moribund.

There can be little doubt that as universities capitulate to pressure, class sizes increase, examinations become more standardized and government efforts to insist on accountability are interpreted as simply graduating more students; more and more students are pushed onto the treadmill of education. They complete the exercises that in many cases are the surrogates of true learning and emerge with credits and credentials that they can waft beneath the nose of a would-be employer. But they have neither realized their full potential nor fulfilled the real promise of a university.

I acknowledge that there has always been a tension between the utilitarian and altruistic views of education. From the writings of Francis Bacon to Cardinal Newman and even educationalists like Harlan Clevedon in the United States during the nineteen seventies, there has been a debate: should universities train for job readiness or broaden the mind? At the same time, educationalists have blithely assumed that some students will focus on job readiness whilst others seek a higher calling. But it is surprising, especially in this consumer-driven market, that no-one has actually stopped to ask students what they really

want from their education – no one has asked them to define their concept of a university and university education.

Whether you see students as consumers or passive recipients of the pearls of wisdom from their professors, it seems an incredible gap not to know what they want and/or expect of a university.

So, at the University of Guelph, we asked them!

In a series of open-ended exercises, we asked students to provide the three guiding values that would characterize a university and university education from their perspective. Their responses were a surprise and certainly refreshing.

Contrary to the prevailing opinion that students of today are more interested in job preparedness, students suggested that universities should be: (1) a source of liberal education; (2) that they should serve as society's conscience; and (3) that they should advance ideas. At face value, these statements alone are inspiring but the students' explanations of each value gave me even further pause. In their views, to fulfill the promise of liberal education, universities should create understanding and enquiring minds; should help students appreciate culture and humanity; should promote the protection for freedom of expression; should foster tolerance and diversity; and help student take responsibility for their own learning. In being society's conscience, the students espoused the view that universities should promote social justice; help develop students' moral purpose; foster social mobility; encourage engagement in community service; and serve as society's centre for debate on contentious issues. Last, in the category of advancing ideas, students clearly understood the importance of both fundamental and impactful research and the critical role of fostering entrepreneurship to stimulate innovation. Without hesitation, they supported the idea that universities should commercialise their ideas and

inventions and that they should be seen as the respected source and resource for informed debate. They argued that providing university education that prepared them to face these three challenges would provide them not only with a competitive advantage but prepare them with the flexibility to cope with the world of tomorrow.

Pretty stirring stuff that sadly bears little in common with our current approaches to the rather blinkered view of undergraduate education. Their ideas are, in fact, antithetical to the practice in most universities today where students are simply placed on a treadmill towards graduation.

"universities have ceded their roles as the moral and social conscience of society to the fickle media and been almost totally absent from critical debate"

So this is a call to action.

With universities and indeed society beset with an alarming array of problems from financial to social, from information overload to integration into the community, it is time to pause and genuinely reflect on the current processes of higher education. Several eminent commentators on higher education have drawn parallels between the current approaches to teaching and learning at universities and the industrial paradigms from the Victorian age of the factory: a view with which I concur. This needs to change. In addition, universities have ceded their roles as the moral and social conscience of society to the fickle media and been almost totally absent from critical debate on almost any contemporary, contentious issue. It is no wonder that the public deny issues like climate change, shriek in horror at the prospect of genetically-modified foods and subscribe to all sorts of food crazes when the scientific evidence is to the

contrary. Scientists are no longer seen as a critical resource. In fact, they are viewed with scepticism: a concept that is often exaggerated by the media and misused by unscrupulous politicians.

To date, despite all the pressures, universities and university administrations have simply buckled to internal and external pressures. They have chosen not to rock the *status quo*, not to stand up to governments and not to change their approaches to teaching and learning. They have simply yielded and are struggling to do more with less.

I believe that we are close to reaching *Young's modulus*: the point from which we may never recover. Failure to respond now will weaken the universities of tomorrow and further erode our place and value to society. It is time to respond to the clear clarion call from students. It is time to lay out a new pathway for higher education. (The last serious revolution in higher education came when McMaster Medical School, Canada, reinvented the approach to medical education in the nineteen sixties).

Of course, there are pockets of innovation and change in almost every institution and jurisdiction but there is little commitment to scale-up the implementation of the innovations that truly change the face of higher education. It is time to bring these innovations into sharper focus and for the university community to engage seriously in a debate about how to re-shape the future of higher education. And not just debate the ideas but to take action to restore the magic of learning that was once the purview of universities and university education. In doing so we will deliver on the challenges identified by students to create universities that are at the heart of society: institutions that serve to liberalize society; stand as society's conscience; and advance ideas in meaningful and effective ways.

Alastair JS Summerlee is former president and vice-chancellor, University of Guelph, Ontario, Canada.



Photos Patrick Halloran



A long term focus

Melissa Davis, 2016 conference co-convenor

It was my pleasure and privilege to co-convene the 2016 Conference with Allan Goody and to welcome 350 colleagues from around Australia and internationally to Fremantle. From the warm welcome to the traditional land of the Wadjuk Nyungar people from Elder Marie Taylor and the display of artistic talent and culture by Baldja Moort, I felt a great sense of connection between all of us at the conference. We were all connected to one another in our passion and commitment to higher education, as well as being uniquely connected to our own town/city/country and institution. Stories and learnings were shared through formal and informal discussions, highlighting the many similarities in the challenges that we all face, as well as unique challenges such as those related

to isolation and social and cultural difference. It was a helpful reminder that in an era of globalised mass higher education, access to and participation in higher education by all who want to should not be taken for granted.

In reflecting on key themes from the conference, I would like to mention three things, since as we were wisely advised by Alastair Summerlee, three is a very important number. Firstly – *Partnerships*. We heard many excellent examples of how partnerships, forged skilfully, patiently, and strategically between students and staff; academic developers and teaching staff; professional and academic staff; cross-cultural and cross-institutional partnerships; and partnerships between higher education

providers and community organisations and industry; are improving the quality of learning and teaching and experiences for students and staff. Secondly – *Creativity*. We saw examples of designing mugs and origami; designing curriculum by doing; as well as creative approaches to developing learning resources; assessment; simulation; and opportunities for learning through industry experiences. I think this highlighted the importance of drawing upon learnings from outside traditional teaching and learning to innovate in higher education to help prepare graduates for complex and changing work environments. Thirdly – *Society*. We heard from Alastair Summerlee that students believe that part of the role of a university is to contribute to the liberalisation of society. Contributing to our communities is an explicit part of the mission of many of our institutions. A thread underlying presentations and discussions was that our pursuit of improving learning and teaching has a long term focus that is not just about the benefits of education for individuals, but for all of society.



Conference photos

Patrick Halloran



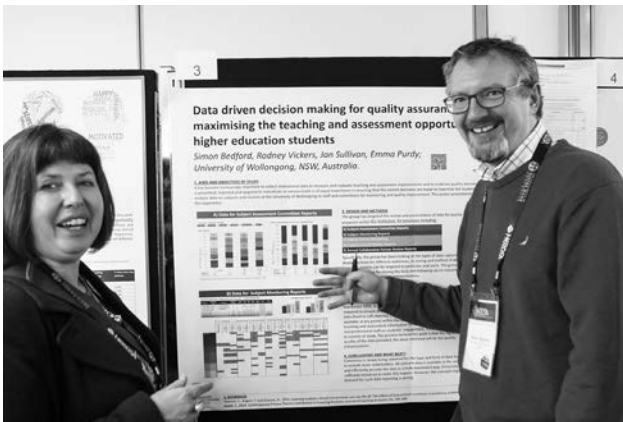




Photo Patrick Halloran

experienced a re-writing exercise that gave me a new perspective about writing. The keynote speeches were indeed eye-opening, prompting me to think more deeply about how our perspectives as teachers might reconcile with students' wishes so as to shape the future of higher education.

There are too many wonderful things to talk about. The above three are certainly not sufficient to describe this unforgettable experience. I look forward to future HERDSA conferences and events as well as further touches with some of the people that I have connected with during this conference.

Tracy is an assistant professor in the Centre for the Enhancement of Teaching and Learning at the University of Hong Kong.

Margaret Forster

I had high expectations of my first HERDSA conference and was not disappointed. I had been warned I would be surrounded by lots of friendly, like-minded people, passionate about teaching and creating excellent student experiences. And I was.

My week started with a workshop on 'glocal' (local/global) learning where we had a rich discussion around real world and global experiences as part of a student's program. That evening the conference was officially opened by Noongar elder Marie Taylor and this was followed by a performance from a group of young Aboriginal men. As an Indigenous scholar it was refreshing to see acknowledgement of country and discussions around the Australian tertiary sector responsibilities to educational equity for Aboriginal people, particularly during NAIDOC week.

I attended the professional learning for academic practice sessions and anything that touched on technology-enhanced teaching. I was impressed by the variety and quality of the presentations. The posters were outstanding too and I will admit to being a little envious of some of the academic development initiatives at other universities. I came home with a number of ideas to trial. The highlight of the week however would have to be the bewildered expression on a young delegate's face at the conference dinner when people descended on the dance floor to do the time warp. Priceless!

Margaret is Director BA (Programme) and a senior lecturer in the School of Maori Art, Knowledge and Education, Massey University, New Zealand.

Inspiring, intriguing, inviting

Conference 'newbies' Lachlan Doughney, Margaret Forster and Tracy Zou reflect on their first HERDSA conference

Lachlan Doughney

As a first time participant to HERDSA, I came to the conference not knowing what to expect. Throughout the conference I felt very welcome, with people from different disciplinary backgrounds, and perspectives on higher education all being very open and interested in engaging with me. The well-appointed hotel, beautiful surrounds, and seamless conference management added to the experience.

Driven by my interest in assessment, I gained new insights about different assessment types and approaches, including the benefits of objective structured clinical examinations and professional competency based assessment, and was keenly interested in data presented on the impact of assessment on student performance.

The stream in which I presented, with academics from UTS and the University of Newcastle had many complementary and fruitful discussions about integrating Indigenous knowledge and perspectives within curricula, navigating diverse student discomfort and resistance with Indigenous education, and the development of spaces for Indigenous students in higher education institutions. I took much from these discussions and expect that they will inform my future research.

The conference both directly and indirectly, had a focus on the involvement of students in decision making in higher education at all levels, including outside of the learning and teaching contexts I am familiar with. Aspects of this strength based approach were new to me, and it was a perspective that was both appealing and illuminating.

Lachlan is a Research Fellow at the University of Melbourne, and his main area of focus is the assessment of student learning in Indigenous health education.

Tracy Zou

I am new to both HERDSA and Australia. The weather at Fremantle was much colder than expected while the atmosphere of HERDSA was so warm, which created a pleasant contrast. I would like to use three to describe my first HERDSA experience: inviting, intriguing, and inspiring.

The inviting experience started before the conference when I received invitations to the buddy programme and new member breakfast. A sticker 'New to HERDSA' was attached to my conference badge that attracted many friendly greetings, 'Welcome to HERDSA'.

All those presentations that I attended were exciting and intriguing. The presenters showed their profound knowledge about the topic and how their studies might be referenced to a different context.

The inspiring elements were related to the pre-conference workshops and keynote speeches. In one of the workshops I



Conference buddies: a fabulous way to feel at home

Giriraj Singh Shekhawat (Raj)

People call me Raj. I am a Professional Teaching/ Research Fellow working at the University of Auckland, New Zealand. I am a trained Audiologist and have a decade of research, clinical and teaching experience in USA, Singapore, India and New Zealand. As a part of my research role I have travelled far and wide for several international conferences. HERDSA conference was a unique and standout experience for me. From the choice of venue to the content of the conference, keynote speakers, dedicated mobile phone application for easy access of information, app voting for best poster, gala dinner and dance, everything was thoughtfully planned and exceptionally well executed. Huge congratulations to Dr Allan Goody and his team.

I was pleasantly surprised by the professional buddy idea for those new to the HERDSA conference. This gave me the opportunity to get in touch with my professional buddy Dr Peter Kandlbinder from the University of Technology, Sydney, a few weeks before the conference. Peter was amazing. He texted me and Mary-Ann Shuker – (another newbie) to ensure we reached the conference safely and met us for drinks and breakfast. He oriented us about the conference and answered all my questions. As a first time attendee of HERDSA I think this was a fabulous way to make me feel at home and part of the HERDSA community. I absolutely enjoyed my time and made several professional connections at the conference. I can't wait for HERDSA 2017 in Sydney and hopefully this time I will be making another new to HERDSA member feel at home.

The HERDSA Professional Buddies program assists new to HERDSA conference delegates in feeling welcomed and included by matching them with experienced conference 'buddies'.



Prizes and awards

HERDSA Award for the Best Scholarly Paper

Exploring an Indigenous graduate attribute project through a critical race theory lens

Susan Page, Michelle Trudgett, Gawaian Bodkin-Andrews (University of Technology, Sydney)

Taylor & Francis Best Paper by a New Researcher

Participatory professional development: Designing a mobile website that links student feedback with best practice teaching resources

Kate Thomson; Jen Scott Curwood, Martin Tomitsch (The University of Sydney)

HERDSA Best Poster Prize

Do students want to be flipped? An evaluation of the flipped classroom approach in a large interprofessional unit

Annalise O'Callaghan, Claire Morrisby, Helen Flavell (Curtin University Western Australia)

Student Travel Award

Rosie Nash (University of Tasmania)

Annalise O'Callaghan discusses her winning poster Do students want to be flipped? with Melissa Davis



Photos this page Patrick Halloran



Allan Goody with new Fellows Paula Myatt, Gesa Ruge and Abigail Mitchell. Photos Patrick Halloran.

New HERDSA Fellows

HERDSA President Allan Goody welcomed our new HERDSA fellows to the Fellowship community.

Dr Susan Blackley

Senior Lecturer, School of Education, Faculty of Humanities, Curtin University, Australia

Ms Gesa Ruge

Assistant Professor, Building and Construction Management, Faculty of Arts and Design, University of Canberra, Australia

Dr Rachel Sheffield

Senior Lecturer, School of Education, Faculty of Humanities, Curtin University, Australia

Dr Paula Myatt

Higher Education researcher, teacher and facilitator, Southern Cross University, Australia

Dr Abigail Mitchell

Director of Graduate Nursing, D'Youville College New York, United States

Dr Judith Dinham

Senior Lecturer, School of Education, Faculty of Humanities, Curtin University, Australia

Professor Craig Zimitat

Director, Course Quality, Curtin Learning and Teaching, Curtin University, Australia

Dr John Boereboom

Director of the Centre for Educational Evaluation and Monitoring (CEM), University of Canterbury, New Zealand

Dr Chris Tisdell

Associate Dean (Education), Associate Professor (Mathematics), Director, Learning & Teaching Unit, Faculty of Science, The University of New South Wales, Australia



Call for Full Paper Abstracts:

Closes Friday 7 October 2016

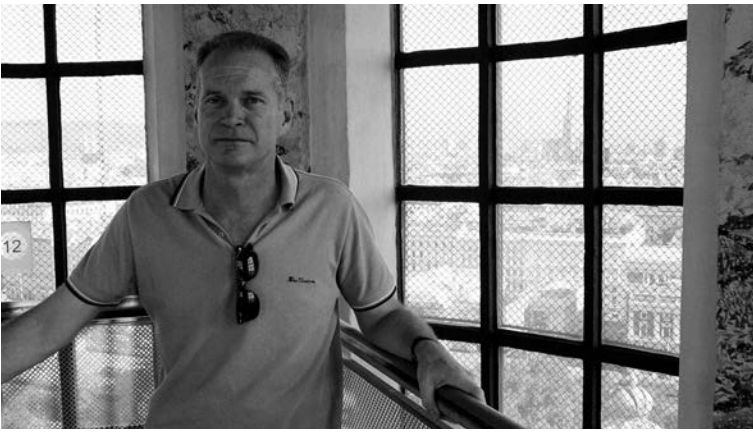
Call for all other submission types
(including full papers):

Closes Monday 6 February 2017

The theme for the conference is Curriculum Transformation. The sub-themes are:

- Curriculum Transformation Drivers
- Facilitating Curriculum transformation
- Putting it into Practice

<http://www.hersa2017.org>



Who's who in HERDSA

Mark Barrow

I am an Associate Professor and the Associate Dean, Academic in the Faculty of Medical and Health Sciences, University of Auckland. My research and doctoral supervision is in health professions education and curriculum academic development in higher education.

The most rewarding part of my role is working with staff to develop new programs and courses and supervising doctoral students.

I joined HERDSA in 1995, got involved organising the HERDSA conference in Auckland and was branch secretary for some years. I joined the HERDSA Executive in 2004 and at various points I was the vice president and treasurer. I am lucky to work with the small but perfectly formed HERD journal team as a co-editor. We are currently in our final three year term.

HERDSA membership means access to assistance and research collaboration through personal and professional networks. Many of these collaborators have become good friends.

My best achievement in HERDSA has to be the HERD journal. The previous editorial team had developed the journal through partnership with a publisher, ISI

listing and on-line administration systems. Our team has built on this to improve the ranking of HERD and draw increasing numbers of quality submissions. Looking further back, Katherine Sutherland and I jointly convened the 2008 HERDSA conference that was held in Rotorua. The conference got rave reviews from attendees which was very gratifying.

We are lucky to own a beach house a little way out of Auckland. Being there and boating, swimming, walking and meeting up with a whole group of friends we have made there is what I daydream about doing when working life feels out of control. We attend many concerts a year – music transports people, and for me that is symphonic music. There is not much doubt that the New Zealand Symphony Orchestra is the best in the southern hemisphere. Every concert is an experience. Mind you I have been a board member and I am a trustee of the NZSO Foundation so I might be a bit biased.

One quality I admire in others at work would have to be the capacity to deliver what is agreed, when it is agreed. Outside of work I think it is the capacity to have fun, and a good laugh would be right up there.

OFFICE FOR LEARNING & TEACHING

OLT closes

On 30 June 2016 the Office for Learning and Teaching ceased operating. The Australian Government has decided not to proceed with the establishment of the learning and teaching institute.

The Awards for University Teaching program for national recognition of excellence and innovation in learning and teaching will continue. These will be administered by the Australian Department of Education and Training.

From July 2016 there will be no new grants or fellowships. The department will manage all ongoing grant and fellowship projects to their conclusion.

Information regarding the Australian Awards for University Teaching, and the OLT grants and fellowships programs, is being transferred to new learning and teaching pages on the Department of Education and Training website.

The extensive digital resource library will continue to be available until further notice at: <http://olt.gov.au/resource-library>

The Human Research Ethics Resources Manual is now available. Colin Thomson (University of Wollongong), Mark Israel (The University of Western Australia) and Gary Allen (Griffith University) have completed this special project commissioned by the OLT to provide advice to Scholarship of Teaching and Learning researchers and institutions on processes for managing ethics approvals in research on learning and teaching in higher education. The Human Research Ethics Resources Manual comprises six booklets and builds on the National Statement on Ethical Conduct in Human Research. It will assist researchers in navigating the pitfalls and problems commonly associated with investigations of teaching and learning.

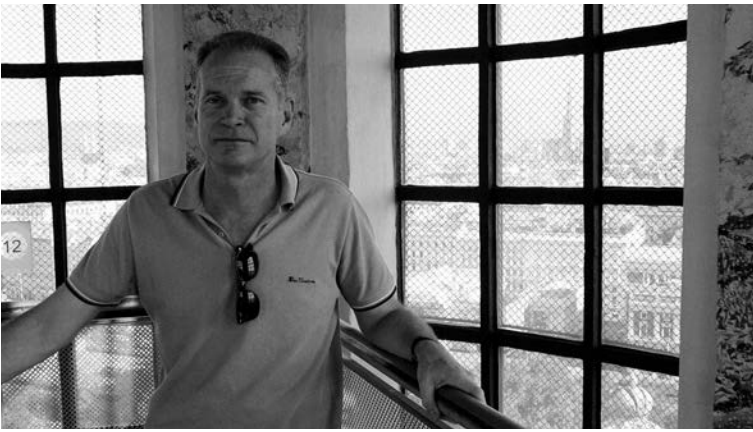
The Human Research Ethics Resources Manual is available at: <http://www.olt.gov.au/grants-and-projects/project-management>



Australian Government



Office for Learning & Teaching



Who's who in HERDSA

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listing and on-line administration systems. Our team has built on this to improve the ranking of HERD and draw increasing numbers of quality submissions. Looking further back, Katherine Sutherland and I jointly convened the 2008 HERDSA conference that was held in Rotorua. The conference got rave reviews from attendees which was very gratifying.

We are lucky to own a beach house a little way out of Auckland. Being there and boating, swimming, walking and meeting up with a whole group of friends we have made there is what I daydream about doing when working life feels out of control. We attend many concerts a year – music transports people, and for me that is symphonic music. There is not much doubt that the New Zealand Symphony Orchestra is the best in the southern hemisphere. Every concert is an experience. Mind you I have been a board member and I am a trustee of the NZSO Foundation so I might be a bit biased.

One quality I admire in others at work would have to be the capacity to deliver what is agreed, when it is agreed. Outside of work I think it is the capacity to have fun, and a good laugh would be right up there.

OFFICE FOR LEARNING & TEACHING

OLT closes

On 30 June 2016 the Office for Learning and Teaching ceased operating. The Australian Government has decided not to proceed with the establishment of the learning and teaching institute.

The Awards for University Teaching program for national recognition of excellence and innovation in learning and teaching will continue. These will be administered by the Australian Department of Education and Training.

From July 2016 there will be no new grants or fellowships. The department will manage all ongoing grant and fellowship projects to their conclusion.

Information regarding the Australian Awards for University Teaching, and the OLT grants and fellowships programs, is being transferred to new learning and teaching pages on the Department of Education and Training website.

The extensive digital resource library will continue to be available until further notice at: <http://olt.gov.au/resource-library>

The Human Research Ethics Resources Manual is now available. Colin Thomson (University of Wollongong), Mark Israel (The University of Western Australia) and Gary Allen (Griffith University) have completed this special project commissioned by the OLT to provide advice to Scholarship of Teaching and Learning researchers and institutions on processes for managing ethics approvals in research on learning and teaching in higher education. The Human Research Ethics Resources Manual comprises six booklets and builds on the National Statement on Ethical Conduct in Human Research. It will assist researchers in navigating the pitfalls and problems commonly associated with investigations of teaching and learning.

The Human Research Ethics Resources Manual is available at: <http://www.olt.gov.au/grants-and-projects/project-management>



Australian Government



Office for
Learning & Teaching

Around the branches



Across Australia, New Zealand and Hong Kong our branches continue to offer added value to HERDSA members. HERDSA Branch Chairs are shown above, from left to right: Gesa Ruge (ACT), Anna Siu Fong Kwan (HK), Rebecca Sealey (QLD), Sharron King (SA), Tracy Douglas (TAS), Elizabeth Levin (VIC), Melissa Davis (WA).

ACT

Chair: Gesa Ruge

HERDSA ACT hosted a Research Seminar in August. The seminar, presented by Courtney Hayes from the University of Canberra covered some teaching and learning initiatives and adaptation of assessment in the UC Bachelor of Nursing.

The *Talking about Teaching and Learning Teaching Philosophy Workbook* was launched at the HERDSA 2016 conference. The workbook incorporates contributions by Coralie McCormack, Robert Kennelly, John Gilchrist and Gesa Ruge. All have made long term contributions locally and nationally, through TATAL workshops and establishing networks for collaborative and reflective practitioners in Higher Education.

Welcome to new HERDSA ACT Branch members: Jasmine Jury, ANU and Dr Doug Jackman, University of Canberra.

gesa.ruge@canberra.edu.au

Hong Kong

Chair: Anna Siu Fong KWAN

The May Dinner Dialogue on *Blended Learning* was co-organized by HERDSA Hong Kong with the Hong Kong Polytechnic University. The *Blended and Online Learning and Teaching* project is a University Grants Committee funded collaboration in which participating Hong Kong tertiary institutions look

at developing online teaching and learning in Hong Kong.

Darren Harbutt (The Hong Kong Polytechnic University) and Dr Beatrice Chu (The Hong Kong University of Science and Technology) shared their experience of the project's different approaches in blended learning. Participants discussed the value of a blended approach and how institutions might support teaching staff. The 29 participants rated this event highly.

HERDSA members visiting Hong Kong are welcome at HERDSA HK activities.

anna.kwan@outlook.com

HERDSA Hong Kong website: <http://herdsahk.edublogs.org/>

Queensland

Chair: Rebecca Sealey

The Queensland Branch of HERDSA was represented by approximately 50 Queensland delegates at the annual HERDSA conference in Fremantle. It was particularly exciting to see that most members who presented at the QLD Branch mini-conference in Townsville in 2016 also presented at the Fremantle conference. At the conference the branch decided to run an emerging leaders in learning and teaching workshop in southern QLD later in the year, so stay tuned for further information.

rebecca.sealey@jcu.edu.au

HERDSA QLD website: www.jcu.edu.au/learnandteach/professionallearning/herdsa/index.htm

South Australia

Chair: Sharron King

Two members of the branch executive attended the HERDSA conference and were delighted to catch up with the many delegates including others from SA.

Dr Ann Luzeckyj, acting as Branch Chair, valued learning about the inner workings of the national executive from attending the pre-conference meeting. Participating in the meeting allowed her to meet other HERDSA branch chairs and share activities. In SA, the branch executive intends to host four activities in the second part of the year. Negotiations with potential speakers are underway. sharron.king@unisa.edu.au

Tasmania

Chair: Tracy Douglas

Tasmanian HERDSA members attended a workshop on *Writing a Teaching Philosophy* in June facilitated by Stuart Schonell. This event was well received by attendees who found it a valuable professional development session. Attendees plan to meet throughout the next twelve months to progress their teaching philosophies.

Branch members attended the HERDSA conference and will be sharing their experiences in coming weeks. A number of members are currently writing and submitting Higher Education Association fellowship applications supported by HERDSA Tasmania chair, Tracy Douglas, Senior HEA Fellow, and other fellows of the HEA from the University of Tasmania. t.douglas@utas.edu.au

Victoria

Chair: Elizabeth Levin

The Victoria Branch focused on the theme of Assessment this year with two engaging and successful events with 60 and 90 attendees. The first comprised: *Portfolios to achieve constructive alignment*, Andrew Cain, Swinburne University; *Collaborative assessment design* with Ellen Warne, ACU;



and *Assuring the quality of achievement standards with* Emeritus Professor Geoff Scott.

The second forum on assessment at scale included: *Using apps in a large first year core unit*, Dr Grainne Oates, Swinburne University; *Competency-based assessment*, Dr Simone Gibson, Monash University; and *First year psychology with* Sharon Horweek, Hannah Bereznicki and Associate Professor Wendy Sutherland-Smith from Deakin University.

Presentations, networking opportunities and discussions make these activities a worthwhile experience. Our next event will focus on *Assessment Integrity*.
elevin@swin.edu.au

Western Australia

Chair: Melissa Davis

Following the excitement of welcoming many colleagues to the Perth Conference, we are delighted to showcase a new HERDSA member, Ajanthy Arulpragasam. Ajanthy is a teaching academic at Curtin University who joined HERDSA to learn more about the scholarship of teaching and learning (SoTL), higher education, and be kept up-to-date with this sector. As an early career academic, she reflected that one of the major conference benefits was the validation of her ideas about SoTL and higher education. Ajanthy participated in the Conference Buddy program and valued her buddy's shared experiences of moving from discipline-specific research to higher education research. She appreciated her Buddy's advice on working smartly and efficiently to continue her own SoTL.

m.davis@exchange.curtin.edu.au



FELLOWS COLUMN

A framework for reflective practice

Richard (Rick) Ladyshefsky

As an inaugural HERDSA Fellow I was asked to contribute my thoughts on the scheme, in particular, the long term implications/advantages of the fellowship for professional advancement and development. At the start of the fellowship scheme it was not well known by Universities so I was not sure how important it was going to be for decisions on promotion. However, as someone who would like to think they are a reflective practitioner, the energy that I put in to my application, and the peer reviews that occurred in subsequent accreditation cycles helped me to frame the quality and comprehensiveness of my scholarship in learning and teaching.

With a PhD in Education and interests in peer coaching, professional development, and online education, I have always been most captivated by student learning. I have always wanted to improve my practice as an educator and have continually asked myself a range of reflective questions about my teaching, for example:

Are my students achieving their learning outcomes?

How can I evaluate and investigate my instructional design and assessment practices? How can I ensure best practice?

How can I share my successes and learn from others in the higher education sector?

I first became a Fellow of HERDSA in 2004. Twelve years later, the fellowship continues to provide me with a framework to consider my reflective practice and with a community of like-minded Fellows. Most importantly though, it gave me the recognition that what I was doing was excellent. Being acknowledged by your peers for your performance in teaching and learning is very affirming.

So I might say that the Fellowship scheme, in itself, has not driven my professional development. Reflective practitioners question their practice all the time and seek ways to develop independently of any schemes. It is in our DNA. What the Fellowship has given me though, is a continued belief in the importance of teaching and learning. Even moreso in this current environment of research productivity mania. The HERDSA community is a safe space to explore and gain new ideas from others in higher education. It provides that reminder that what I am doing is good. It stands for the importance of teaching and learning.

Richard Ladyshefsky is Professor, Management Effectiveness, Curtin Graduate School of Business. He works virtually from Victoria, British Columbia, Canada for Curtin University.



HERDSA NZ

Barbara Kensington-Miller

I want to talk about three items: two that have occurred this year involving HERDSA New Zealand, both of prime importance but vastly different, and the third a farewell to a valued member of our branch.

The first is about changes in higher education that are occurring globally. Earlier this year, we came under the microscope when the New Zealand Government asked the Productivity Commission to consider what a good tertiary education system would look like. The report, called *New Models of Tertiary Education*, listed the challenges facing higher education and asked for responses to 78 questions. The New Zealand HERDSA Committee felt compelled to respond as a national organisation that supports learning and teaching research and teaching excellence in the higher education sector. Our response focused on five themes: innovation in higher education; support for teaching and learning; research-informed and research-led teaching; technologies to support teaching and learning; and challenges for New Zealand higher education. One of the challenges we highlighted was the risk New Zealand faces with the international student market. International students are mobile and the market is fickle.

Because New Zealand has a high risk of natural disasters, it is particularly at risk of international student flight. For example, the Christchurch earthquakes led large numbers of international students to leave the country and it was challenging for Christchurch to attract them back. The disaster caused a domino effect nationally because potential international students mistakenly thought that earthquakes must be occurring nation-wide. With international student fees being an integral and critical part of university budgets, such natural disasters present a substantial financial risk.

The second is an unfortunate incident that happened in our branch, one that is all too common nowadays. There was an attempt to scam a large amount of money: nearly \$20,000! Our story is a warning to all. Emails purporting to be from me were sent urgently requesting large amounts of money for invited speakers to attend a research symposium we were planning. When the recipient queried the sender about the amounts and the need for urgency, they responded very convincingly. The scammers were cunning: they had created an email address with an extra 'g' in my surname, so that it was not immediately obvious that the emails weren't from me. Soon after, they made a similar request to

Allan Goody, the HERDSA President; thankfully, he was alert to their scam after having heard our story. Once upon a time, we used cheques that required two signatures to avoid fraud; not now, with online banking. Needless to say, we have put steps in place to avoid this happening again. Be alert and be careful!

Finally, I want to pay tribute to a valued member of our branch, Stanley Frielick, who has stepped down from both the New Zealand HERDSA branch and the HERDSA Australasia executive committee to begin a different job in tertiary education. Stanley is now our new Director of Ako Aotearoa, National Centre for Tertiary Teaching Excellence, based in Wellington, leaving his previous role as Director of Learning and Teaching at Auckland University of Technology to embark on this. As one of the original members of our branch, Stanley has been involved with HERDSA New Zealand for over 20 years since he arrived "as a yarpie fresh off the boat from South Africa" (his words). Stanley's contribution to higher education with his expertise and wealth of experience make him well suited for taking on the leadership of Ako Aotearoa. This is a very prestigious position of leadership in New Zealand for tertiary teaching and learning. The appointment involves working at the highest level with tertiary educational organisations to boost the quality of teaching in all branches of the post-school education sector. Since its inception in 2006, Ako Aotearoa has always supported HERDSA New Zealand and so, although Stanley will no longer be involved with the branch directly, we will still be in touch at a national level. We wish him well for the new position and know Ako Aotearoa is in good hands.

Have you found a useful resource?

Why not write a review for HERDSA NEWS?

Contact the editor
mbell@uow.edu.au

AKO AOTEAROA

Peter Coolbear

This will be my last column as director of Ako Aotearoa. I am retiring at the end of August after a hand-over to my successor, Dr Stanley Frielick. Stanley is presently Director of Learning and Teaching at Auckland University of Technology and will be well known to a great many of you. Ako Aotearoa is very lucky indeed that he has accepted the role.

Retiring is an odd time – and for me an exciting one, so much new stuff to do. As I look back on the past nine years with Ako Aotearoa, I wonder what we have achieved and what is still to do. Short answers are: “a lot” and “a lot, lot more”.

In New Zealand, by comparison with many parts of the world, we are fortunate to have a pretty stable tertiary system. So much of the change we are going through at present is evolutionary rather than revolutionary and, although we sometimes forget this, it is being done – at the strategic level at least – with a considerable degree of collegiality and open discussion.

But in case I start to paint too rosy a picture, don't think for a moment that we have a coherent system. The biggest privilege of my role has been the opportunity to work across the different parts of the sector and provide support to a wide range of great initiatives that are happening across our diverse system. The biggest frustration is seeing the wheel being reinvented all over the place because different parts of the sector still don't talk to each other enough. Keeping that student-focused, cross-sector dialogue going is still the biggest value-add an organisation like Ako Aotearoa can provide.

Very best wishes to you all. Keep remembering we can and do make a difference.



NEW SCHOLARS

Applying for your first academic position

Deb Clarke

Approximately half of academic staff in Australian universities are employed on a session by session basis, with only a small percentage of these casuals assuming their transient status by choice.

Are you young? Are you female? Is your discipline Science? Are you enrolled in a PhD? If your responses to these questions are “Yes” then you are likely to be employed on a sessional basis or a fixed contract of less than three years, rather than in a tenured academic position.

Studying job advertisements for academics, Pitt and Mewburn found that discipline specific knowledge, administrative ability, research, teaching performance, networking and continuing professional development, interpersonal skills and corporate and citizen service were commonly included elements. They light-heartedly present the following description of the “academic super-hero”:

The academic super-hero conforms to university strategic priorities (including in directing their research focus and undertaking pastoral care for students and colleagues) and is always alert, if not alarmed. At any moment our hero must be ready to deal with the multiple uncertainties that beset the higher education sector in Australia, all the while collecting business cards for that next round of student placements, soothing hurt feelings and smiling graciously at the crowds of prospective students at Open Day while publishing prodigiously and creating innovative learning

opportunities for their students across multiple media (p. 99).

So how do you position yourself positively to be selected for the tenured positions that are offered in Australian universities? Firstly, do your homework both about the position and the institution. Consider future research collaborations in multi disciplines offered by the institution and investigate the nature of the teaching programs to identify how you will offer a perspective that is complementary or innovative. Highlight in your application what makes you worthy of interview – plans for gaining future external funding; links with international networks; previous experiences with research projects; existing professional or industry partners; a demonstrated ability to interact confidently with colleagues to market the institution; and a record of continuous learning or professional development.

These actions seem like a big call but as universities embrace a business approach, the *new academic* needs to shape their skill set to meet the uncertainty and increasing pressures placed on the academic workforce.

Links

The casual academic workforce: May, Peetz & Strachan (2013)

Academic superheroes: Pitt & Mewburn (2016)

Becoming a University Academic:

www.reading.ac.uk/graduateschool/currentstudents/gs-policies-and-procedures.aspx



Recognising outstanding service

Six HERDSA members have been awarded a National Teaching Fellowship by the Office for Learning and Teaching, Australia and we will feature these over the next editions of HERDSA NEWS. In this edition we highlight long time HERDSA members Kym Fraser and Deanne Gannaway. We also present the winner of the HERDSA-TERNZ Research Medal Associate Professor Eva Heinrich. The medal is presented annually to a New Zealand researcher during the TERNZ conference in November.

National Teaching Fellows

Dr Deanne Gannaway (top left) is a lecturer in higher education in the Institute for Teaching and Learning Innovation at The University of Queensland. Deanne's Fellowship project is titled: Making Connections: Future-proofing the generalist Bachelor of Arts.

Deanne's research in higher education aims to encourage change in practice and transfer innovation in higher education curriculum. Deanne's research has led to a close working relationship with the Council of Deans of Arts, Social Sciences and Humanities leading to further commissioned projects and grant applications. She is regularly invited to participate in BA program review panels and to present at national and international fora.

Deanne's project summary points out that the current national innovation agenda offers opportunities to raise

the profile of graduate outcomes of Humanities, Arts and Social Sciences (HASS). An innovative economy requires workers who can demonstrate logical thinking and argument, emotional intelligence and capacity to adapt to new ideas – all skills inherent to HASS. However, HASS disciplines have tended to operate in isolation, competing for status and resources.

Deanne hopes that her fellowship program will foster a community to develop strategies for enabling cross-discipline, whole-of-program conversations. By linking with peak HASS bodies, students and teachers, the fellowship will broaden focus to program level, re-imagining the place of the generalist BA. Deanne's activities include a series of state-based colloquia considering program-level student outcomes; a BA conference to share program-level practices and experiences; and the development of guiding principles for adopting whole-of program approaches in generalist programs.

Associate Professor Kym Fraser (centre) is the Associate Professor, Scholarship of Teaching and Learning at the Swinburne University of Technology. Kym's Fellowship program is titled: A national, open access Learning and Teaching Induction Program for staff new to teaching.

Kym's research interests include the impact of graduate certificates and teaching induction programs on teaching

conceptions and practice, and building learning and teaching research cultures.

Kym is the editor of the books *The future of learning and teaching in next generation learning spaces* and *Education development and leadership in higher education*, is a past editor of the HERDSA Guide series, and author of *Studying for continuing professional development in health and student centred teaching*.

Kym notes in her project summary that in 2015, 25 percent of Australian universities did not provide more than a one-day workshop inducting new staff into teaching and learning. In that year these institutions employed approximately 5,000 new teaching staff.

Kym's fellowship involves collaboration between eleven universities. Representatives from these Australian institutions will collaboratively investigate the under-developed area of teaching induction. Through the Fellowship Kym aims to investigate best practice teaching induction; develop a self-paced, semester long, national, open access Learning and Teaching Induction Program for teaching staff in the Australian higher education sector; and establish an ongoing Teaching Induction Special Interest Group. Kym believes this collaborative work will be of great value to the sector, stimulating improvements to the quality of teaching through the professional development of staff new to teaching.

HERDSA-TERNZ medalist

The HERDSA-TERNZ medal is presented to **Associate Professor Eva Heinrich** (left) for published research in the field of higher education that is original and communicates quality ideas to the tertiary community. Eva is an Associate Professor from the School of Engineering & Advanced Technology at Massey University, New Zealand.

Eva has made a significant contribution to research into the use of technology to improve teaching and learning. In recent years this research has focused on online assessment of assignments, and the use of ePortfolios. In both these areas Eva has been centrally involved in major externally funded research projects leading to numerous scholarly outputs.

While Eva's research will add to the academic record, it is the impact of this research on the academic community, especially students, that is particularly important. Eva's research on assessment has directed the development of the assignment tool in Moodle, which is used in over eighty thousand sites worldwide and by millions of students.

Eva is an award winning teacher, recognized within Massey University as an exceptional academic. Eva has won the Darrilyn O'Dea Award for her work incorporating technology tools to extend student engagement. She actively contributes to the university community through academic development events and through her brilliant teaching in computer science.

From her Doctorate of Philosophy in 2000 to her Doctor of Education in 2013, Eva has demonstrated sustained excellence in researching teaching and learning. This has impacted the students she teaches as well as students worldwide as the results of her research are implemented. Recently Eva complemented her discipline PhD with a Doctor of Education which explored how teaching groups can improve learning about teaching.

The HERDSA-TERNZ medal is presented annually to a New Zealand researcher during the TERNZ conference.

What do you think about the contents and the new design of HERDSA NEWS?

Have your say. Please complete a 2 minute online survey by Monday October 17.

<http://goo.gl/forms/keNWS27kdOtAw1MD2>

Help make HERDSA NEWS even better!



Shazna Buksh receives the Roger Landbeck Award

The inaugural recipient of the Roger Landbeck Professional Development Award is Shazna Buksh, Assistant Lecturer in the School of Social Sciences, University of the South Pacific (USP). Shazna accepted her award from Margaret Landbeck at the HERDSA Conference 2016, Fremantle.

Shazna's award enabled her to travel to Fremantle and present at the HERDSA conference. "I felt truly blessed throughout the whole trip. Everyone was so nice and kind to me. It was an amazing experience" said Shazna.

Shazna has worked in diverse environments as an educator, trainer and counsellor, including with UNICEF, drafting terms of reference for reviews of the education sectors in Fiji, Kiribati, Vanuatu and the Solomon Islands. With a keen sense of community Shazna has volunteered with organisations and NGOs providing training and counselling services.

Shazna's award will support her in developing and delivering a professional development course for a community outreach program at USP to support the adoption of better health practices to control obesity in Fiji. This will be embedded into the existing First Year Experience Buddy program. In addition to funding her HERDSA conference attendance and presentation the award will enable Shazna to undertake a University of Sydney course offered by the Boden Institute of Obesity, Nutrition, Exercise and Eating Disorders and to undertake discussions with staff of the institute.

Professor Phillipa Hay, Foundation Chair of Mental Health at the University of Western Sydney has agreed to supervise Shazna's PhD research. Shazna's thesis is (tentatively) titled: An examination of the role of eating appropriateness standards and self-regulation in the obesity epidemic in Fiji.

Shazna Buksh receives the Roger Landbeck Award from Roger's wife Margaret Landbeck. Photo Patrick Halloran.



Meanderings

Robert Cannon

You will not know this, but I am a bit of an expert on climate change. It has figured in my undergraduate studies and in my professional life. Let me qualify that. I should say my expertise has more to do with change *of* climate. I will explain.

In their 2006 book, *A Perfect Mess*, Abrahamson and Freedman advise that is not a bad idea to work among mess. Nevertheless, I still clean up my study to make more space for, well, more mess. Clean ups also provide the pleasure of meandering among old documents that invariably provoke memories of colourful past experiences.

Inside one storage box, I came across some old consulting reports. Two of these stimulated vivid recall of uncomfortable incidents where a change *of* climate was intimately associated with my work. How intimately will become clearer as you read on. One experience was of stifling heat, the other of extreme and deadly cold.

One report triggered vivid memories of a sunny morning near Surabaya, Indonesia's second largest city. Our small team of educational evaluators was completing its first school visit. It was very hot and very humid. The three of us were uncomfortably wet with perspiration from the suffocating heat and humidity. The air-conditioned mini

bus that would take us to our second school visit promised relief. Then, *rip!* The tearing sound of the seam in my trousers as I stepped up into the mini bus. How embarrassing.

What should you do if the seam in the seat of your trousers rips in its entirety just as you are to begin a school visit involving large numbers of teachers and students? Call the visit off? Or, as the old British movie title suggests, 'Carry On Regardless'?

My Indonesian colleague Rina thought my predicament was hilarious. "You must not disappoint the school, they are expecting you", she giggled. Idha offered a suggestion, "What you can do is to stay seated in the principal's office while we visit the classrooms". Grinning, she added: "that way you can keep your problem behind you!" More laughter. Somewhat relieved by their humour and Idha's practical solution, I knew I would still need a good measure of humility to get through this visit.

We battled the torrent of morning traffic and arrived at the next school twenty minutes later. The school was a large, two-storey secondary school. The neat buildings, the well-cared for greenery and brilliant orange bougainvillea in large tubs, told us this was going to be a good school. A smiling group of students, teachers, parents and the

principal warmly welcomed us as we clambered out of the mini bus – me very nervously.

But Idha's plan to corral me in the principal's office was not to be. The air-conditioning, tea and cakes, and illuminating conversation were to be left behind. Four students arrived and delivered a surprise, "please accompany us to the auditorium", they politely insisted. Protestations of my need to stay with the principal garnered no support from anyone, least of all from my giggling colleagues. Walking carefully in my impaired condition I discretely followed the students. Then ... "Please sir", one student gestured, as we arrived at the foot of a steep flight of stairs, "you go first". Oh, no! The students followed close behind but if they noticed my ripped trousers they were saying nothing.

We arrived at the auditorium. It was filling with excited students, all dressed in their immaculate school uniforms. Sparkling white tiles, green curtains and large wall-mounted fans gave the auditorium a welcome feeling of coolness. Across the stage a large banner explained what was going on: *Talk Show 2014* it declared, *Key Speaker from Australia*.

Me! The key speaker – with torn trousers...

What to speak about? Questions and answers will be the format, a teacher kindly explained. And all in English, please. Seemed simple enough. Will they ask about my trousers, I wondered?

But it was not so simple. The speeches of welcome concluded, one student asked "Sir, in your experience, what has been most difficult for you, the experience of culture shock coming here or the culture shock when you return home to Australia?" Then she added "and, can you explain any differences, please?" Other questions followed, sophisticated questions and all in impressive English. And nobody asked about my trousers. Not important to them it seemed.

"What is going on here?" I pondered. Students analysing culture shock with a foreign visitor!

Then the questioning was over. Student dancers arrived and skilfully performed traditional Javanese dances, all smiles and finesse. A wonderful sense of inclusion knitted us all together. Tears of joy welled up, triggered by seeing my colleagues, now misty-eyed, from this beautiful experience and from our deep respect for indefinable educational qualities way beyond arid test scores.

A fan cooled my backside through the gaping rip in my trousers. Did anyone see it? Did it really matter? The movie title was right, 'Carry On Regardless' or as my colleagues kept stressing, when in Indonesia 'go with the flow' – and come away with a profoundly rich experience of education there.

In Surabaya, I learned a lesson about being too focused on myself.

Another report from the storage box evoked memories of a very different country and a very different change of climate. This time it was winter in Mongolia's capital, Ulaanbaatar, not long after the collapse of communism. Australia provided emergency assistance and this included a plan for more university scholarships for Mongolian students. The local 'Mozzies' as they called themselves – the small coterie of Mongolian graduates from 'Aussie' universities – enthusiastically supported this plan.

Walking around outside on a 'warm' day of minus 20 degrees necessitated moving very smartly from one building's foyer to the next to prevent death from freezing. But night-time temperatures in excess of minus 30 degrees conspired with exceptionally low humidity to create a painful, change of climate experience. The intense dry cold created complications in our hotel that was heated to uncomfortably high levels. The rest of the story is a little embarrassing...

Each day, hotel housekeeping insisted, for some obscure reason, to persistently short-sheet my bed. This necessitated me having to remake the bed every night. One night, tired after a long day involving meetings and visits to universities and the Ministry of Education, and having completed my project reporting tasks, I crankily undertook the task yet again. Irritated, I

quickly yanked the top sheet off the bed in preparation to remake it. Alarming, as I did this, the considerable static electrical charge generated by my sharp action with the sheet in the extremely dry air, discharged. But it discharged – on my 'person'! Aaaagh!! Suffice to say I never changed sheets in that Mongolian hotel room again – naked!

At breakfast next morning I regaled my colleagues with the story of my misadventure. Sharing this confidence with them explains why, a few weeks later, the senior Australian Embassy official in Beijing to whom we reported greeted me with: "Ah! Lightning Rod Cannon. We have heard all about you!"

"What should you do if the seam in the seat of your trousers rips in its entirety just as you are to begin a school visit involving large numbers of teachers and students?"

In Ulaanbaatar, Mongolia, I have another change of climate lesson. And, a painful reminder of high school lessons in electrostatics.

As I continued to clean up the study, I stopped to look through my journal collection. I have a complete set of our journal *Higher Education Research and Development* (HERD) dating back to 1982 and *Teaching in Higher Education* up to 2014. The collection is really heavy, especially with the glossy thick paper used these days. The groaning shelves that house them have developed a nicely curved bow, something I must fix one day. In the 36 years since HERD first appeared the sheer quantity of material produced has increased enormously.

Editorial credit lists provide a remarkable example of this quantification. I find the credit lists quite remarkable indicators. HERD, 1, 1, (1982) credits two people – an editor and a business manager. In contrast, HERD 35, 3, (2016) credits 51 people, all with designated editorial responsibilities divided into eight categories. Another difference between these two editions is

that first edition contained five articles, one jointly authored. The 2016 edition has 15 articles, 13 jointly authored with from two to 13 authors – yes, 13 authors for one paper. How 13 people can write one article is a mystery to me. The first HERD has 86 pages and the most recent 2016 edition has 223 pages. Two HERDs a year were published until 1997, then three until 2006, four until 2008 and now six since 2009. Will it end up as a weekly publication, I wonder? *Studies in Higher Education* is now published ten times a year, almost a monthly.

How does the reader who tries, like some courageously determined fish swimming upstream in a hugely flooded

river, keep up to date in their discipline? Reading around five articles twice a year in the 1980s in HERD might have been feasible, but 15 articles six times a year is only the tip of the magnitude of the challenge. HERD is just one journal.

HERD's publisher, Taylor and Francis, now lists 19 journals with the

term 'higher education' in the title and, overall, an incredible 258 journals with 'education' or 'educational' in the title. Then there are other publishers.

As I flick through HERD, Volume 1, Number 1, I cannot help noticing John Powell's column *Browsings* inside the back cover. This entertaining column is the antecedent to *Meanderings*. John's opening lines provide a fitting conclusion. 'There was a time when I read four or five books a day. Perhaps there were more good books being published then or, more likely, academic life in those days offered richer opportunities for agreeably productive idleness.' Cleaning up my study and thinking about the potential reading load is almost overwhelming. I feel very tired. Now I need a rest ... some idleness perhaps.

Robert Cannon is an evaluation adviser to USAID in Indonesia. Recently, he worked with the USAID-funded Palestinian Faculty Development Program. Robert was formerly Director of the Advisory Centre for University Education at the University of Adelaide. Robert is a HERDSA Life Member. cannonra@icloud.com



University educators are innovators too

Roger Atkinson

The title for this musing originated in the last months of 2015. Some may remember media headlines such as the ABC's 'Billion-dollar innovation scheme crafted in Turnbull's image'. That particular news item stayed in mind as it was notable for the complete absence of the words 'university' and 'education'. So my reaction to this and similar news stories at the time soon became the thought, "Hey, hang on, university educators are innovators too!" I began to resent an implication that innovation was something belonging only to *Industry, Innovation and Science*, to quote the new name for the former Department of Industry and Science. I disliked the Australian Government's newly hatched *National Innovation and Science Agenda* which I felt was focused narrowly upon new technologies, startups, entrepreneurs and investors. What about innovation in university teaching and learning?

Some commentators on the *National Innovation and Science Agenda* quickly identified neglected priorities for research, for example, "The list of important challenges that the social sciences, design, arts and humanities are well equipped to tackle is long and nowhere to be found in Australia's research priorities" (Marcus Foth). A few drew attention to an education

activity not mentioned in the *Agenda*, for example "... our fourth most important export has been education services. This is a reflection of the quality of the Australian education system, in particular our university sector" (Tim Mazzarol), though usually without linking explicitly to the innovations that are contributing to the success of this industry. A particularly incisive comment was made by Margaret Gardner, when writing about the May 2016 demise of the Australian Government's Office of Learning and Teaching:

Without a commitment to innovation in university education, how do we expect to nurture future innovators? How will we support collaboration and change in learning and teaching across the sector?... Without a peak agency and focused programs there is no national drive to spread innovation and change in learning and teaching across university education.

Similar comments about the OLT and innovation were made by Tim Pitman and Dawn Bennett:

The Coalition announced in the budget that it would stop funding the Office for Learning and Teaching (OLT) – an organisation that that has helped to enhance learning and teaching in universities. ... The decision puts teaching innovation in our universities at risk. ... When innovation in higher

education is mentioned, most people think of research. Yet it is teaching that is at the core of our universities. In fact, teaching subsidises research.

So, how does the claim 'University educators are innovators too!' relate to information and communication technologies in universities? For some decades ICT has been widely regarded by many as a key component in the drivers for innovation in university teaching and learning. I somehow expected that ICT in university teaching and learning would provide a linking into the *National Innovation and Science Agenda*, which proclaims that:

Extraordinary technological change is transforming how we live, work, communicate and pursue good ideas. ... Innovation is important to every sector of the economy – from ICT to healthcare, education to agriculture, and defence to transport. Innovation keeps us competitive. It keeps us at the cutting edge.

However, it seems evident that ICT-based innovation in university teaching and learning failed to provide a linking into the *Agenda*, notwithstanding its explicit invocation of 'ICT' and 'education'. Of course, this failure may be due to numerous other factors, perhaps including a Government view that all kinds of innovation in university teaching and learning, ICT-based or others, were unrelated to their *Agenda's* themes of new technologies, startups, entrepreneurs and investors. Nevertheless, the *Agenda* became for me a stimulus for a rethink about the importance of ICT and educational technologies as drivers of innovation in university teaching and learning.

A second stimulus was an editorial in a recent issue of AJET (*Australasian Journal of Educational Technology*) in which the linking of technologies to driving fundamental change was posed as a question rather than an assertion of importance in that role:

We applaud the work in educational technology innovation and research that adds to our understanding of how technologies can improve the teaching and learning experience within well-defined learning systems. However, we also see a potential for critical research around digital technologies in

relation to higher education as a system. How can we use technologies to drive fundamental change? ... We encourage researchers to report on empirical studies or rigorously supported conceptual work that fundamentally reconceptualises teaching in higher education and critically questions existing configurations.

In looking for indicators about the importance of ICT innovations that can 'drive' fundamental change in higher education we could start with the OLT. In the OLT's listing of *Grants by priority area 2012-15*, cited by Margaret Gardner, 13% of grants were classified in the field 'Digital technologies & 21st century learning', much lower than 'Graduate employability' (22%) and 'Pedagogy in higher education' (20%), and similar to 'Assessment' (12%), and 'Student experience' (19%). Not a highly ranked role for technology-based innovation, though we should remember that classifications into 'fields' may obscure important relationships or interactions. For example, a grant identified as 'Pedagogy' may be for a project in which 'technologies' provided an essential infrastructure such as a learning management system - perhaps a case of a 'new innovation' based upon an 'old innovation'?

Amongst many distinguished commentators upon ICT-based innovation in university teaching and learning, I admire a recent contribution from John Daniel in his essay on 'Making sense of blended learning: Treasuring an older tradition or finding a better future?' This quotation from his conclusion emphasises outcomes for students and staff, and pinpoints a key reason for change:

A future of hybrid learning is an opportunity, not a threat. If implemented sensitively and professionally it will lead to higher student performance and greater staff satisfaction than trying to revamp an older model of higher education that was simply not designed for the masses of diverse students seeking higher learning in today's technology-rich age.

Another kind of commentary about ICT innovation in university teaching and learning, based upon consensus within an expert panel, is offered in

reports by The New Media Consortium. The *2016 NMC Technology Outlook: Australian tertiary education*, done in collaboration with Open Universities Australia, "identified 9 key trends, 9 significant challenges, and 12 important developments in educational technology". Whilst the main body of the report is concerned with "predicting the uptake of emerging technologies", perhaps the most interesting parts from my perspective are the identifications of 'top-ranked trends' and 'top-ranked challenges', as these relate to my rethink about ICT driving higher education innovations. A 'top-ranked' trend such

"a narrow focus upon technological and pedagogical innovations may cloud our visions into other kinds of innovations"

as 'Increasing use of blended learning designs' does promote technology adoption, but can we say that the technologies are 'driving' the innovation we call 'blended learning' (or 'hybrid learning' in the John Daniels quotation above)? Or, to put a more important question, does it really matter whether the technologies are 'driving', or 'being integral', or 'enabling', or 'facilitating'? No, not really, tick all of the above.

There are at least three good reasons underlying the trite 'not really' answer to that question. Firstly, educational technology (or learning technology, as some prefer these days) has many decades of association with the concept of teamwork in conducting good teaching and learning. The UK Open University's use of course teams was a powerful influence upon my thinking in the 1970s and 80s. More recently, ideas about 'TPACK' (technological, pedagogical and content knowledge) have been influential. Within Australian universities, teaching and learning centres or units invariably promote an integration of the technological and pedagogical, usually with an emphasis upon innovation. Curtin University's

Innovation Studio and The University of Western Australia's *Futures Observatory* are good examples of such emphasis (though I'm a little sceptical about their 'rebranding' with catchy titles).

Secondly, there is the 'why bother?' factor. If Government has a narrow and potentially unproductive view of innovation, as illustrated by the *National Innovation and Science Agenda*, why bother with trying to align innovation in university teaching and learning with their *Agenda* (as I have mused about, above)? Go boldly and independently in one's own direction for teaching and learning innovation, perhaps aligned with one of NMC's top-ranked trends, 'Rethinking how institutions work'?

Thirdly, a narrow focus upon technological and pedagogical innovations may cloud our visions into other kinds of innovations. Of the many

other kinds, one that caught my attention recently as especially innovative was the pitch by the Regional Universities Network, in their publication *Clever regions, clever Australia: Policy advice for an incoming Government 2016*. An innovative pitch, proclaiming that 'International students should be encouraged to study at regional campuses and to stay and work in regional Australia ...'. It does not align with the *National Innovation and Science Agenda*, but arguably it could align very well, albeit in a parochial way, with a larger agenda, namely 'jobs and growth'.

Roger Atkinson retired from Murdoch University in 2001. His current activities include honorary work on the TL Forum conference series and Issues in Educational Research. Website: <http://www.roger-atkinson.id.au/>
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Links

See <http://www.roger-atkinson.id.au/pubs/herdsa-news/38-2.html> for this article in HTML, including links to numerous references for this topic.



FROM THE HERD EDITORIAL DESK

Hot gossip from *HERD*

Barbara Grant

This year, for the first time, *HERD* has published some virtual issues. Designed to respond to a particular event or topical theme, with free-to-access content for a limited period, virtual issues are themed compilations of previously published articles, giving them a new lease of life.

The first, *Professor Alison Lee: An outstanding scholar of higher education*, is a celebration of Alison's significant contribution to the field. Published between 2000 and 2011, a collection of nine articles showcases the breadth of Alison's scholarship: doctoral supervision, professional doctorates, doctoral writing and publishing, academic writing groups, academic development, and health professional education. Somewhat unusually, the articles were sourced from three Taylor & Francis journals: *HERD*, *Teaching in Higher Education*, *Studies in Higher Education*. Catherine Manathunga and Frances Kelly wrote the accompanying editorial, which was later published in *HERD* 35(4). The issue was launched at the Quality in Postgraduate Research Conference in Adelaide in April earlier this year. Its webpage is <http://bit.ly/Alison-Lee>

The second virtual issue, *From identity to identities: A story of fragmentation*, was launched at the Academic Identities Conference in Sydney at the end of June. From a large pool of possible contenders, our Special Issues editor, Bruce Macfarlane, chose 12 diverse articles on aspects of academic identity, the earliest published in 1983, the most recent in

2014. Bruce's editorial to be published in *HERD* 35(5) is available, along with the articles, at <http://explore.tandfonline.com/content/ed/academic-identities-vsi>. We hope this virtual issue will provide *HERD* resources to authors submitting papers for our 2017 special issue, *Academic life in the measured university: Pleasures, paradoxes and politics*.

Other news: At this year's HERDSA conference, Tai and Barbara offered a workshop entitled *Being a successful academic author*. With a full house of colleagues, we explored some elements of an academic voice, as well as reasons to write for different audiences and some of the complexities entailed. We also gave some practical ideas towards making academic work more discoverable.

Last but not least, we are delighted to announce the *HERD* journal's new editorial team. Our congratulations to Dr Wendy Green (University of Tasmania) and Dr Craig Whitsed (Murdoch University), Co-Executive Editors, who will take over the reins in January 2017, with a team of six other colleagues: Dr Amani Bell (Sydney University), Drs Bernadette Knewstubb and Stephen Marshall (Victoria University of Wellington), Dr Ly Tran (Deakin University), and Drs Deanne Gannaway and Kelly Matthews (The University of Queensland).

Barbara Grant, Executive Editor of *HERD* on behalf of the editorial team
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ESSENTIAL READING

HERD Points for Debate Editor Tai Peseta provides her pick of an article of special interest in each issue of *HERD*. Here is an extract from Tai's latest pick from Vol 35(4).

Michael Haugh's salutary article *Complaints and troubles talk about the English language skills of international students in Australian universities* reminds us that there is still considerable work to do to think well (and with complexity) about how the 'English language problem' has come to stand in for arguments about the declining standards of Australian universities.

His study seeks out the voices of a small group of international students and, by drawing on traditions of pragmatics and ethnomethodological conversation analysis, Haugh demonstrates that there are important differences between what he describes as *troubles talk* (expressions of affect), and the focus on *complaint* (expressions of moral indignation). For Haugh, these framing devices have become conflated in the way we see, and have knowledge of, international students. By setting the analytical stage in this way, Haugh invites us to reflect more critically on our work as teachers, researchers, support staff, and policy makers in our treatment of, and support for, international students.

Michael Haugh, 'Complaints and troubles talk about the English language skills of international students in Australian universities'. *HERD* 35(4), 2016, pp. 727-740.



POSTCARDS

By your students you'll be taught

Owen Hicks

At my university in the provincial north west of Vietnam, I have this wonderful class of teachers interested to improve their English, a multi-disciplinary mix of academics drawn from across the institution (and a few 'ring-ins' from local enterprises). The diversity of academic interests includes Marxism and ideology, the study of pomelo, child psychology, and the production of fortified fruit-wine and brandy. With their rich discipline knowledge, these highly intelligent students struggle with English, but we have a lot of fun as we learn. I am always seeking opportunities for something approximating 'authentic learning' and the photo (on page 24) shows some of them in discussion groups interviewing a couple of foreign visitors who stayed with us for a few days.

Typically the lessons have vocabulary building components (for those who know it, we play modified 'Boggle'), a review of grammar on a 'need to know' basis, exercises in speaking and listening (including watching and analysing a movie in 10 to 15 minute segments, one clip each class), and usually a song (great for intonation, stress and fluency – and the pure enjoyment of a good melody).

I have got used to my students wanting to record anything that particularly engages them. Up pops a smart phone

for either a photo or a video clip. Recently the word 'intestine' wormed its way into the class. "You know? Intestine?" I am greeted by blank looks. I am gesticulating to the large and small intestine in my stomach. There is actually a doctor among the students. In charge of general medicine at the local hospital, he should know. Soon we're into discussing the length of the large and small intestine, as a bit of a check that we are actually on about the same parts of the human anatomy. My doctor friend quotes an enormously inflated length for the large intestine. I'm thinking he has confused 'large' and 'small' while using kilometres when he means metres. More gesticulation as to where the big tube lies in our insides and we are making headway. We soon move on to the delicious dish (I jest), pig's intestines. I try to say the words in Vietnamese, 'ruột con lợn'. There are gales of laughter. I try a few times. The class is in hysterics. I am pretty sure there is a 'rude word' in there somewhere that they are not telling me about. I relate a story of my wife and I at a restaurant early in our time in Vietnam thinking chopped intestines on a plate at a neighbouring table was actually squid rings. "We'll have what they're having" was a huge mistake! More hilarity in class. And next day there's a three minute video clip of this little episode on

Facebook, posted by Ms Nga. She notes: "you're funny make us laugh". Progress is slow but some things are remembered.

We have recently had listening and speaking tests. I am not comfortable with the nationally enshrined separation of 'the four components of learning English – speaking, listening, reading and writing', preferring a much more integrated approach to coming to grips with the language. This happens in the classroom, but certain niceties need to be observed when it comes to summative assessment. Academic freedom doesn't extend far in Vietnam. During the speaking tests I recorded short audios of the students speaking and emailed each person their clip. This was the first time they had heard themselves speaking English through the detachment of a recording, and quite a revelation. I, the teacher, can attempt to point out pronunciation difficulties, but when the learner can hear and appreciate these themselves, the impact is much greater. Some played their clip to partners and kids at home. Apparently it caused great mirth, while also 'normalising' the act of an adult learner learning English by bringing it vividly into the home. Progress is slow but they're improving.

I watch from a distance the growing complexity and apparent sophistication of technology-assisted assessment in more affluent institutions in 'developed' corners of the higher education sector. I wonder though, if we are not losing sight of relatively simple processes by which we as teachers can learn from student assessment, while also providing that fundamental feedback to students, answers to their questions of "Did I know what you, the teacher, thought I should know? Was I capable of that which you thought I should be able to do?" And yes, I can see the 'teacher-centredness' of this but again, quite a dominant influence in my not-so-post-Confucian environment.

Blessed with a small class size and the freedom to produce short assessment instruments for my 'teachers class', I took the trouble to conduct the most basic of analysis of the students' assessment 'products', the audio clips for the 'speaking test' and simple written responses to the 'listening



Authentic learning experience for teachers at Tan Trao University, Vietnam

test' (basically word recognition). As these criterion-referenced assessments focus on mastery, I was able to identify individual components in the tests and grade these as either achieved or not, correct or incorrect. It was then possible to map the results on a two-dimensional grid showing individual students against individual items, with totals on each dimension of the grid showing on the one hand individual student test scores, and on the other 'item scores' (an indication of how well that component had been mastered by the group).

The benefit to the teacher, of this 'item analysis' is that it confirms or calls into question, the learning that has taken place across the student cohort. It is an indication of the efficacy of our teaching. It gives us, the teachers, indications of where perhaps we have somehow fallen short in the learning opportunities we have provided. It gives us an indication of the need for remedial strategies or the need for modifications to our teaching practice in the future.

For the student, a numerical mark was provided for each of the two components, speaking and listening. Common general feedback was provided to all students in written form and discussed briefly in class. Ranges and mean scores were provided in speaking and in listening.

In addition, I briefly discussed the item analysis in class, highlighting where

students had performed well and where general difficulty had been experienced. In contra-Confucian style I highlighted where maybe I hadn't been successful in facilitating the required learning. Not surprisingly the students failed to see any possibility of inadequacy or limitation on the part of the teacher, assuring me that any reason for lack of mastery lay with them and not with me. Either way, we then spent a little time in identifying areas needing further work and I modified the program for the coming weeks.

But one thing I didn't do was 'name and shame (or honour)' the students by publicly posting names and grades, a common practice here.

My students found the whole assessment process edifying.

It's a different world, but one we can learn from.

Owen Hicks, UWA Emeritus Professor and formerly responsible for the institution's academic staff development, is a HERDSA Life member and a past national and WA branch president. As a Senior Consultant for the Australian Learning and Teaching Council he engaged with a wide cross-section of academics. More recently he has enjoyed volunteer assignments in East Timor, China and Vietnam, returning to Vietnam in 2015 for eighteen-months at a provincial university halfway between Hanoi and the Chinese border.

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The Roger Landbeck Professional Development fund

Roger Landbeck was a Life Member of HERDSA and was Director of the Centre for the Enhancement of Learning and Teaching at the University of the South Pacific. Roger was Editor of HERDSA NEWS from 1998 until his death in 2014.

The Roger Landbeck Professional Development fund aims to promote higher education teaching and learning with a particular focus on equity and social justice through a biennial award. The award supports early career academics from a disadvantaged background or an emerging higher education or academic development community to engage in a professional development activity that progresses their own careers as well as to have an influence in their community. The award will be available every two years.

The inaugural recipient of the Roger Landbeck Award is Shazna Buksh from the School of Social Sciences, University of the South Pacific (see page 15).

Angela Carbone

A framework for course unit quality

Beyond teaching quality: Towards a framework for course unit quality
Carbone, A., Evans, J., & Ye, J. (2016). *HERDSA Review of Higher Education*, 3. Retrieved from <http://herdsa.org.au/herdsa-review-higher-education-vol-3>

Review by Peter Kandlbinder

Dr Peter Kandlbinder is Executive Editor, HERDSA Review of Higher Education and Senior Lecturer, Interactive Media & Learning at the University of Technology, Sydney.

A fundamental tension exists within higher education curriculum development. Ideally, curriculum design and renewal would take place at the meso level, that is, within well-functioning, multi-disciplinary course teams. This recognises that groups can be effective vehicles of innovation in which individuals come together to interact for some common shared purpose. Sadly, the collaborative skills of some academics are a legacy of group work assignments they experienced in their own undergraduate years. They realise that their role in a course team will be transient and there are times when those who contribute the most will not receive the recognition they are due.

The view that being a member of a course team involves foregoing their individual academic autonomy for the intangible greater good of the course makes it more common to attribute the quality of the student experience to the efforts of a single, charismatic teacher. Teaching awards, for example, are designed to recognise that teaching and learning outcomes belong to the individual who has largely been acting on her or his own with only a limited contribution from others.

Angela Carbone, Julie Evans and Jing Ye recognise the fallacy of the lone innovator in curriculum design and that unit coordinators do not sacrifice

their individual identity by joining larger course teams. Their review of course unit quality demonstrates how it is possible to be both an autonomous individual and part of a greater whole with collective responsibility. Course units only ever exist within a broader course of study and innovative design therefore only thrives in an environment of healthy collaboration in which individuals are empowered to make their own unique contributions to the collective course design.

Carbone et al. acknowledge that individual teachers have an obvious influence on unit quality. Yet making them solely responsible for teaching quality overlooks contributions from other elements, including assessment, learning management systems and resources. They argue that the teacher should be seen as just one element in a collection of elements that impacts on student learning. Many of those components are outside the teacher's control and therefore a quality framework needs to look at the collective contribution beyond solely what the teacher does.

Their framework for course unit quality is based on a comprehensive study of qualitative data obtained from student evaluations. Their analysis identified ten recurring themes that were repeatedly identified by students as requiring attention. This was followed by a further analysis of barriers to teaching quality found in five Australian institutions. Some of these barriers related to the academic's teaching skills, content knowledge and expertise.

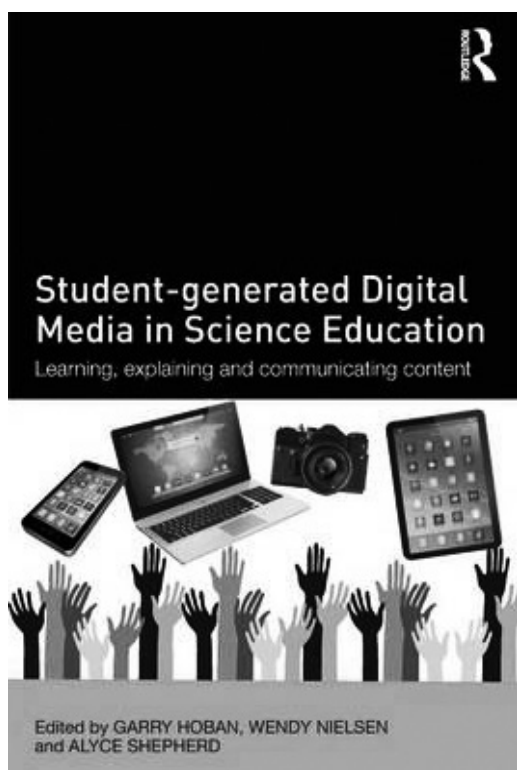
Others related to the changing student body, commitment to study and their current level of skills, knowledge and expectations. Equally important was the workplace culture and institutional decisions made around funding, standards and policies.

By presenting an alternative definition of teaching quality that focuses on student achievement of educational goals, Carbone et al. understand the need for teaching indicators to show that students continue to receive high quality learning experiences. They simply argue that student experiences alone should not be the sole indicator of quality. A better indicator would be an aim to enhance quality through on-going evaluation that identifies features of unit design ripe for improvement. This situates unit design within the broader processes by which institutions assure and enhance learning and teaching quality in regards to value for money and how it transforms student learning

The review by Carbone, Evans and Ye (2016) urges us to go beyond a model of curriculum change better suited to Trump University. In that situation the simple solution for universities would be to hire fantastically charismatic teachers and fire those unit coordinators who do not measure up to some opaque criteria. Instead Carbone et al. tackle the more complex task of ensuring that all units are effective regardless of the teacher. Laying the blame for poor subject performance at the feet of individual academics has a long history. The Unit Quality framework outlined by Carbone et al. will allow universities to go beyond a focus on individual academic performance to incorporate quality improvement criteria into the university's cycle of review, and thereby clarify what exactly demonstrates teaching quality, as well as its expectations for high quality learning and teaching in higher education.

About the Author

Angela Carbone is the Director of Education Excellence at Monash University. She was awarded an OLT National Senior Teaching Fellowship to investigate the impact unit design has on teaching excellence.



Review by Yvonne Davila

Yvonne Davila is a Lecturer in Higher Education Learning Design, Faculty of Science, University of Technology Sydney. She collaborates with discipline academics to develop sustainable curricula that enhance student learning of key scientific concepts and skills through a range of innovative strategies, including utilising learning technologies in a blended learning environment. Her research interests include teaching and learning in science higher education, first year student transition and blended learning.

This well written edited book will serve as a useful reference for academics teaching or researching science or science education, and learning designers involved in higher education curriculum and assessment design. If you are planning an assignment in which students create a digital media artefact

Garry Hoban, Wendy Nielsen and Alyce Shepherd (Eds.)

Student-generated digital media in science education

that represents their learning, then this is your guidebook to the different modes you could use. It highlights their purpose, the process undertaken, the advantages such as improved student engagement, the limitations such as time constraints, and how to evaluate student learning.

The first section on twenty-first century science education reviews new approaches to teaching and learning to improve student engagement, the role of digital media in science education, and research in science learning.

The second section on implementation in science discipline and science teacher education courses includes fourteen case study chapters. These showcase how student-generated digital media, including podcasting, digital stories, 'slowmation', video and blended media have been successfully applied in a variety of student learning contexts, such as first year subjects; success skills in teamwork tasks; exploring professional identity; science communication; problem-solving and inquiry-oriented projects; and for pre-service teacher training. Each chapter presents the context and implementation with a discussion. The authors provide valuable insight into the considerations, both

technical and pedagogical, for the design of the learning activity and task, and evaluation in terms of learning outcomes and student engagement. For example, Emily Purser's step-by-step process for creating digital stories to teach communication skills is very practical (Chapter 5). Gwen Lawrie provides excellent advice on the importance of including a pedagogical strategy to ensure scaffolding of technical skills and development of assessment criteria that support learning gains (Chapter 8). Each chapter, therefore, acts as a guide for readers interested in using similar tasks in their courses and could be read on its own.

The third section on predictions for student-generated digital media includes a chapter by Alyce Shepherd on future trends. She makes the important point that the goal is not just to engage students to create content, but to "foster appropriate and accurate student-generated content" (p. 243).

Overall, this book provides a rich collection of creative examples of student-generated digital media tasks in science with a clear focus on student learning; increased student engagement; and the development of essential communication skills in a collaborative, technology-enhanced environment. I will definitely refer to this book for ideas on digital media tasks for my students.

A big THANK YOU from HERDSA NEWS to Patrick Halloran for his wonderful conference images





Student exchange is *Going Places*

Debra Miles and Elise Howard

Preparing graduates for globalised careers and citizenship through internationalisation of the curriculum is an important aspiration for higher education. Student exchange is one tool to develop international perspectives in our future graduates, through exposure to alternative worldviews and development of intercultural skills. International mobility programs aim to increase students' tolerance for difference and understanding of different cultures, and develop global citizenship. However, immersion in another culture in the absence of critical reflection leaves open the possibility of neo-colonialist attitudes and reinforcement of racism. Student mobility experiences need to be supported by critical curriculum, pedagogical frameworks and modelling by academics of decolonising practices through reciprocal, authentic partnerships.

Exploration of good practice in international student exchange is the focus of an international research collaboration by social work educators at James Cook University, Queensland University of Technology, De Paul Institute of Science and Technology, and Nakhon Ratchasima Rajabhat University. Funded through the Australian Government's Office of Learning and Teaching, the *Going Places* project aims to document and analyse current practice; explore the

nature of reciprocity in exchange relationships; integrate international and intercultural knowledge into the social work curriculum; and develop multidisciplinary good practice models in international student exchange.

Drawing on qualitative and quantitative data, the first half of the project has built a rich picture of current exchange practice in social work. The importance of partnership building for transformational relationships between sending and host institutions, based on key contacts and connections, is highlighted in the findings. Our student participants refer to the sometimes ad hoc nature of exchange arrangements; lack of institutional support; and dependence on the motivations of staff members at both sending and host institutions. Reciprocity is not always a framework for international exchange programs by Australian universities, and is rarely expected by international host organisations. Of course reciprocity in exchange relationships may be limited, at times due to constraints of funding, time and resources.

Existing exchange programs are structured in a variety of ways, with diversity in the type and level of support offered to students before, during and after an exchange. We have identified challenges in the delivery of exchange programs.

Feedback from students serves as an important reminder to educators of the individualised nature of the experience, with students drawing out diverse learnings from their exchanges depending on their prior exposure to disorienting experiences, their interests and motivations, their current life circumstances and personal self-care strategies. Creating supportive environments for student learning and development can be challenging, requiring a careful balance of risk management and freedom to explore alternative contexts.

International partnerships are key to supporting exchange programs. They need to model to students the true nature of transformational rather than transactional relationships and demonstrate that academics value alternative worldviews and co-production of knowledge with partners in the IndoPacific region. However, the development of these relationships can be difficult to achieve for staff working with limited resources. The time and energy required by staff to maintain relationships in-between exchange activity sometimes remains invisible and unsupported in institutional environments.

Next the *Going Places* project will develop a universal good practice guide applicable for a range of disciplines. Multi-disciplinary workshops will be held in Brisbane, Sydney and Melbourne to share the research, explore ideas about good practice, and create opportunities for dialogue and feedback. Workshop outcomes will be used to develop resources and guidelines that support and facilitate the integration of student exchange programs into social work curricula in a format accessible to Australian higher education institutions and their partners.

Associate Professor Debra Miles is Project Leader and Elise Howard is Project Manager of *Going Places*.

JCU students on exchange in Khorat Thailand. Photo Peter Jones.

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The Higher Education Partnerships and Participation Program (HEPPP) is a major policy and program development to promote participation among equity group students. Since 2010 the program has provided around \$790 million to university systems for student outreach and support programs in participation funding. The HEPPP and related programs have been vital in enabling universities to monitor and support students from disadvantaged backgrounds and, as a result, there have been some large increases in the numbers of students from equity groups.

Equity group students are, however, still under-represented in Australian higher education. For instance, low socio-economic status (SES) students are defined as students who reside in postcodes which rank in the bottom 25% of all Australian postcodes. An equitable outcome would see low SES students take up a 25% share of undergraduate places in Australian higher education. Instead, in 2014 low SES students accounted for 17.9% of all Australian undergraduates, albeit an improvement on their 2007 share of 16.2%. Similarly, for the other equity groups under-representation has been the historic norm.

Progress in recent years by equity students has been made in the context of

The equity challenge: identifying research gaps

Sue Trinidad

a rapidly expanding higher education system. Getting students from disadvantaged backgrounds into higher education remains a challenge. A stronger focus on evidence-based policy and practice is needed. Accessing a course at university can be difficult and then there are many hurdles students will face before they actually complete their degree. From our research we know that the measures needed to achieve the required change for disadvantaged students

will not result from a single policy decision or funding program.

The National Centre for Student Equity in Higher Education (NCSEHE) was established by the Australian Government and is based at Curtin University. The NCSEHE conducts activities through three core programs.

The Equity Policy and Program Evaluation program provides leadership and support in developing a national approach and resources to evaluate the impact of initiatives to increase participation of people from low socio-economic status backgrounds and other equity groups in higher education.

The Equity Policy and Planning Research program furthers equity policy and planning in Australia, sharing knowledge and capabilities developed in Australia, and providing evidence on the impact of policy on equity outcomes in the system.

The Student Equity Data and Analysis program provides analysis and availability of national datasets on student equity in higher education.

To bolster Australia's research and evaluation capacity in student equity policy and practice, funding of over \$1.4 million has been made available to

NCSEHE during 2014, 2015 and 2016 to fund research projects at Australian universities and other research organisations to investigate aspects of student equity in higher education. The competitive research grants program is designed to investigate the impact higher education policy has on marginalised and disadvantaged students and how we could improve participation and success.

Two publications highlight the outcomes of research projects funded by NCSEHE:

Informing Policy and Practice II: 2015 Student Equity in Higher Education Research Grants Program Projects

Informing Policy and Practice: 2014 Student Equity in Higher Education Research Grants Program Projects.

Each report addresses different, but related, aspects of higher education student equity. They all bring evidence-based investigation to the consideration of policy and practice.

Promoting equity as a positive force for change in society is a challenging issue that calls for cooperation and collaboration between a range of professions and institutions to find sufficient common ground for the common good so that everyone can contribute to that worthy goal.

Professor Sue Trinidad is Director of the National Centre for Student Equity in Higher Education, currently based at Curtin University.

Links

Informing Policy and Practice 2014: https://www.ncsehe.edu.au/wp-content/uploads/2015/12/NCSEHE_Informing_Policy_and_Practice-Final-web.pdf

Informing Policy and Practice 2015: <https://www.ncsehe.edu.au/informing-policy-and-practice-2015-projects/>

The Era of Universal Participation in Higher Education: Australian policy problems in relation to cost, equity and quality

Belinda Probert

Higher Education Research and Development Society of Australasia, 2016

The move towards universal levels of participation in higher education has been widely welcomed in Australia, as has the focus on improving the participation of under-represented equity groups. Although the challenges posed by universal levels of participation are becoming apparent, they are rarely analysed as a set of interdependent problems that threaten the quality of Australian higher education in the future. This paper uses the work of key thinkers such as Trow, Barnett and Douglass to identify the global structural pressures facing university systems at this time, before proposing some policy options to address the general problems of cost, equity and quality that might be relevant to the Australian context. The paper is addressed not only to policy makers, but to the academic community itself.

Available at no cost from:
<http://herdsa.org.au/publications/Probert-era-universal-participation-higher-education>



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TATAL Talking about Teaching and Learning

Teaching Philosophy Workbook

Stuart Schonell, John Gilchrist, Robert Kennelly, Coralie McCormack, Maria Northcote, Gesa Ruge and Geoff Treloar

A teaching philosophy is an important narrative for higher education teachers, lecturers or academics. Internationally, teaching philosophies are an essential part of academic job applications. In Australia they are important in promotion applications, teaching citation applications and increasingly, following the international lead, as part of academic job applications. More importantly a teaching philosophy defines and directs you as a teacher, it frames your teaching beliefs and describes and justifies how you teach.

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of activities that culminate in a first draft of a teaching philosophy statement.

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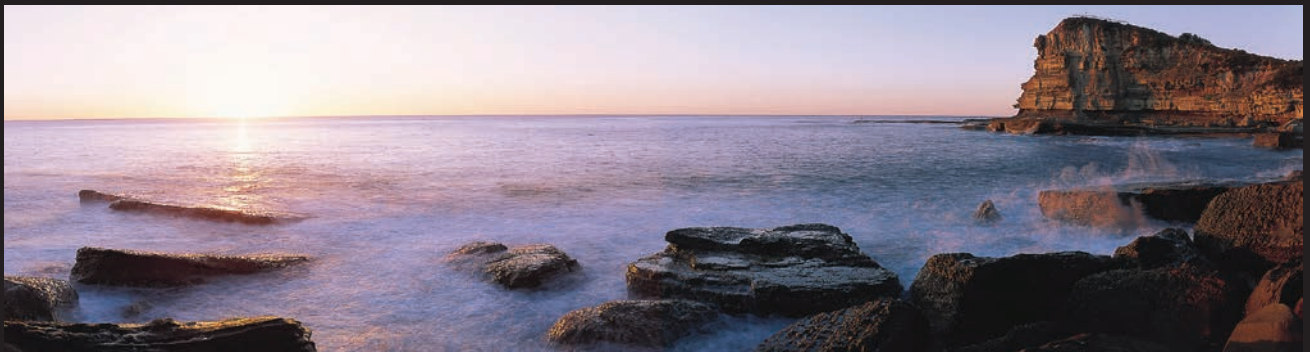
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Stuart Schonell launching the TATAL workbook with Allan Goody at HERDSA 2016. Photo Patrick Halloran.



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