HERDSA

connect

Inside:
Why exams still have a place
An Indigenous voice to parliament

From the Editor

As I was writing this editorial in my home office I was thinking how fortunate I am to have a comfortable space with recently improved internet speed. While working and studying at home may be the new reality for many academics and students, I wonder how many are struggling under less than ideal conditions. Erika Smith's article in our showcase section offers some disturbing reports of students complaining about tutors' appearance, background conditions in the tutors' home space; and harassment and bullying of casual female teachers by students in online tutorials.

ChatGPT, or Generative Pre-trained Transformer, promises to add more puzzles to online learning and teaching. While students, as in Erika's study, may turn off their cameras so tutors may never see their students' faces, soon teachers may have difficulty detecting where a student has generated an assessment task using an artificial intelligence language model. Some commentators propose in-person, invigilated exams as one solution. Regular *THE* commentator Merlin Crossley asked ChatGPT about exams. Merlin's resulting article proposes that exams may indeed be worth retaining if we wish to ensure we really are marking student work.

I hope you enjoy our new regular column, Techno-vent. Our first column is by Tim Fawns, author of the Entangled Pedagogy model. This column will be a space to explore issues in educational technology, including the emergence of computer programs that can produce texts seemingly written by a person.

Our Australian readers will have been thinking deeply about the referendum to be held later this year that will ask if we support the inclusion of an Indigenous Voice to Parliament in the Australian Constitution. Peter Kandlbinder argues that the question of The Voice to Parliament directly relates to the core values of a university education and explains how this is an opportunity to introduce Indigenous graduate attributes into university curricula.

As I look through this issue of CONNECT, I can see so many useful ideas, tips, challenges and reviews from our HERDSA community. These include LGBTQI+ curricula, assessment, quality teaching, ChatGPT, and widening university participation, to name just a few. Fascinating personal HERDSA journeys can also be found at the Who's Who and Fellowship pages. Our HERDSA community is going from strength to strength as shown by our flourishing branches and special interest groups. Read about their collegial activities and successes and, if you are not yet involved, you might feel ready to join up.

I look forward to seeing you in Brisbane at the HERDSA 2023 Conference. Please come and say hello.

Maureen Bell

04

03

11

21

12

23

HERDSA conference Brisbane, July 4-7, 2023

Contents

From the President

2023 hails new beginnings. It's been a long road for many having survived covid, organisational restructures, business closures, downsizing, moving home and re-locating, and even unemployment. It is heartening to report that the HERDSA community has been steadfast and resilient throughout these challenges; staying connected, collaborating, celebrating, and together striving to make a difference in higher education in the 'new normal'. Staff and students are returning to campus. International borders are open, staff and student mobility is easier.

With the support of a committed Executive, in my first term of office we have achieved most goals set in the HERDSA Strategic Action Plan. Our 50-year celebration of HERDSA and the 50 Years of HERDSA project documenting HERDSA history; the adoption of HERDSA Values aligned to the HERDSA Mission and Goals; and a new Taylor and Francis publishing contract for the HERD journal are all major achievements. A huge thanks to all members who contributed to the development of the HERDSA Values.

Our new HERDSA Group membership was taken up by four universities, resulting in eighty new members. A Reference Guide to Executive Roles and Responsibilities was created; the HERDSA website revamped; and the HERDSA Members' Survey designed along with improved and streamlined HERDSA Fellowship application, mentoring and assessment processes. The SoTL modules continue to be popular and three new Special Interest Groups were formed.

The 2023 HERDSA Conference will be held in Brisbane in July. I look forward to catching up with colleagues. The usual conference awards and grants are available including the Roger Landbeck prize. Branches are encouraged to identify and nominate deserving candidates and propose Life Members. We welcome our new HERD journal editorial team led by co-editors Dr Cally Guerin and A/P Susan Blackley, who will continue the previous team's achievement of higher rankings and wider readership.

The Executive continues to be committed to our membership, and the goals of HERDSA. I look forward to working with the new Executive to be ratified at the AGM. I invite you to email portfolio leads, your branch chair, or me directly at kogi@ihm.edu.au. Thank you for allowing me the opportunity to lead HERDSA as President for another term of office. I am thrilled.

Do stay connected and safe.
Professor Kogi Naidoo

Portfolio updates

The Professional Learning Portfolio is actively engaging with staff across the Australasian Higher Education Sector to build their confidence and capability in their roles through Talking about Teaching and Learning (TATAL); engaging in the Scholarship of Teaching and Learning (SoTL); and undertaking a collegial reflective development journey through the HERDSA Fellowship. We have hosted webinars on SoTL, TATAL, and a workshop on fellowship mentoring and assessing to ensure consistent assessment practices. This year marks the 20th anniversary of HERDSA Fellowships. A number of members are currently undertaking the Fellowship.
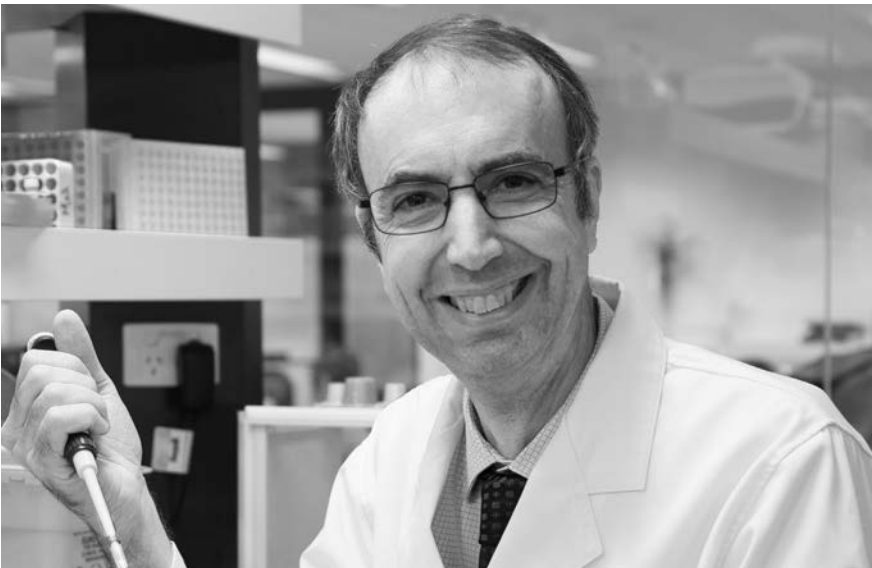
Why exams still have a place

Professor Merlin Crossley, Deputy Vice-Chancellor Academic Quality at the University of New South Wales, and regular commentator for *Times Higher Education, Campus Morning Mail,* and *The Conversation,* puts his mind to the future of exams.

In November a private software company, OpenAI, launched its new chatbot – ChatGPT3. It's a blast. It can write limericks and poems, stories, and it can do multiple choice tests and write computer code. I asked it whether exams or assignments were better forms of assessments.

I was amazed at the result. It sat on the fence!

It says exams are good because they can cover the full range of material taught. They can help students to focus and prepare for a comprehensive test. It suggested that good exams can be more objective than assignments as they work to pre-determined answers and expectations. On the other hand, it pointed out that exams were short and that assignments allowed students more time to develop their arguments and helped students avoid pressures.

Some say that sitting on the fence isn't easy as it ultimately becomes uncomfortable but I feel the chatbot is right. We need to retain a mix of exams and other forms of assessments. I'm bewildered by those who rail against exams – saying they are quaint, old-fashioned, inauthentic, or unfair, while overlooking the problems with take home assignments.

Here are a few personal comments that the chatbot didn't unearth. To me the prospect of an exam always ensured that I would commit knowledge to memory – the whole or at least most of the syllabus. Some say that's unnecessary these days. We are in an age where we can always look things up – but are we? Can you look things up during a job interview? Can you look things up when you are in a meeting trying to persuade your colleagues? Can we look things up when we meet new people and form new friendships built on shared interests and knowledge? And can we look things up when we are daydreaming and skipping from one idea to the next as we develop our frameworks for understanding the world?

Another thing I liked about exams was that they kept assessment separate from learning. I loved learning. I enjoyed lectures, tutorials, and laboratory classes. But I felt under pressure when continuous assessment intruded in the form of in-class quizzes or practicals that were marked on the spot. Assessments now more and more intrude into learning spaces and contaminate them. We had some fairly competitive students and the in-class assessments also introduced an element of competition that would have been better left till the end of term. Overall, it is hard to say whether exams were better or worse for mental health. I think it depended on the student.

As a lecturer I've set plenty of exams and assignments and have one observation. In the exams the students tended to get marks from zero to 100. But in the assignments, marks ranged from about 60 to 90. Why was that? I tried hard with rubrics and standard marking but for me the two processes delivered different results. Ultimately, I trusted the exam results more.

Post-pandemic there are reports that more cheating is being detected in online, remote assessments. You'll hear that students also cheat on exams in halls but it isn't at the same scale – sneaking off to the bathroom to check the formula 'force equals mass by acceleration' isn't the same as outsourcing the whole exam to ChatGPT or to friends. No system is perfect but in hall or viva voce exams do provide a good deal of confidence and are important when we need to certify learning.

And we do need to certify learning. Not just for society but for the students themselves. To me perhaps the best thing about exams was that they marked the end of the year properly. I'm a great believer in building resilience and confidence in students. One has to support students but if you can set fair exams and help the students to prepare there is nothing better for their confidence than having gone through and done it, under some pressure, all by themselves.

As we move past the pandemic and reflect on all the innovations and opportunities, let's set ourselves a test – to think deeply about what is worth adopting, what is worth retaining, and what is worth abandoning!
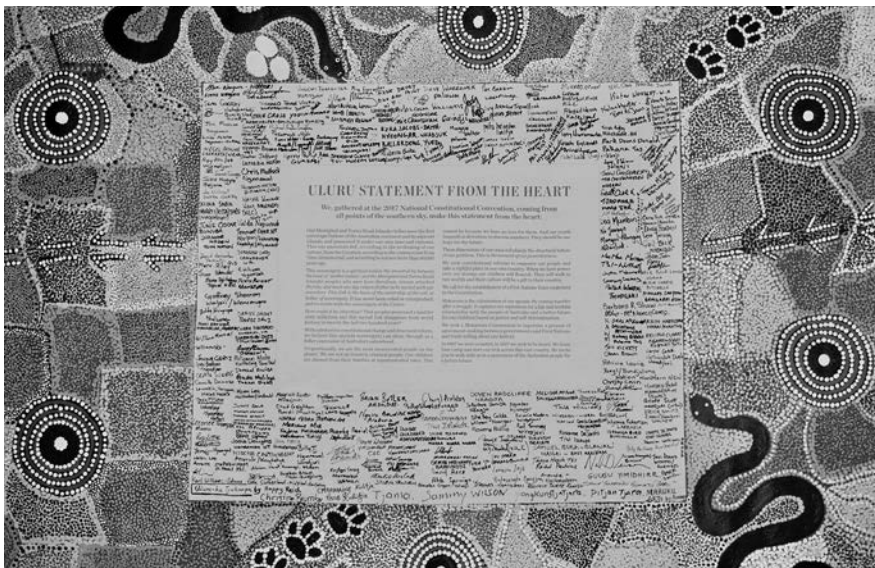
An Indigenous Voice to Parliament

HERDSA Life Member Peter Kandlbinder explains how the Indigenous Voice to Parliament referendum is an opportunity to introduce Indigenous graduate attributes into universities.

An opportunity to help our students develop their capacity to discuss issues in the public sphere will shortly present itself with the upcoming Australian referendum on including an Indigenous Voice to Parliament in the Australian constitution. Later this year the Australian people will be asked to clarify whether the constitution ought to formally recognise the First Nations people and whether, in principle, they believe that people being governed should be consulted about the potential impact of Government policy decisions. Given the intense media focus on this question it is likely these discussions will soon enter our classrooms and campuses. Before the claims and counter-claims get lost in the 24 hour news cycle it is worth considering the advantages of using this referendum as an opportunity to develop our students attributes in civic discourse, consultation, and working with Indigenous people.

Like most matters relating to Australia's First Nations people, both these questions will be answered by non-Indigenous Australians. The proposition was presented to non-Indigenous Australians as the result of a national consultation on the recognition of Indigenous Australians that is called 'the Uluru Statement from the Heart' (2017). It was largely agreed that the clarification of this principle of listening to those impacted by legislation will do two things for Australian First Nations people. Firstly, insert the missing recognition of First Nations people into the constitution, and secondly, lay the groundwork for self-determination by speaking truth to power on matters that impact First Nations peoples.

The national constitution outlines the rules for governing a country. That may seem far removed from university classrooms but the principles that will apply at the national level have a direct link to how we believe we should be governed.

The call for an Indigenous Voice to Parliament echoes calls to include Indigenous graduate attributes in universities. Universities Australia, the peak body of all Australian universities, has been a strong advocate for universities including the knowledge and skills needed to work with Australian Indigenous communities. In 2017 Universities Australia set a target for all universities to increase cultural capabilities of graduates by 2020. Andrews, Page, & Trudgett (2022) in their paper *Shaming the silences: Indigenous Graduate Attributes and the privileging of Aboriginal and Torres Strait Islander voices*, argue that though some progress toward that target has been made, a great deal more is needed before this aspiration can be said to have been met.

While a majority of Australian and New Zealand universities may have a statement about Indigenous graduate attributes, Asmar and Page in their 2018 paper *Pigeonholed, peripheral or pioneering? Findings from a national study of Indigenous Australian academics in the disciplines*, found that Indigenous academics are already heavily overloaded in work related to embedding Indigenous graduate attributes. Additionally, non-indigenous academics may not feel equipped to introduce Indigenous perspectives into the university curriculum as explained by Anderson, Yip, and Diamond in their 2022 paper, *Universities Australia 2017–2020 Indigenous Strategy: a meta-synthesis of the issues and challenges*. The Uluru Statement from the Heart answers the question as to whether non-Indigenous people can discuss issues that impact on Indigenous people. It calls on non-Indigenous people to walk with them in a movement to a better future. In suggesting an approach to the Indigenous Voice to Parliament it demonstrates how to design a discussion on Indigenous matters that is respectful of Indigenous ways of knowing and being.

The Uluru Statement from the Heart provides a model for the kind of attributes needed to work with Indigenous communities. The three components of that process—a voice to parliament, truth telling and agreement-making—highlight that non-Indigenous students need to demonstrate a capacity to learn from others by listening to other perspectives and developing the ability to collaborate on the best way to proceed for the effected peoples. The Indigenous Voice to Parliament provides non-Indigenous academics with the ideal case study for working with students to develop the capabilities that are

embodied in the idea of an Indigenous graduate attribute.

The debate about the teaching of core skills versus disciplinary knowledge is ongoing and no doubt there will be many academics who argue that it is not their job to teach any generic skills let along something as unfamiliar to them as an Indigenous graduate attribute. Equally there are many academics committed to social justice who will jump at the opportunity to introduce concepts like voice, truth telling and agreement making into their classroom. What is certain is the debate on an Indigenous Voice to Parliament will raise awareness of how all institutions are governed, providing an opportunity for university teachers to discuss the way they run their classrooms, how they recognise diversity among their students, and their process of consultation with students.

The principle that those who are impacted by laws and policies should have a say in their effects will be obvious to our students. The referendum on the Indigenous Voice to Parliament will be a time for reflecting on the governance of the nation. The lesson we can learn from the process of arriving at the proposal for constitutional recognition is that we all need to assume responsibility for the things that matter, that we should treat people with respect, and that we need to model personal integrity.

Very few issues in the wider community confront university staff and students with a question that so directly relates to the core values of a university education. The principles of the proposed referendum centre around who has the right to speak and who has to sit and listen. There is no doubt that is an uncomfortable proposition for our politicians who may be unlikely to demonstrate the characteristics of informed debate or the respectful listening and collaboration in decision making that universities champion.

The media thrives on confrontation, and it is unlikely that scaremongering and misinformation in the media will represent the kind of informed discussions that we would want our students to be able to lead in our classrooms. Despite what the conservative media pundits would like us to believe, the referendum is an opportunity to learn from our Indigenous communities rather than a token gesture that divides the country. It is therefore incumbent on us all to take the lead and demonstrate how discussions on governance can be held in a respectful way.

Image downloaded from: https://www.nma.gov.au/defining-moments/resources/uluru-statement-heart

References

Asmar, C., & Page, S. (2018). Pigeonholed, peripheral or pioneering? Findings from a national study of Indigenous Australian academics in the disciplines. *Studies in Higher Education*, 43 (9), 1679–1691.

Anderson, P. Yip, S.Y. & Diamond, Z. (2022). Universities Australia 2017–2020 Indigenous Strategy: a meta-synthesis of the issues and challenges, Higher Education Research & Development < DOI: 1-16. 10.1080/07294360.2022.2123899 >.

Bodkin-Andrews, G., Page, S., & Trudgett, M. (2022). Shaming the silences: Indigenous Graduate Attributes and the privileging of Aboriginal and Torres Strait Islander voices. *Critical Studies in Education*, 63(1), 96–113.

First Nations National Constitutional Convention, (2017), Uluru : statement from the heart. Alice Springs, Northern Territory: Central Land Council. https:// ulurustatement.org/the-statement/

Universities Australia (2017). *Indigenous Strategy 2017–2020*. Universities Australia.

ACCOLADES

Professor Marcia Devlin
Marcia Devlin (AM) was recently awarded a Member of the Order of Australia for significant service to higher education, and to women. Marcia writes our regular Policy Perspectives column.

Congratulations to HERDSA members who were recognised in the last round of awards and citations (2021)*.

AAUT Career Achievement
Adjunct Professor John Biggs AM, University of Tasmania, HERDSA Life Member.

Citations
Citations for Outstanding Contributions to Student Learning recognise and reward the diversity of contributions made by individuals and teams at universities across the country.

Dr Glyn Thomas,
HERDSA Fellow
University of the Sunshine Coast

Dr Magdalena Wajrak,
HERDSA Fellow
Edith Cowan University

HERDSA Members
Mrs Sandhya Maranna,
University of South Australia

Ms Tanya Weiler,
University of South Australia

Dr Claire Lambert,
Edith Cowan University

Dr Roma Forbes,
The University of Queensland

Dr Katie Burke,
University of Southern Queensland

*Apologies to our members for not including these awards in issue 44.2 (Ed.)

Around the branches

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

ACT

ACT Branch Executive met in January to discuss networking, sharing and collaboration. This year hybrid-showcase events will be scheduled to encourage inter-university participation and networking. University of Canberra TATAL groups recommenced and there will be 'shut up and write' sessions. An ACT inter-university collaborative research journal article on digital uplift experience in our universities will be submitted for peer review this month. An abstract on University Staff Wellbeing was submitted for HERDSA conference peer review. Debbie Lackerstein, UNSW, Canberra, was accepted as a Fellow into the Scientia Academy. Congratulations to everyone for all the hard work.

Hong Kong

Hong Kong Branch is implementing the 4th Redesigning Student Learning Experience in Higher Education (RSLEIHE) to advance student partnership initiatives in local universities. Collaborating with The Hong Kong University of Science and Technology, The University of Hong Kong and Hong Kong Baptist University and other local universities, RSLEIHE 2023 aims to empower students and staff for more productive partnership and co-creating curriculum. Innovative pedagogical models, a student partner hub, an evaluation framework, and professional development activities will be developed. We will establish a community of practice to share experience and effective practice.

NSW

NSW branch held an online event where Dr Melinda Lewis, UTS, presented on pedagogies to support Indigenous education. A/Prof Deb Clarke, CSU, gave a webinar on the HERDSA Scholarship of Teaching and Learning (SOTL) modules. The year ended with a hybrid meet-and-greet event at the University of Sydney. The Branch committee has established a formal governance structure which led to a call for nominations to the Branch committee for the next two years. The names of successful applicants will be announced in March. Keep in touch with branch activities via the website https://herdsansw.org/.

Queensland

HERDSA Qld on Show was held with 52 participants and all Queensland universities represented. Fourteen HERDSA22 papers were presented on a day of high energy and fun. The sharing of knowledge, research, educational practice, and camaraderie is everything that HERDSA seeks to generate. HERDSA Qld continues to actively engage branch members through monthly online Coffee Catch Ups, newsletters, presentations and sharing. Coffee catch ups are well attended and contribute to a strong sense of HERDSA Qld community. Our esteemed Branch secretary and former newsletter editor Mary-Ann Shuker is resigning. Mary-Ann made a significant contribution to the branch through her organisational skills, knowledge, and generosity of spirit.

Dana Burfeind has also resigned. Dana was another powerhouse with lots of ideas and brilliant skills in bringing people together. Sincere thanks to Mary-Ann and Dana. 2023 will turn our focus to the HERDSA 2023 conference in Brisbane.

South Australia

There have been a few changes in the SA branch. Sarah Hattam and Tanya Weiler stepped down from their positions as Chair and Secretary respectively. The branch is grateful for their hard work and their ability to keep branch activities happening successfully in challenging circumstances. The new Branch chair is Edward Palmer who will be ably assisted by Manisha Thakkar and the committee in managing the next few years of activity, including supporting the HERDSA conference in Adelaide 2024. We plan to build membership and develop scaffolding activities to prepare our members for presenting their best work at the 2024 conference.

Tasmania

Kim McLeod, Sarah Prior and Susan Jones received UTAS awards last year. Sarah Prior and Tracy Douglas recently co-authored and published two papers each. A number of HERDSA members presented at the annual UTAS conference *Teaching Matters*. Branch members who presented included, Kim McLeod, Tina Acuna, Gemma Lewis, Tracy Douglas, Allison James, Sarah Prior, Wendy Quinn, and Suzie Waddingham. Tasmania members and UTAS staff interested in SoTL will be connecting weekly through 2023 to share initiatives in SoTL research,

develop potential projects and participate in SoTL opportunities. These include the Festival of Assessment and Mid-Year Academic Development workshops and webinars.

Victoria

The HERDSA Victorian branch capped off 2022 with the HERDSA Vic-ACEN Vic/Tas 'Snapshots' Event, hosted by Victoria University. This event highlighted selected Victorian presentations from the HERDSA and ACEN 2022 conferences and commenced with an inspiring keynote from Professor Phillip Dawson *What works in addressing the wicked problem of cheating?* Attendees appreciated being at the vibrant city campus, with lots of networking during morning tea as well as during an unexpected building evacuation. The HERDSA 2022 conference in Melbourne led to many new Victorian HERDSA members and the HERDSA Vic Executive is looking forward to welcoming them to 2023 events.

Western Australia

The WA HERDSA Branch had an exciting year with well attended events, including Awards and SoTL workshops; a HERDSA/Education Conferences; and an end-of-year sundowner. Staff from five universities in Perth were thrilled to be able to meet face-to-face for most events. Our Branch committee grew extensively and has engaged wholeheartedly in planning for events and communications with WA staff in 2023. I'm pleased to announce that following the 2022 AGM, we have a new HERDSA WA Branch Chair. We welcome Dr Shannon Johnston from Murdoch University, who is taking up the role from February 2023.

HERDSA Branch contacts (L to R above)

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

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

NSW Co-Chair: Corina Raduescu, corina.raduescu@sydney.edu.au

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

SA: Edward Palmer, edward.palmer@adelaide.edu.au

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

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

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

TATAL Tales

Why not join your TATAL colleagues in Talking about Teaching and Learning?

More than fourteen years on and we are again inviting HERDSA members to the highly successful Talking about Teaching and Learning (TATAL) workshop.

TATAL offers a safe, trusting, respectful space for reflective practitioners to meet to enhance their education skills and the learning of students. At the TATAL workshop you will learn about reflective practice, build and participate in an ongoing education community, and if you choose, develop a Fellowship application for HERDSA, CMALT and/or HEA.

The TATAL workshop begins with brief online introductions two weeks before the HERDSA conference followed by a face-to-face, pre-conference workshop. Following the conference, you can choose to continue TATALing through face-to-face and/or online meetings to develop a teaching portfolio, reflect on the puzzles of teaching and learning, or engage in the scholarship of teaching and learning.

Details

- The face-to-face pre-conference workshop is held at the HERDSA Conference Brisbane venue on Tuesday 4th July.

- Get together for the TATAL BYO Breakfast on Thursday 6th July.

- Register by 18th June 2023 for the commencement of online TATAL on 19th June.

- For information and registration go to https://conference.herdsa.org.au/2023/pre-conference-workshops or contact Ann Parkinson: AParkins@usc.edu.au.

Photo: TATALers at the HERDSA Conference 2021

TERNZ Conference and HERDSA Aotearoa New Zealand

Kia Ora Koutou from the HERDSA-NZ Branch

I am delighted to report on a very successful Tertiary Education Research New Zealand (TERNZ) conference in Dunedin, hosted by the Higher Education Development Centre. The conference is our Branch's annual event, which had been put on hold due to the pandemic. However, with the easing of restrictions, the other conference organisers and I were delighted to welcome over 60 delegates to the conference. In addition to thoughtful presentations, conversations and the conference meal, we held our AGM and welcomed five new committee members – Qian Liu, Sheena Townsend, Farah Shawkat, Rachel Spronken-Smith, and Susan Geertshius.

Another important event at the conference was the presentation of the HERDSA/TERNZ Research Medal. The Medal recognises a team or individual who has contributed outstandingly to tertiary education research in New Zealand. This includes tertiary education research itself and/or service to tertiary education research. Because of the pandemic and the nature of the TERNZ conference, we have not publicly awarded the medals for 2021 and 2022 so I invited the other two recipients to write about what being awarded the medal meant to them personally.

Nakū noa, nā – Rob

HERDSA/TERNZ awards
Erik Brogt – 2020
Kathryn Sutherland – 2021
Rob Wass – 2022

Photo: Delegates and presenters at the HERDSA/TERNZ Conference, Dunedin, November 2022.

Erik Brogt – HERDSA/TERNZ award recipient 2020

I've been warmly embraced by the HERDSA community since I arrived in Aotearoa New Zealand, in 2009. I'm grateful that I'm currently in a position to practice utu, to give back to the community I received so much from. I'm passionate about creating and sustaining a supportive community of developers. My work in organising academic development symposia in Aotearoa / New Zealand and establishing the HERDSA Academic Development Special Interest Group are part of that. Receiving the HERDSA-TERNZ Research Medal in 2020 for my efforts was an amazing and unexpected honour, made more salient knowing that it came from my peers, friends and colleagues who know what it means to be an academic developer in the trenches.

Kathryn Sutherland – HERDSA/TERNZ award recipient 2021

From my first HERDSA conference as a PhD student in the late 1990s, I have learned so much from the research and work of my HERDSA and TERNZ colleagues, so to receive this medal was a huge honour. It was also a thrill to be presented with it in Dunedin, where I helped to initiate, with Stanley Frielick and Tony Harland, the first TERNZ Conference way back in the early 2000s. TERNZ generates inspiring and important conversations about higher education teaching, learning, and research, and I am proud of the scholarship that our Aotearoa, New Zealand, community produces. Long may the conversational, reciprocal and generous spirit of TERNZ continue in New Zealand education.

Rob Wass – HERDSA/TERNZ award recipient 2022

Like my colleagues, Erik and Kathryn, being awarded the HERDSA/TERNZ medal for 2022 was a great honour I will take with me for the rest of my life. It is fair to say that I was overwhelmed by the occasion. Although space doesn't let me say much more, I want to thank my colleagues, students, and mentors for their support and encouragement. My PhD supervisor, Tony Harland, once told me of the HERDSA community, "these are your people". Those are such true words; I think about them often.

Being, becoming, belonging

Dr Shannon Johnston, HERDSA WA Branch Chair and Chair of the Western Australia Teaching Forum (WATLF), reports on the recent Forum.

Elizabeth Hayden, Noongar Elder, commenced her Welcome to Country with: *Where did you get your theme for this conference? That is Aboriginal culture BUT I would swap the words around – first you need to belong*. With that, the tone of the 32nd WA Teaching and Learning Forum was set.

The theme *Being, Becoming and Belonging* calls for participants to consider the collective building of self-efficacy, self-awareness and self-knowledge, well-being, and resilience for learning success. So it was appropriate that keynote speaker Professor Sally Kift took us on an eye-opening, evidence-infused, broad spectrum exploration of agitating being, becoming and belonging in higher education. Dr Bep Uink, Noongar woman and Dean of Indigenous Knowledges, explored the theme from the perspective of successes for Murdoch's Kulbardi Aboriginal Centre through embracing belonging. Both keynote speakers advocated the pedagogical warmth that belonging, becoming, and being can represent.

A record 255 participants, 101 presentations and a belonging buzz ensued from the start to the end of the Forum. Students were event coordinators, conference assistants, interns, panelists (pictured), change agents, and presenters.

As a sharing and showcasing practice and scholarship, our four types of presentations continue to provide the balance and variety that enables collective sharing and learning. In addition to scholarly presentations and highly interactive workshops, we have the signature Nuts and Bolts sessions where presenters share a 3 minute presentation of an 'issue', and participants discuss and provide insight. We also have the Immersive Teaching Bites sessions in which participants engage with specific learning activities in an expo style set up. These sessions bring learning and teaching questions and practice to light. I particularly enjoyed the simlab, virtual reality headsets, and getting my finger prints taken.

https://www.wateachingandlearningforum.org

Photo: L to R student panelists Luke Morgan, Kanwal Jehangir, and Tobias Tomb, with Dr Megan Paull and Deputy Vice Chancellor Education, Helen Wildy.

HERDSA Special Interest Groups (SIGS)

HERDSA has four successful Special Interest Groups active across Australia and Aotearoa New Zealand. Portfolio leader Christy Collis reports on their activities.

The Assessment Quality SIG is chaired by Simon Bedford and Pranit Anand, and has been particularly active with its over 115 members attending three SIG webinars. Webinar presenters included Lisa Bolton, Director of QILT Research and Strategy and Assistant Professor Juuso Neiminen from the University of Hong Kong. In 2023 the SIG will continue its successful bi-monthly webinar program with a session on artificial intelligence and a session from David Carless on feedback. Get involved by linking to their Facebook page: www.facebook.com/groups/339105516444526

The Academic Development SIG, chaired by Erik Brogt, will host a series of virtual café sessions this year. The group is building connections with the ASCILITE TELedvisors SIG and equivalent associations in Canada, the US and the UK. This is a great SIG to join for developing international networks and projects. www.facebook.com/groups/156781188337793

The Health Sciences SIG, a newly formed group with Associate Professor Snezana Kusljic as its founding chair, was established this year. The aim of the group is to develop new practices around authentic learning. The group has set up a SLACK internal channel for sharing ideas, creating, and making decisions and all 29 members are involved. Health Science practitioners take note.

The Online Engagement SIG was launched in 2022. Chaired by Alice Brown, the group focuses on understanding and promoting student engagement in online learning. Members hosted two successful HERDSA webinars in 2022 and they have a full program of events scheduled for 2023.

https://universityofsouthernq.padlet.org/alicebrown6/online-engagement-in-higher-education-sig-k8juuj1zx3g3rha1

Who's who in HERDSA
Kwong Nui Sim

In a nutshell, academic development is my academic role. I began my academic journey in this space at Victoria University of Wellington, New Zealand five and a half years before I joined Auckland University of Technology, New Zealand in 2020. Towards the end of 2022, I decided to broaden my horizon in this interesting area in Australia. I am now a Learning, Teaching and Innovation Manager at International College of Management Sydney, Australia. In general, my role is to strengthen staff learning, teaching and research practices in order to enhance student experiences. Specifically, my interest lies in the use of effective and efficient digital technologies to reinforce learning, teaching and research practices.

I have been an active HERDSA member since I was a postgraduate student, and I have been a member of the executive since July 2021. My portfolios include increasing networking opportunities for members through various events and the use of social media.

HERDSA membership, to me, indicates a sense of belonging to a community that is committed to the advancement of higher education. This is especially important when I could constantly meet like-minded colleagues who are actively engaged in learning, teaching and research within higher education and in the continuous improvement of higher education. This means a lot to me particularly for my daily role.

Receiving the HERDSA Early Career Award in 2019, and the Best Student Presentation Award in 2015 for *The Sense of Efficiency and Productivity among PhD Students* were significant milestones in my academic career thus far. My best personal achievement was perhaps moving to New Zealand by myself in 2009 and self-funding myself for four degrees (BA, PgDip, MA and PhD) in 6.5 years. One of the memorable records is working for about seventy hours a week while being a full-time student.

I would like to stay on HERDSA exec to support HERDSA for another term. I would like to pilot new initiatives that advance higher education. Something I would like to initiate is to encourage HERDSA members to share their practices and/or scholarly work in an infographic manner (e.g., a poster, a slide show, an audio/video clip, a picture etc.) through HERDSA social media platforms.

I am passionate about living a meaningful life in a daily basis. I am active on Twitter *@Nui9391* but I don't tweet pro-actively. I don't blog but I co-coordinated an online programme called *23 Things International* that uses blogs as a medium of teaching, learning and researching.

I am reading South Sea Vagabonds by J. W. Wray at the moment. While the book details the sailing adventures, it enlightens me with the idea of "If the plan doesn't work, change the plan not the goal", which is so true for how we should live our lives.

One thing that might surprise people is that I am an adventure seeker. I have done sky diving, paragliding, and car racing. Thank you New Zealand for providing a safe environment to do these activities. I find seeking new adventures refreshing and re-energising, especially when I know that the greatest adventure is what lies ahead; the thrill prepares me to move forward in life constantly. The upcoming adventures in Australia will be camel riding, shark diving and maybe hang gliding. It may seem a contradiction, but I also love doing nothing in order to recharge myself. Doing nothing is also an idea that I learnt since I moved to New Zealand, it's a great pastime activity.

The qualities I admire in others are those exemplified by professional and personal integrity. That's why I would love to have dinner with The King and Queen of Bhutan. Bhutan remains a mysterious country to me, and the philosophy of the King and Queen, who are highly educated but following all the Bhutanese traditions at the same time, is something that is more than appealing, particularly their love story.

If I could turn back time I would change nothing as everything prior to today makes me become who I am today. This is particularly when I moved from the East to the West back in 2009 and New Zealand has absolutely captured my soul since day one. Quoting from one of my wise bosses, "we are different, but we are not that different".

The HERDSA Fellowship
Dong Mei Li

My HERDSA Fellowship journey started with registration in the Talking about Teaching and Learning (TATAL) workshop at the HERDSA conference in Auckland in 2019, which I would like to call an event of serendipity. For someone who was almost completely new to the scholarship of teaching and learning and HERDSA, a free full-day pre-conference workshop was the easiest decision to make. What followed proved that was one of the best decisions I made in my career. The monthly meetings following the workshop in the next three years till—today sharing teaching practices and problem solving, expanded collaboration, presentations, publications, friendships, working with my mentor, followed by further collaboration, and then becoming a mentor myself—are making me a better practitioner in the scholarship of teaching and learning (SoTLer).

International education is my passion. This passion drives my academic endeavour as a teacher and a researcher to support international students' experience. I would like to take this opportunity to reflect on a journey on a more personal level as an academic and an international person, hoping it will provide a more vivid understanding of the international students journey through the last challenging few years.

A traditional Australian Indigenous wisdom that I appreciate greatly is connecting with our homeland. Home was one of the key words for me in the last two or three years. Many of us spent much more time home during the pandemic. Being in Melbourne, we experienced the longest lockdowns. It was challenging.

Reflecting is one important skill that I have learned from becoming a HERDSA fellow. As I reflect on those locked-down days, I would like to pick the learning amongst the hardship. One thing that I think I have gained, is, I was ever more connected with home. The reflective experience was one of revelation. Even as a Chinese national and an academic of Chinese studies, the word Chinese had never hit me so strongly until these two years. There were so many sensitive and strong emotions associated with the word during those days. As we all might remember, at the onset of the pandemic, theories of the origin of the infection came through media. As a Chinese living in Australia, I was able to read information both from China and the rest of the world. Sometimes these two strands of information could be contradictory. I was confused and ashamed depending on what I read. Soon, reports of racist incidents in Australia increased. I was angry and scared. As the Australia-China political tension increased, I felt even more unsafe. Even though as an academic I was cognitively aware that I should not let media reports affect my personal feelings, it was not easy.

As the situations developed in my home country in the following two years, including the zero-covid policy and the ban of international travels, those feelings became more personal. There did not seem to be hope to reunite with my family any time soon. When pandemic cases soared in China towards the end of 2022, I was worried about my elderly parents' health.

The situation then suddenly had a sharp turn at home. Restrictions were lifted, and international travels started to open up, even though covid cases were peaking. I was excited and anxious. I had been separated from home because of the travel bans. I am longing to go home. I am worried about home. Will my family stay well? Do they have appropriate health care? There is no answer. The only certainty is that I am not at home. Even though I have sort of made home in Australia over the years, I do not feel at home.

Each time when I reflected on my reactions to the changing circumstances, I wondered how those international students were coping in Australia. Did they have the support that I had from an established circle of friends in Melbourne? Did they know the support services and seek help from them? Were they able to find ways to feel at home? What, after all, is the purpose of international education? Would it be also important to provide a learning experience in which students feel at home, whether they are domestic or international students?

Postcard from Papua New Guinea

Affiliate member Etu Buka, lecturer from the University of Papua New Guinea, writes our postcard for this issue. Etu teaches in the Undergraduate Medical Education and Post Graduate Diploma of Public Health programs.

The University of Papua New Guinea is located in the heart of the capital city, Port Moresby, where I live and work. This is my twelfth year of employment with the University. The University has five main Schools with the central administration and four of the five Schools located at the Waigani Campus. The School of Medicine and Health Sciences is located at the Taurama Campus, adjacent to the Port Moresby General Hospital.

 Almost all staff houses are located on campus. I live in one of the institutional accommodations which is a five minute walk to the School. It is also a ten minute drive to the main city beach so I often take my children to the beach in the evenings as there are very good facilities for children to play and enjoy themselves. We sometimes take our dinner and eat at the beach.

There are only two seasons in Papua New Guinea, which are wet and dry seasons. The wet season starts around November and ends around March. At the moment it is wet season and we are receiving heavy rains just about every week here in Port Moresby. The flu virus spreads fast and becomes contagious during wet season so our visits to the beach are not frequent now.

The School of Medicine and Health Sciences where I teach caters for students from other Pacific Islands, particularly Solomon Islands, and other international students. The total number of students annually is around 500 to 600, including both the new intakes and continuing students, with the largest number of students in the Medicine program. Staff numbers are over 150 including both academic and non-academic staff. The campus is large enough and it is usually quiet and peaceful and most of the physical facilities, particularly the lecture halls, tutorial rooms and the library, are user-friendly.

The University offers undergraduate, graduate, diploma and certificate programs in more than thirty major programs. The University also operates an Open College, which provides a focus for the extensive distance learning education program. There are six national Open Campuses located in six provinces in the country. The first international Open Campus was opened at Honiara in the Solomon Islands in 2009. There are also Provincial University Centers and a number of franchise study centers have also been set up in other tertiary institutions and mining companies. The University also has a multidisciplinary maritime research station on an island some twenty kilometers outside of Port Moresby. Plans are in place to develop this facility into a Regional Climate Change and Sustainable Development Maritime Research Institution.

My introduction to HERDSA was through Dr. Allan Goody, who was a facilitator in the Graduate Certificate of Education at James Cook University (JCU). This course was sponsored by the Australian Government under a twinning program between UPNG and JCU. The course provided vital training and exposure to the foundational knowledge and skills associated with core aspects of university teaching and learning, and enabled creativity and innovation in utilizing research-informed teaching and learning strategies to improve student learning.

I so desired to affiliate to an organization that I could stand on its shoulders and learn from, and upskill my knowledge and skills, so I was pleased to take the opportunity to become a HERDSA Affiliate member. I am also a member of the Council of Academic Public Institutions Australasia (CAPHIA) and learning a lot as well.

My passion in applying the training I received from the Twinning program as well as learning and information from both HERDSA and CAPHIA saw me undertake a major review of the topics I teach in the Medicine program. The program adopts a fully problem-based and integrated instructional method. Its emphasis is on self-directed learning approaches to foster "key skills of researching, acquiring knowledge, communication, collaboration, problem-solving and transferring knowledge to new situations".

Photo: Etu Buka (at right) with colleagues

Student View

HERDSA is committed to sharing and partnerships with students in higher education. At the Brisbane conference in July a student panel will be convened so delegates can hear from students who are committed to their own educational progress and to the improvement of education in universities. At the Melbourne 2022 conference our panel spoke eloquently about their ideas and activities. We asked two of our panelists to write their ideas for this issue of HERDSA CONNECT magazine.

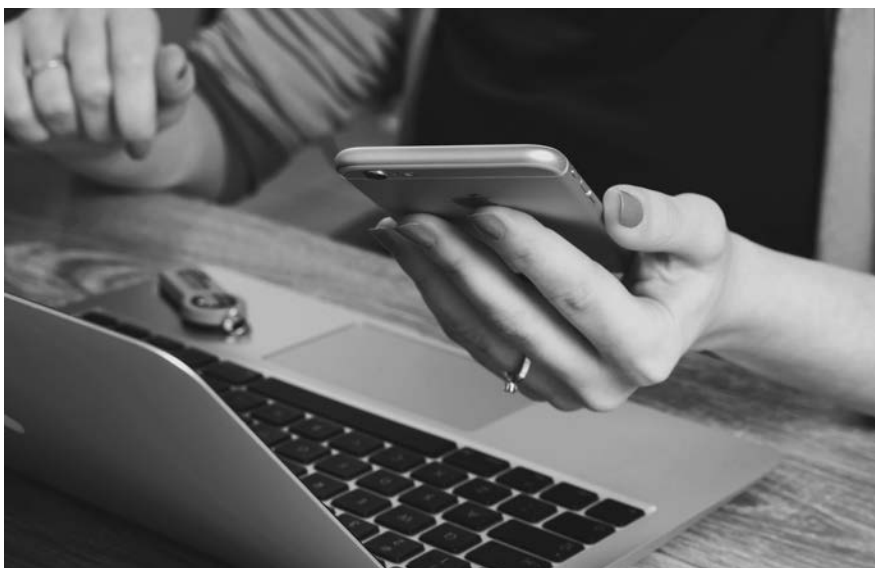### Georgina Aiuto
- science communicator

Georgina Aiuto studied a Bachelor of Science majoring in Physics at Swinburne University. Georgina shares what was useful in developing her employability and skill-building throughout university.

I was introduced to the world of Science Communication, or SciCom for short, through lecturers and tutors who had discussed their own career interests in the field. Because of which, during my twelve month placement, I worked at a digital marketing firm, *August*.

To a lot of people outside of the Physics and STEM community, this choice is very strange to them, as almost every second person outside of this bubble has said "What job will you even get with physics aside from a researcher?" including some staff members who specialise in employability. However to increase my skill set for my goal of SciCom, this placement was incredibly useful as I worked in multidisciplinary teams, learnt how businesses communicate, coding, video editing, agency agile, google ads, podcasts and more. This is one of the troublesome stereotypes many STEM students face when it comes to employment.

Swinburne's club community and extracurricular events were also very helpful, from the Physics Club to participating in an In2Science, where I communicated sciences to low socioeconomic high school students. Swinburne staff also introduced me to the undergraduate SciCom organisation Let's Torque, where I won the people's choice award for their public speaking competition. In 2022, I was the head of Let's Torque and that wouldn't have been possible without these lecturers encouraging me to try the smaller scale internal competition first. This year, I am working with a supervisor who specialises in Maths Education Research, to critically analyse Victorian STEM Outreach programs through a Vacation Scholarship. My goal is to bring STEM education through SciCom to the Australian Youth as well as taking this research further.

Shannon Ng Krattli
- a passion for research

Shannon Ng Krattli is an international student from Malaysia who recently completed her Honours in Nutrition Science at Deakin University. Shannon shares her experience and some insights into teaching practices that support or hinder learning.

I came to Australia wanting to become a dietician but found my passion for research along the way. While at Deakin, I was given the opportunity to intern for Geelong Food Relief Centre where I worked with a team of diverse students to conduct extensive research on Jamie Oliver's Ministry of Food. I also interned for Cancer Council Victoria and witnessed firsthand how a research study is conducted from start to finish. I am now planning to enrol in a PhD. I was also given the opportunity to be a student partner where I worked as a co-researcher and consulted for many of Deakin's research projects for equity and inclusivity. These experiences led me to obtaining three journal article publications, primary author of a book chapter, presented in eight academic conferences, and I am now a lecturer at Deakin College. Those experiences were very helpful as I learn best through hands-on work experiences. Applying my knowledge to the real world gave me confidence and helped my personal and professional development.

Some not-so-helpful things were when there was a lack of communication between the unit chair and unit staff. This affected the information passed on to the students which had a negative impact on my grades. When additional assessment material/resources did not correspond to the assessment instructions and rubric it became difficult when completing assessments. If the teaching academic is not clear on the information, the students ultimately suffer the consequences. An effective hierarchy of communication needs to be prioritised, and all staff involved in delivering unit content and assessments should be included in discussions prior to releasing information to students.

Photo: L to R Sally Male (convenor) with HERDSA conference student panel members Shannon Ng Krattli, Georgina Aiuto, and Omkar Kishor Auti.

Techno-vent

Associate Professor Tim Fawns from the Monash Education Academy at Monash University writes the first article in our new series on issues in educational technology. Tim believes that if we approach the incorporation of technology into educational design and practice through our values, purposes and an appreciation of our context, we are more likely to achieve better results and have a clearer sense of what those results mean. Tim shares his 'entangled musings' at the pedagogy and technology intersection.

The technology-pedagogy intersection is a place at least as old as the wax tablet, yet it remains a scene of panic and hyper-enthusiasm around each new and shiny thing. It's a place where methods and tools collide, and teachers and students lurch, battered and bruised, into and out of the wreckage.

Ok, that's a bit dramatic, but I'm writing in early 2023, as everyone panics about ChatGPT-3. Right now, artificial intelligence (AI) is a gift and a curse in equal, and extreme, measure.

I recently published a framework called *Entangled Pedagogy*. It came from a need to help a range of educational stakeholders navigate the large, but largely forgotten, middle ground between technology-centred and pedagogy-centred discourses. Between promises that particular tools will

disrupt, revolutionise, solve or reinvent education, or will debase, dehumanise, devalue or destroy it. Between 'techno-centric' and 'pedagogy-first' positions.

I sympathise with educators who take a pedagogy-first position. I believe that they have good intentions. A lot of tech enthusiasts do too, I am sure. And I am wary of EdTech providers who are trying to sell things, take our data, control us, or even just naively solve complex problems with deterministic solutions. But putting pedagogy first is unrealistic and problematic. Pedagogy always involves technology. If students are reading texts, or sitting on chairs, or basically doing anything in the world, they're making use of technology. To ignore the shaping influence of technology by relegating it to the back of the queue of things we consider is to both miss out on important opportunities and to skate over the risks and implications that are always, inevitably, there. Technology can't be put last, because it has a shaping influence on what people do, how they feel, and how they understand what's going on around them. That shaping influence is not an isolated force: each technology is always a combination of other technologies.

Entangled pedagogy is an attempt to articulate a way of taking technology into account while remembering that it is just

one of a complex mix of factors. From an entangled view, pedagogy is a dance of technology, teaching methods, contextual factors, student characteristics, what we are trying to achieve, and what matters to the various people engaged in an educational program.

One of the benefits of the framework, I think, is that it shows us why simplistic takes are problematic. For example, if technology is always entangled in other things, there is little point in trying to prove in any straightforward way that Technology X works better than Technology Y, or that any one aspect of education – technology, teaching method, modality or practice – is inherently better than another. Part of this equation is the idea that students actually contribute to their own learning experiences and outcomes.

Returning to artificial intelligence and the compulsion for people to talk of crisis, disruption, revolution or utopia, we can use an entangled perspective to recognise the relational aspect of human agency. By that, I mean that we are neither the puppets of technology, nor the masters, but we are tied to the conditions and elements around us. These strings do not dictate our movements but they constrain them, and each move we make must be in accordance with the movements or inertia of that with which we're entangled. The proliferation of AI may result in some quite radical changes to practice, but these can and will also involve intentional and empowering intervention by thoughtful educators. By taking into account the complexity of our relations with technology, we are better able to act in accordance with our values and purposes. Perhaps the technology-pedagogy intersection is not a crash site after all, but a wild, fertile place that demands clear-eyed awareness of complexity, challenge and possibility.

An Entangled Pedagogy: Looking Beyond the Pedagogy—Technology Dichotomy, Postdigital Science and Education 4(3) 2022.

Policy Perspectives Marcia Devlin

Professor Marcia Devlin was recently awarded a Member of the Order of Australia (AM) for significant service to higher education, and to women. Marcia acknowledges three inspirational Aboriginal women.

I'm proud of the work I have done in higher education over 30 + years and of the work I have done for and with women. I am proud to receive this award. But last year, when formally asked by the Office of the Governor General whether I would accept the award if offered, I hesitated.

I hesitated primarily because the award is made on January 26. I really wish these awards weren't made on a day so painful for so many Aboriginal (and non-Aboriginal) colleagues, friends and community members.

I recognise the pain, trauma and dispossession of Country this date signifies to many Aboriginal and non-Aboriginal Australians working in higher education, and in the communities we all serve.

In the end, I did decide that this former working-class girl from West Belfast would step forward and be recognised for her contributions to the country that warmly accepted her and her family fleeing sectarian war in the North of Ireland. But I want to use the platform this award gives me to point to the work

of some of the so many Aboriginal women who work tirelessly to educate us all.

These women educate us about the inter-generational trauma that Aboriginal communities continue to suffer from colonialisation. About Aboriginal children being removed from their families. About racism. About Aboriginal deaths in custody. And many other painful subjects we might not want to think about, especially on a public holiday.

But not only that. These women work tirelessly to educate us about the determination, resilience, intelligence, creativity and pride of Aboriginal people, despite the injustices they continue to suffer.

The world's oldest living culture has a lot to teach whitefellas if we could just learn to sit, be respectful and listen.

So I'd like to thank – and bring to your attention – three Aboriginal women in higher education who have inspired, educated and supported me in my career and life journey and in the work that has ultimately led to me becoming a Member of the Order of Australia.

The first is Professor Bronwyn Fredricks who is Pro Vice-Chancellor of Indigenous Engagement at the

University of Queensland. Bronwyn has taught me a lot about grace under fire and about how to influence the communities you serve through being creative, role modelling the life and leadership you want to encourage in others and holding yourself accountable. Follow her on Twitter and you'll see what I mean.

The second is Karen Jackson, aka as 'KJ', a Yorta Yorta Woman who serves the West of Melbourne through a myriad of roles, including as Director of the Moondani Balluk Indigenous Academic Unit at Victoria University. Karen has a sharp intellect coupled with the strength of a thousand women, and has the most gentle and generous empathy for and understanding of others. She has been a great friend to me in difficult times and is a beacon of resilience and hope for her community. KJ is on social media as well.

I'd also like to acknowledge Arabella Douglas Gnibi, a Minyungbul Woman who is a lawyer, company director and CEO of Currie Country Group as well as a PhD student, who wrote the foreword for my book on navigating sexism in universities. Arabella wrote about Grandmother Time and the inevitability of female leadership – I encourage you to read her thoughts and think deeply about the contribution you want to make to the future or our world. It was Arabella who particularly encouraged me to use my white privilege and platforms to help Aboriginal women and communities. You can also find Arabella on socials.

Women like these three educators are changing our country through, in and around the work they do in higher education, and I believe they and others like them deserve our respect and support.

Dr Marcia Devlin AM is CEO of the Victorian Academy of Teaching and Leadership and an Adjunct Professor at Victoria University.

STEM Sally Male

Colleagues in computing and education are discussing the untapped potential of artificial intelligence in education. In December last year, I enjoyed a meal with two such colleagues who were attending the Australasian Society for Computers in Learning in Tertiary Education (ASCILITE) Conference. They arrived on fire with excitement about the conversations at the conference following the public release of ChatGPT. Since then, numerous events and articles about ChatGPT have appeared, marveling at the capability, imagining applications, identifying risks to the integrity of assessment, and proposing mitigations. GPT3 can address short text prompts by generating fluent written responses, as well as performing other tasks such as writing code. The opportunities are immense, and the risks equally so.

My conclusion is that existing, well-understood good practice in higher education remains relevant. ChatGPT is one example of a significantly enhanced application of artificial intelligence, possible due to major advances in computing. This application is one of a long line over decades, and others will follow. Artificial intelligence has its limitations of course. The outputs of artificial intelligence are biased by the sample of data on which it is trained. Artificial intelligence is unsuitable for contexts in which the generated response must be correct. The internet sources accessed by the latest artificial intelligence applications are not identified.

Universities have a responsibility to support our students in using technology creatively, safely, sustainably, ethically, and inclusively. It has long been recognized that we should focus more heavily on teaching and assessing the approaches taken by students rather than their outputs. For example, in a design subject many marks should be allocated to how students contribute and interact in design team meetings, empathise with stakeholders, manage safety and ethics, introduce innovations, design reviews and prototypes, and reflecting. To support society in carefully embracing the opportunities to shape lives with new technologies, good practice involves intentional attention on development and assessment of students' actions.

Asia-Pacific headlines

Excerpts from some of the best writing from *Times Higher Education* Asia-Pacific editor John Ross (with permission).

Major higher education review

Australia's government will deliver the most significant review of higher education in 15 years, including updating Denise Bradley's participation and access targets. Education minister Jason Clare announced that former University of Adelaide vice-chancellor Mary O'Kane would lead the "universities accord" promised by the governing Labor party when it was in opposition.

New Zealand strikes: university staff walk out

Staff downed tools as pay and university funding alike drift well behind inflation. 87 per cent of Tertiary Education Union members voted to strike, according to the union. Funding for New Zealand universities has failed to keep pace with costs for some years, as the government struggled to meet the costs of coronavirus and – before that – the partial abolition of tuition fees.

China cancels recognition of online degrees

China has abruptly withdrawn its Covid-era endorsement of remotely delivered tertiary education, in a move likely to galvanise international enrolments in Western countries while straining university admissions services, visa processing and flight and housing availability. The new arrangements, apply for institutions based in the southern hemisphere and affect both new and continuing enrolments.

Australian PhD stipend chain reaction

A flurry of increases to Australian PhD stipends could have a "flow-on effect internationally", as more universities seek to boost their attractiveness to research students. When UNSW promised a A$35,000 stipend for all HDR scholarship holders, seven universities unveiled stipend increases to between A$31,500 and A$33,000. UNSW plans to further raise its 2024 stipends to A$37,684, matching the living wage – the equivalent of 35 hours' work at the minimum wage tax-free status adjustment.

ASRHE community of practice

Last year, *Advancing Scholarship and Research in Higher Education* (ASRHE) undertook practice-led inquiry into reviewer practice, analysing written stories submitted by its reviewers. This inquiry highlighted limited opportunities for emerging researchers to develop their repertoire of reviewer practice. Being accepted as a reviewer requires prior reviewing experience. This is typically addressed by signing up as a reviewer, working one's way up through the reputational hierarchy of publication outlets, and hoping anxiously that the early reviews will be acceptable. Less obvious is that while a common criterion for acceptance as a reviewer is publications, emerging researchers have limited reviewing practice. Reviewing, especially in discussion formats as provided by ASRHE's group-based review process, facilitates understanding of the characteristics of strong research and assists in shaping one's own research processes and writing.

This year ASRHE is moving into new territory by initiating a reviewer community of practice, allowing our reviewers to progressively explore the intricacies of reviewing research manuscripts. The community of practice model incorporates five meetings that will introduce participants and programs and cover reviewers' provenance with article reviewing. The concept of 'good' reviewing practice will be applied to deconstructing reviewing practice, followed by formulating explorations to continue developing one's reviewing practice.

As many of us have experienced, the world of research reviews can be brutal. The conversations in the first meetings have already shown the value of getting together to share and reflect. In addition to developing reviewer and research skills, ideas for new investigations and initiatives are emerging. Our initiatives at ASRHE provide opportunities to share in a supportive environment and work towards skilful and kind reviewing.

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

Mental notes

Venturing deeper into the polycrisis means there's a need for better mental health support for students and staff, writes Lukasz Swiatek.

Have you gotten the feeling that we've been experiencing crises on top of crises lately? If you have, you're not alone. We've endured the pandemic crisis, the energy crisis, the cost-of-living crisis, and multiple record-breaking flood crises (in both Australia and Aotearoa New Zealand), in addition to the ongoing climate crisis, to name just a few. Higher education has been affected, of course, by its own crises over the past three turbulent years.

The label that's now being used to capture this stream of calamities around the world is 'polycrisis'. One of its leading proponents, Adam Tooze (a professor of history at Columbia University), recently explained in a *Financial Times* piece that the idea refers to crises being interconnected and worsening each other, meaning that "the shocks are disparate, but they interact so that the whole is even more than the sum of the parts". It's a disconcerting, but pretty accurate, label.

The polycrisis means that we need poly-support for the mental health of both students and staff. That is, we need more and different approaches for looking after everyone's mental health. These approaches will need to be combined together in innovative ways to counter the impacts of today's overlapping catastrophes. The challenges will continue to be numerous, but the benefits of ensuring peace of mind will also be numerous: more effective learning by students, steadier if not stronger teaching by staff, and more adroit guidance by leaders. At the very least, we can try to avoid polycrisis in our own academic communities; the global ones are painful enough.

Photo: Marcus Woodbridge on Unsplash

From the HERD editorial desk

Difficult to conceive, harder to believe. Stepping up from roles as Co-Editors, we took over the reins from Wendy Green in January. Such a big job, even if there are two of us.

We would firstly like to publicly acknowledge the inspiring leadership and wisdom that Wendy Green brought to the role of Executive Editor over the past six years. Under her leadership, the HERD Journal team have implemented new procedures, created a series of awards that recognise in excellence in reviewing and authorship, and striven to consistently maintain HERD's prestigious place in higher education publications. All this was done with a spirit of deep respect for peers and is embedded in a vast knowledge of higher education.

Sadly, we farewell Professor Ly Tran from the co-editorial team, and we genuinely thank her for her dedication to the journal and her collegiality. We welcome two new co-editors: Professor Neal Dreamson from South Korea and Dr Rob Wass from Aotearoa New Zealand. We also acknowledge the efforts of Co-Editor A/Prof Jisun Jung, Special Issues Editor and Co-Editor Prof Stephen Marshall, Social Media Editor Stuart Hughes, and our wonderful Managing Editor, Emily Giles.

Our team is keen to extend HERD's regional focus, as we see our location in the Asia-Pacific area as a major strength and distinctive focus of the journal and HERDSA. Of course, we are always interested in what is going on in higher education globally and expect to continue publishing material from many countries; however, we are particularly looking at ways to encourage more high-quality submissions from nations in the Asia-Pacific region. This is linked to our desire to continue developing increasingly inclusive practices in our publication, and we plan to bring more diverse voices into the journal as we learn about innovative pedagogies, pressing issues in higher education around the globe, and effective responses to challenges.

Our publishers, Taylor & Francis, are proposing some different ways of monitoring and producing the HERD Journal. As these are finalised, we shall announce the changes that will directly impact authors wishing to publish in HERD. As well as our usual research articles, we hope these changes will create opportunities to publish some shorter items, with a view to incorporating provocative, thoughtful conversations. Everyone who works in higher education is aware that much is in flux for our sector. We need to share ideas about what is needed for the future. If you have any ideas for this we would love to hear from you.

Co-editors Cally Guerin and Susan Blackley

ESSENTIAL READING HERD

Co-editor Jisun Jung has chosen a 2022 article by Larcombe, Ryan, and Baik, *What makes PhD researchers think seriously about discontinuing? An exploration of risk factors and risk profiles,* HERD, 41(7).

According to the authors, one in four PhD researchers in Australia has seriously considered discontinuing PhD studies. The low completion rate for PhD students is not a new concern yet the result is still surprising, given the rising number of applications every year in Australia, including from international students. Many PhD students go through a competitive selection process, yet 25 percent of them have considered quitting. What is the source of these problems? This recent paper helps us understand PhD students' perceptions, experiences and concerns.

Unlike many previous studies that focused on the demographic factors of dropout such as age, gender, and study mode, this paper profiles multiple factors that make PhD students intend to leave their study. Using the concept of 'thoughts of discontinuing', the authors collected a dataset of 1,017 PhD researchers at one Australian university. They list the risk factors of dropout by the frequency of responses, the presence of mental health difficulties, financial and family pressures, loss of interest in research projects, supervision problems and employment commitments. The findings highlight the complexity of PhD researchers' well-being and the importance of comprehensive approaches from different stakeholders including institutions, programs and supervisors, to mitigate the risk factors of discontinuation and support the mental wellbeing of PhD researchers.

ICED

This column highlights the work of organisations affiliated with the International Consortium of Educational Development. Kasturi Behari-Leak from Higher Education Learning and Teaching Association of Southern Africa (HELTASA) highlights the need to recontextualise academic development.

HELTASA is a non-profit, membership organisation concerned with the professional learning of university teachers, student, curriculum and institutional development. Our mission and vision is to engage in policy matters, developmental practice and educational research. Given its location in the global South in an African context, HELTASA recognises the need for academic development to be re-contextualised and practised in a more deliberate and critical way, to respond to calls for social inclusion, decolonisation, multilingualism, polyvocality, and epistemic justice, among other concerns.

HELTASA hosted its first (Un)conference online, using open-space methodology. The theme *Sivela phi? Siphi? Siya phi?* focusing on 'time', questioned how we relate to our past and its legacy while considering our presence and our co-creation of the future. By flattening hierarchies and being participant driven, the (Un)conference was also a decolonial gesture for those historically silenced, marginalised and invisible in academia thus far; and affirmed our location in a place and space that is Africa. It is in this spirit that I draw on my experience as past president of HELTASA to embrace my role as ICED President, to merge the local and global and to amplify human connection, partnerships and conviviality in educational development.

Our Association has restructured itself into an entity that is resilient, responsive and relevant, ready for any eventuality. We use a rotational leadership model. We are now an organisation with multi-pronged sites and nodes of contact across the domains of student learning, professional learning, program development, academic leadership, doctoral studies, teaching awards and decolonial approaches.

ESSENTIAL READING IJAD

Articles from two special issues are recommended by editors Henk Huijser, Kwong Nui Sim, Suzanne Le-May Sheffield, and Anna Serbati.

Special Issue: Academic Development in Times of Crisis, IJAD, 27(2), 111-215.

In the call for contributions for a special issue on *Academic Development in Times of Crisis*, crisis was defined broadly to allow for both local and global issues, and to consider crises that may relate to public health, economic, political, social, climate, ethical, and/or any other factors that disrupt the status quo. However, given the timing of the call, submissions focussed almost exclusively on the impact of the pandemic. Interestingly, this special issue attracted about the same number of reflections on practice as research articles, which suggests a more profound rethinking of academic development as a result of the global pandemic crisis. This special issue identifies changed practices and new beginnings in response to the disruption to higher education caused by this pandemic.

Special Issue: Our Academic Development Stories, IJAD, 27(4)

We invited developers worldwide to create vignettes that shared thoughts, reflections, discoveries, dialogues, feelings, moments in time, capturing the spirit of academic development across the globe. Our aim was to reflect the various cultural and national academic development perspectives we hold, grounded in our institutional and professional positionalities and our personal identities. These vignettes have been curated in a special issue entitled, *Academic Development Stories: Exploring Identities, Complexities, and Experiences*.

These vignettes are stories narrating a variety of different features and key elements of academic development, reflecting the challenges and opportunities these present as we move forward into the third millennium. The vignettes are grouped into four themes that emerged: conceptualisation of academic development approaches; the act of becoming an academic developer; the building of academic development communities and structures; the work in academic development partnerships. Three accompanying research articles share similar themes. Academic development is a culturally complex academic practice. We hope that this issue will generate conversations about shared and differing academic development practices and what we might learn from one another.

The IJAD editorial team recently created a working definition of academic development.

Academic development (also known as educational, faculty, or staff development), aims to enhance the practice, theory, creativity and/or quality of teaching and learning communities in higher or post-secondary education.

You can read more at the IJAD page on the Taylor & Francis Online website.

Enabling pedagogy

The ADEPT Framework

Accessible
Enabling pedagogy begins with the Educator who builds accessible learning environments through strengths-based, inclusive approaches.

Dialogue
Understanding is achieved through respectful dialogue. Educators who better understand their students can design teaching in meaningful ways.

Empowering
Careful design supports students to shed misrecognition through empowering learning experiences, which assist students to become confident in their capabilities.

Purposeful
By connecting to student lifeworlds and aspirations, educators can provide purposeful learning, focused on reaching individual goals.

Transformation
Through these approaches, transformation occurs. The student builds a positive learner identity. The student and educator learn together through a shared journey. Valuing the strengths of students from diverse backgrounds can create positive transformation for both universities and broader society by adding new knowledge.

Jennifer Stokes from The University of Adelaide received an AAUT Citation for leadership in enabling pedagogy. Jennifer explains her ADEPT framework.

At the Universities Australia Dinner this year, the Honorable Jason Clare, Minister for Education, observed that we have reached one of the 2008 Bradley Review targets, with over 43 per cent of 25-34 year-olds now holding a bachelor's degree. While this is a significant achievement, he also noted the sector has struggled with another of the Review's targets, specifically that by 2020, 20 per cent of enrolments should be students from low socio-economic backgrounds. At the time it was about 15 per cent that has hardly moved.

There is a clear ethical and social inclusion imperative to better support students from underrepresented backgrounds at university. The Federal Government has committed to 30,000 new university places, and identified targeted funding to support students from indigenous, regional, and low-socioeconomic status backgrounds. Yet, how to best support students from equity groups presents an ongoing challenge for the sector.

Here, Australian enabling programs provide a useful case study of supported pathways for students from equity groups. Around 22,000 students take enabling programs in Australia each year. These pre-degree pathways change lives. Students who complete enabling programs achieve the same or better grades as peers according to Suzi Syme in HERD 41/7, 2022.

Through my doctoral research and broader praxis, I have developed an evidence-based framework for enabling pedagogy. The ADEPT framework builds upon sector research and progressive pedagogies, alongside mixed-methods research with Australian enabling program students, alumni and academics. Exploring the educational journeys and specific, diverse learning needs of students from underrepresented backgrounds at university, led to meaningful recommendations and insights embedded within the framework, with the goal to effect lasting, genuine change. These recommendations are broadly applicable for educators and practitioners looking to develop and evaluate pedagogy to widen university participation at all levels.

The ADEPT framework scaffolds student learning through accessible, dialogic, empowering, purposeful, and transformative approaches. The framework actively supports the needs of students from underrepresented backgrounds, while also valuing the diverse knowledge and capitals they bring to university. This research contributes an innovative, evidence-based framework to an emerging field. Pedagogic strategies are encoded within each letter of the mnemonic ADEPT.

Documenting enabling pedagogy in a clear framework supports widespread adoption of effective strategies, thereby providing a useful tool to address sector needs. Building on ideas trialed in Australian enabling programs, this framework is readily adapted to support students from underrepresented backgrounds to flourish across all levels of university education in a wide variety of contexts. My goal is that the Enabling Pedagogy Framework makes a useful contribution to support high-quality learning outcomes and drives inclusive university education.

Miss, what are you doing this weekend?

Some of the experiences of casual teachers in the university sector are deeply concerning, says Doctor Erika K. Smith, a casual subject coordinator, teacher and part-time researcher at Western Sydney University. Erika draws on her research into casual academics teaching online through the pandemic to reveal some truths about the online teaching experiences of female casuals.

Research into the conditions and experiences of casual (also known as sessional) academics at Australian universities is extensive, including accounts of unpaid work, ad-hoc and unregulated recruitment, excessive demands, and bullying. Although casuals make up a large proportion of the academic teaching workforce in universities, they are less likely to report such matters because of the precariousness of their employment.

I asked casual academics teaching online over the 2020-21 covid lockdown to describe the more challenging aspects of teaching online. These included at-home work spaces; teaching to black screens; unpaid work; and sexual harassment, bullying and threats.

Perhaps one of the most worrying trends was the incidence of sexual harassment, bullying, and threats made toward women by students. One female teacher was so affected by the experience of bullying from a male student that she stopped teaching. He would point out all the things that he felt were wrong with her class and the content. Several recalled online incidents of sexual harassment including being repeatedly complimented about their dress and

appearance, about how attractive they were, and described in explicit sexual ways. One tutor remembered, "I had one guy come in and go, oh Miss I really like your earrings, oh Miss what are you doing this weekend and it took me a minute to realise what was going on. I told him to stop and continued with the class and he started in again, saying that he really liked older women […] It would never happen on campus". In line with other research that indicates that women and sexually diverse individuals report higher instances of workplace sexual harassment compared to men, the casual teachers who reported these experiences were all women.

These academics felt that students could exhibit a greater sense of freedom to say what they think and feel in the online environment. Accounts of students threatening to involve a casual teacher's supervisor or the Dean for seemingly minor issues were mentioned. One tutor who was threatened by a student said, "she wrote to my supervisor ... and cc'd a lawyer". In one case a student made a complaint about a teacher not wearing make-up, not being dressed formally, and that they could hear the teacher's children in the background. One tutor had a student stay back in the online class and question her teaching. She remarked, "I've never felt so vulnerable".

Teaching activities are generally expected to be in the teacher's home space. Most tutors did not have a dedicated office at home and so they taught classes from the couch, the dining table or in their bedroom.

Participants would describe having to set up 'office' and pack away to make space for personal life. With a family at home, some of these spaces are in high-traffic areas which can be noisy. Home furniture becomes office furniture, uncomfortable and not ergonomically safe.

"Hello, anyone there?" was a comment made by a participant talking about the lack of engagement with teaching online on Zoom. Students would often turn off their camera. Tutors recognised that students had not originally signed up for online learning and might not have cameras, or be able to use them. Nevertheless, not being able to make visual contact and interact with students adversely impacted student learning. Along with black screens, there was little or no discussion in breakout rooms, unlike in physical classes. Casual teachers often rely on the subject coordinator to employ them and supervise their higher degree research. They are in a difficult position, unable to say 'no' when asked to undertake unpaid work such as responding to student emails, assisting the subject coordinator with the university's online learning platform, providing additional assessment feedback, re-marking assessments, and student consultation.

Participants also described incidents that occurred pre-pandemic but not all these issues will disappear when teaching returns to campuses. In response to my study, Western has committed to reviewing and expanding casual teaching induction with a focus on well-being, and prevention of discrimination and sexual harassment. These issues are not Western-specific. All universities must investigate and consider the workplace safety and well-being of their casual academics in relation to gender discrimination, unpaid work, sexual harassment, bullying and threats.

Photo by Radoje Radovic of the author, Erika K. Smith, and Mimi Radovic-Smith, edited by Erika Smith using Graphite.

Getting to know you through assessment

Kate Roberts, Emma Price and Tulsa Andrews of Federation University outline how they have enhanced the provision of feedback by utilising assessment tasks to gain information about students and their contexts.

In a wholly online environment, getting to know students and understanding their unique perspectives poses a particular issue for teaching. Knowledge of the student, their context and background becomes even more critical when meaningful and individualised feedback is required to support the student's learning journey.

In the case of our postgraduate Learning and Teaching program, targeting those teaching in Higher Education, contact points and assessments were manipulated to meet both the program requirements and to gather contextual information around student background, experience, philosophy, and discipline context. This information provided a deeper background when it came to providing quality feedback tailored to the individual.

To provide some background, the Learning and Teaching focused program consists of four units and is delivered part time over two years. Students are typically current lecturing academics, along with a small number of non-academic participants, including librarians, other learning support professional staff and those wishing to enter university teaching. Because of this the students come from a diverse range of backgrounds, not just socially and academically, but also in discipline areas. This diversity poses

a level of difficulty for lecturing staff, as an understanding of each individual student's context is needed to be able to deliver targeted and purposeful specific feedback to each student. Traditional icebreakers alone at the start of semester are not effective enough to gain the required level of personal understanding of each student's context.

To help address this issue a selection of strategically designed and placed activities and assessments were established throughout the program. These activities can be loosely divided into two categories, *Reflective* and *Contextualised*.

Reflective or 'tell me what you think and why?' assessment activities create an opportunity for students to consider personal feelings towards teaching issues. This prompts exploration of the connection to their prior knowledge and experiences, and the impact that this may have on future teaching practices. For the program lecturers it provides critical information around the student background, philosophy, and level of experience in teaching.

Contextualised activities allow students to apply the concept or learning into their current practice or setting. This provides both an opportunity for real world application and rehearsal, but further provides greater understanding for the lecturer of the student's context and emerging issues within their practice.

Out of the forty assessable activities across the whole program, eleven are reflective and twenty-one are

deeply contextualised to the student's individual teaching situation. Examples include reflection around prior learning experiences, considering the role of learning and teaching before and after content stimulus, and visual representations of metacognitive processes.

Using a range of assessable activities across the program provides the lecturers with a greater understanding of each individual student. Initially students start the program as a name and number, however through the program they develop an individual personal identity contextualised into their teaching setting and background. Because of this, lecturers can provide more meaningful and specific feedback as there is an understanding of the student's setting, issues and areas of development that need enhancing. Students become individuals and can be taught accordingly. This personalisation respects and acknowledges the student's place along the learning spectrum and facilitates a more coaching-based approach, allowing for greater connection and customisation.

Currently evaluation of the approach is exploratory only, having organically evolved to address a pedagogical gap experienced by the lecturers. Official and unofficial feedback from students generally report this approach as having a positive outcome on both their learning and engagement with the program. Students often comment around the cognitive process that the course guides them through and the positive impacts that it has had on their practice and understanding of their place in academia.

Unofficial evaluation reports, from lecturers delivering the Learning and Teaching program, show that this combination of reflective and contextualised assessment tasks leads to a greater connection to the student cohort and makes the task of delivering highly individualised feedback easier.

Photo Juan Encalada on Unsplash modified for publication purposes

A quality teaching model

Dr Sally Patfield and Laureate Professor Jenny Gore from the University of Newcastle (Australia) explain a model underpinning pedagogy-focused academic development.

In Australia, the Higher Education Standards Framework mandates that academics should not only have relevant disciplinary knowledge but also skills in contemporary teaching, learning, and assessment. How this requirement translates into practice and varies across institutions, ranging from nationally recognised Graduate Certificates in Tertiary Teaching to short induction programs for new starters. Recently, we trialled a unique approach to academic development that focuses on delivering high quality teaching using an evidence-based pedagogical framework, the Quality Teaching Model.

Traditionally, most academic development programs take a much-needed pragmatic approach to impart information about policy, logistics, and course management. But with academics under increasing pressure to demonstrate effective teaching, programs that primarily focus on the practicalities of teaching are insufficient.

Using the QT Model, our trial sought to enhance conceptual understandings of quality teaching. Used for decades in K-12 schools, the Model was selected given research demonstrating positive effects on teaching quality, teacher morale, and student academic achievement in schools.

The QT Model honours the complexity of teaching and affords academics a practical way to develop deeper conceptual understandings of quality. At its core, the Model provides a comprehensive conceptualisation of 'good' teaching practice through three dimensions. Intellectual Quality refers to pedagogy focused on deep understanding of important ideas; Quality Learning Environment refers to classrooms as productive for student learning; and Significance refers to helping students see value in what they are learning.

Each dimension of the QT Model is comprised of six elements explained in an accompanying practice guide modified for higher education. Each element is elaborated through a description, inquiry questions, and a coding scale for analysing practice at a high level of specificity. The coding scale can be used for self-analysis and to support observation and discussion of practice with colleagues. It is not to be used for performance assessment.

Academics used the framework in our pilot study for either self-assessment, peer review of teaching, or within a community of practice. The Model was perceived as providing a strong foundation for better understanding the practice of teaching and refining several aspects of academic work. Our participants reported direct benefits for analysing practice, course planning, collegial collaboration, and improving the student experience. Importantly, the Model brought fresh insights to all of our participants about what constitutes quality, offering a new lens for academics to consider, challenge and enhance ways of working.

Our study highlights the importance of pedagogy-focused teaching development that provides practical ways to translate enhanced pedagogical knowledge into practice. The QT Model provides a framework that can be used across different SoTL approaches – from self-analysis to peer review and communities of practice – with wide-ranging benefits for academics, students, and institutions.

Photo: Sally Patfield (left) and Jenny Gore.

THE QUALITY TEACHING MODEL		
Intellectual Quality	**Quality Learning Environment**	**Significance**
Deep Knowledge	Explicit Quality Criteria	Background Knowledge
Deep Understanding	Engagement	Cultural Knowledge
Problematic Knowledge	High Expectations	Knowledge Integration
Higher-Order Thinking	Social Support	Inclusivity
Metalanguage	Students' Self-regulation	Connectedness
Substantive Communication	Student Direction	Narrative

A community of practice supporting pedagogical change

Amita Krautloher and Denise Wood from Charles Sturt University utilised a purposeful professional learning model for academics to support pedagogical change.

Our objective of teaching academics how to design and implement Interactive Oral Assessments led to the establishment of a Community of Practice but we achieved so much more. The cross-discipline academics involved were motivated to make change in their subject design, through increased expertise in assessment design and constructive alignment.

Professional development in higher education with a focus on teaching and learning is challenging in every context for different reasons. Even before the pandemic, academics were time poor and impacted on by relationships, culture, experience, expectations in their context. We sought to facilitate professional development that impacted on pedagogical practice, was a transformative experience, and that also recognised that to upskill academics into new technologies, an element of transactional learning is required.

During the pandemic, Charles Sturt invested a high level of resources to upskill academic staff in using new

technology to pivot to online delivery. Simultaneously, it was essential to train all academics on how to teach effectively online. So Amita, as educational designer, introduced the concept of Interactive Oral Assessments, believing oral assessments might offer a better alternative to traditional assessments and exams.

Learning a new assessment approach along with challenges of isolation over lockdown in a multi-campus university would require time and effort. So it seemed appropriate to establish a community of practice instead of single, transactional professional development session. Amita was tasked with facilitating the community of practice with the support of an external mentor from Griffith University where this approach originated.

We showcased the interactive oral assessments and invited academics to express interest in joining the community of practice. Some joined as they were dissatisfied with their subject design and assessments. They said their frustration was with assessments that did not clarify gaps in students' knowledge enough to effectively assess learning. There were concerns around academic integrity breaches, lack of student engagement

and the need to prepare students' professional skills. They wanted to see how students were learning and not just what they were learning. The CoP offered a perfect platform for academics from Engineering, Theology, Health and Nutrition, Education, and Veterinary Science, and educational designers, to meet and resolve these tensions. A series of focus groups were set up to gather feedback while members wrote personal reflections.

Participants described the connections they made in the CoP as being "about learning from others" because it "gave me confidence" and the opportunity to gain "nuggets of gold from others". They felt a sense of belonging as they solved their own and others' challenges, and a sense of commitment to each other.

The cross-disciplinary nature of the community of practice was powerful as people started to think outside their boxes and "felt released from being in a silo". They felt encouraged to implement a new assessment approach and it was noted that without it they would have most likely quit when facing challenges. It was the collective activity that encouraged new teaching practice.

For these academics, previous traditional professional learning experiences had not changed practice. Engaging in the community of practice sustained their perseverance and motivation and to learn from each other. The experience was about transforming their practice as they clarified the delivery of their subjects, order of topics, and created learning activities to help develop students' skills, knowledge, and confidence. They highlighted the importance of peer support, a sense of belonging, access to purposeful resources, and the challenges of the learning process.

The dynamic and purposeful community of practice approach that emerged in this experience was effective in helping academics to learn a new assessment strategy and implement it successfully in their first trial.

Utilising the classification of assessments

Dom McGrath, Christine Slade, and Lydia Kavanagh from the University of Queensland explain their approach to classifying assessment tasks that will lead to improved outcomes for students.

Assessment is, of course, an integral part of teaching and learning at UQ. We are continually working to improve assessment as a certifiable system that both judges the extent to which students meet identified standards, and engages them in productive learning. Improvements to assessment, such as increasing quality, authenticity, and engagement, should be evidence-based with data that illustrate assessment issues on course, program, and institution-based levels. A system that has eighty two types of assessment, plus extensive use of an 'Other' option, is obviously not readily able to provide the necessary data. We also found that the teaching changes in response to the pandemic and increased concerns around academic integrity, highlighted the inability of this system to provide the data necessary to understand the assessment offered.

In response, we undertook an investigative process to deliver a classification system that would provide the evidence necessary to improve assessment practices across the institution. The new system would be used to: heighten academic integrity through user guidance and analysis of trends across programs; promote a range of potential authentic and engaging assessment tasks; support staff to design tasks that better assess learning outcomes and inform assessment decision-making; and bring clarity to students about their assessment tasks.

At UQ we found that approximately half of assessment items were classified using only six categories, with the top category being 'Other'. In 2019 and 2020, this meant that 1830 courses were offered with at least one assessment piece unhelpfully categorised as 'Other'. A scan of practices across the Australian Group of Eight universities indicated three different approaches. Classification of tasks from a prescribed list were found at three institutions; open classification of tasks with no prescribed list were found at four; and no classification of assessment tasks was found at on institution. We also noted that Griffith University had developed a tight classification system using five categories with twenty-three sub-categories, and similar examples were found at other national and international institutions.

A list of common elements was developed from these examples and current UQ practices and proposed as an improved classification system. This list was discussed at school, faculty and institutional levels using various fora including Teaching and Learning Committees, and Academic Board. There were several iterations, but it quickly became apparent that a tiered classification system was needed in order to capture the diversity of assessment practices from Objective Structured Clinical Examinations, to demonstration of a built prototype, to a critical essay, and provide sufficient data to fulfil the terms of reference. Thankfully, a system was finally agreed, but in the process of consultation across discipline there was an increase in the number of items in most classification tiers. However, the largest list contains twenty options which is less than a quarter of the current eighty-two choices.

The new classification system, in addition to the title of the assessment, has three sections from which all options that apply can be selected. Section 1 Category which indicates the type of assessment activity from a list of twenty options; Section 2 Mode which asks how students will respond to the assessment task from a list of the four options: Activity/Performance; Oral; Product/Artefact/Multimedia; or Written. Section 3 Conditions or rules associated with the assessment from a list of twelve options, for example hurdle, identity verified, in-person, peer-assessed, team or group-based. Discipline-specific terminology and assessment practices that are not widely applicable will be captured using free text 'tags' instead of appearing on a drop-down list.

We anticipate this work will add a stronger evidence base for future assessment practices and ensure improved outcomes for students. It will provide an overview of assessment practices that allows us to describe an assessment item at a course level; give an indication of assessment over groups of courses on a program or plan basis; and identify academic integrity issues and consideration for types of assessment across the institution.

ChatGPT the homework machine

Samantha Newell from the University of Adelaide has extensively tested the limits and output of ChatGPT to help identify constructed submissions.

ChatGPT presents a serious risk to the integrity of university qualifications, as continuous-prose assignments are instantly produced by this online tool. ChatGPT constructs unique responses, so any output cannot be detected through traditional means such as Turnitin. As such, it represents a real threat to academic honesty. As I have been experiencing the tool, I have been pondering what we are valuing: the process or the product. This leads to discussion of what students need to be able to demonstrate where technology provides a shortcut to a product. It is fair to refer to ChatGPT as a disruptive technology, especially considering the changes to assessment that may result.

There are some 'red flags' I can identify as characteristics of the tool's output. However, these are not failsafe, and you should build a convincing body of evidence before accusing students of misconduct. It is worth noting that you can use these insights alongside developing AI-detection tools to build your case. Very recent detectors such as huggingface.co, are said to be 60-70% individually effective at identifying ChatGPT assignments. The score is higher if you utilise more than one of these detectors. For example, you may choose to employ all these tools, and

gauge their consensus on the submission if you need to develop an evidence-base.

The first characteristic of ChatGPT output is its propensity to construct run-on sentences. These sentences will also tend to combine multiple, and sometimes contradictory, ideas. Long-winded introductory sentences are constructed to provide broad context and may look particularly repetitive. A dot-point list of main points is generated. Finally, another broad summary, which usually mirrors the first sentence. The final summary has some notable absences and presents as a lack of critique, extension, or application. At the moment the tool is unable to construct assignments longer than 1000 words. It is possible for a student to ask ChatGPT to write sections, but as these will typically involve that formulaic structure.

You could ask students to only engage with sources from the last twelve months. ChatGPT will offer nonsensical or outdated responses, as it is not yet able to access information post-2021. Eventually though, ChatGPT will be able to access the web in real-time.

You might think that asking for specific referencing or formatting requirements would negate ChatGPT's use but ChatGPT can follow referencing instructions. However, it will do this to a fault. It will generate parts of a reference list that it does not have access to and

DOIs might be broken or false. Each time it is asked to edit a document, it can shift or replace in-text citations, so a citation may no longer attribute the correct source. If you ask it to include in-text citations it may simply make some up. You may notice a strange pattern of article and journal names in the reference list. These could be 'fake' sources that piggyback off a genuine source.

On the positive side, ChatGPT has the potential to assist in the generation of teaching resources and as a learning tool. For example, to develop an essay plan, provide feedback on an assignment, and prompts for discussion. Students may input their assignment questions and analyse the output against marking criteria. They could identify what ChatGPT does not answer, or where there are limitations in critical thinking or extension and upload the original ChatGPT output with their redrafted submission.

My initial engagement with ChatGPT left me convinced that this is the most disruptive tool for education in modern history. However, I am reminded that the calculator was initially treated with suspicion and even panic. After spending time with the tool, exposing the boundaries of possibility, I have come to view it more like the 'homework machine'. We can try to avoid ChatGPT, or, as some brave innovators are doing, utilise it as a pedagogical tool. Our response might involve a shift to making the learning process assessable, not just the final product.

The Homework Machine
By Shel Silverstein 1981

The Homework Machine, oh, the Homework Machine

Most perfect contraption that's ever been seen.

Just put in your homework, then drop in a dime

Snap on the switch, and in ten seconds time

Your homework comes out, quick and clean as can be.

Here it is— 'nine plus four?' and the answer is 'three.'

Three? … Oh me . . .

I guess it's not as perfect as I thought it would be.
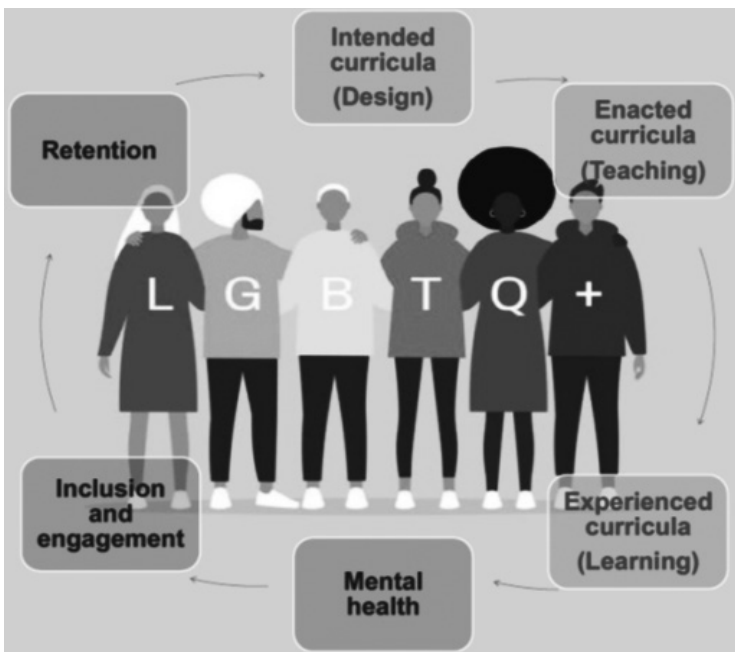
Addressing LGBTQI+ issues in curricula

Does the curriculum meet the needs of LGBTQI+ students and include their perspectives and experiences? Georgia Clarkson and Caitlin Fitzgibbon of ACU and Ashleigh Finn from VU carried out a research project to explore paramedical student and staff perspectives on including LGBTQI+ content in the paramedical curriculum. They offer some insights that resonate across curricula.

Is there a clinical risk for students, paramedics, service providers and the community where we fail to include LGBTQI+ content within higher education programs? Our own study suggests that improved clinical practice by all students, and a corresponding better standard of care for members of the community served by graduated paramedics, would result from a greater sense of inclusion for LGBTQI+ students. Yet our study revealed that the approved paramedical curriculum made no reference to LGBTQI+ people or perspectives, and the needs of all students in relation to their interactions with the LGBTQI+ community as graduate paramedics are overlooked or neglected. We conclude that the inclusion of material related to LGBTQI+ people and perspectives in the curriculum would bring significant benefits to all students.

Our research project involved both staff and students in the Bachelor of Paramedicine program. Of the 127 students who responded to the survey, 70% indicated inclusion of LGBTQI+ content was desirable yet 29% disagreed that learning activities in their classes include LQBTQI+ people and perspectives in relevant contexts. In the clinical placement context, 75% agreed that teaching of LGBTQI+ material would improve their clinical practice. 31% did not feel well prepared to deal with the gender or sexual identity of those they would care for.

Responding to questions about the student experience, 85% felt safe to discuss my gender and or sexual identity where relevant in class, while 93% agreed that genuine attempts were made to reflect and respect their individual needs in class. Yet 24% reported that failure to include LGBTQI+ perspectives in classes impacts negatively on their sense of belonging. 40% agreed that exclusion of LGBTQI+ material could make them feel their views aren't important.

In interviews, a number of students who identified as LGBTQI+ indicated that failure to include LGBTQI+ perspectives in classes impacts negatively on their sense of belonging. Further to this, some students felt unsafe to discuss their gender and or sexual identity where relevant in class. Examples of comments are instructive, for example, "I was so hypervigilant and stressed about what questions they [educators/paramedics] were going to ask me about my personal life the whole time, that learning things was difficult"; and "I have a fear that if I come out to my educators they may be homophobic or not hundred percent okay with it that might affect my relationship with them and my grades". Many students felt unprepared to deal with the gender or sexual identity of those they care for on clinical placement.

We believe it is imperative that inclusion of LGBTQI+ people and perspectives in curriculum is integrated into discourse within the discipline. However, while staff recognised the need to include material, they also expressed anxiety around curriculum design and teaching, and a need for support in developing competence to teach within this area. We also acknowledge that not all students recognise the need, or agree that inclusion is important. Students too may feel uncomfortable because, as one student put it, "What has learning paramedicine got to do with sexuality?" Nevertheless, we were pleased to see that in class almost all students were confident that teaching staff would understand situations that may arise relating to their sexuality or gender. We hope to acquire further evidence with the potential to inform future curriculum development and implementation processes, and contribute to professional development activities around teaching and development of resources to support academic staff in appreciating and teaching LGBTQI+ perspectives.

Are these findings relevant to other disciplines? As similar heteronormative structural dynamics exist within other health disciplines, it is reasonable to speculate that similar patterns exist within remaining other health disciplines. Ultimately, we believe a more robust approach to addressing LGBTQI+ issues in higher education curricula has the potential to improve the mental health and learning experience of LGBTQI+ students, positively influence retention of those students across a range of disciplines, and have a positive impact on all students and those with whom they interact.

Image retrieved from www.shutterstock.com
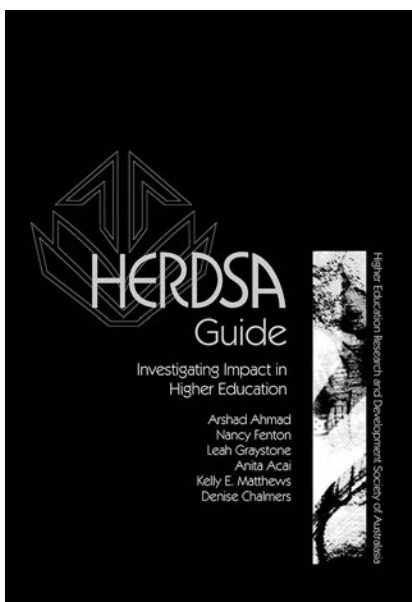
Investigating impact in higher education

Arshad Ahmad, Nancy Fenton, Leah Graystone, Anita Acai, Kelly E. Mathews & Denise Chalmers (2018). *Investigating impact in higher education.* Hammondville, NSW: HERDSA.

Ahmad, et al. (2018) describe the catalyst for writing their Guide was the number of requests they received from external stakeholders for an educational program to have 'impact'. The call for impact is often driven by a concern that what is being done with other people's money does not make a positive difference to people's everyday lives. This is most obvious in universities' research outputs where journal articles and PhDs can languish on the shelf largely unread and ignored. The expectation of social, environmental, and economic returns for the public investment in university research has forced researchers to account for their outcomes, not just their outputs, and describe the impact of their research on the world beyond academia.

This shows that any move to evaluating impact requires a profound shift away from the usual top-down focus of evaluations. There are many parallels between research and evaluation, with their primary difference coming down to their goals. Research attempts to add to our store of knowledge while

evaluations provide information to their stakeholders. The lack of identifiable stakeholders makes realistic assessment of impact difficult in many areas of research. Ahmad et al. show that teaching and learning projects have readily identifiable stakeholders who can help define and demonstrate impact throughout a program's development and delivery.

Fundamental to the writers' shift from evaluating value to investigating impact is incorporating into their evaluation framework a theory of change which contains the desire for transformation, as well as quality. Introducing a theory of change allows stakeholders to be involved in the early stages of the evaluation planning by building an understanding of the current situation and what is needed to enable change to occur, and then monitoring progress against the intended outcomes as the program progresses.

The theory of change identifies what impact looks like to the stakeholder community and is then combined with an evaluation framework to provide practical steps for putting the evaluation into practice. Having taught evaluation planning for many years I'm aware that academics can struggle with deciding what they would evaluate when they were planning the evaluation process. Most are comfortable with interpreting the results of qualitative and quantitative data that has been collected on their behalf by their institution for them to judge their program's effectiveness. Planning their own evaluation becomes a complex task due to the large number of frameworks that are available to choose from.

What most academics want is a tried and proven template that can applied in a relatively straightforward manner. Ashad et al. provide us with a six step template that combines a theory of change with a road tested evaluation framework. The steps in their framework are intended to be sequential, and like many sequential processes each step is presented as if it is equal to all others. However, if I understood Ashad et al. correctly, the critical step that makes this an investigation of impact is Step 2, defining the objectives and impact

anticipated. This involves a conversation with the stakeholders identified in Step 1 about the desired outcomes of the program. This is somewhat different from what would normally be described as objectives and involves "envisioning the long-term impact of the change you want to accomplish" (p. 18). The benefit for the evaluator is you only evaluate matters that are meaningful to the stakeholders and it helps to develop a hypothesis about what the evaluation might reveal.

The Guide provides two case studies to help demonstrate what the framework looks like in practice. The first is helpful in understanding why certain elements were included in the framework as it was developed. However, don't expect the case study to offer a model of flawless implementation. Instead it exists as a cautionary tale to remain flexible and adapt as your evaluation unfolds. The second case study provides a good example of the importance of the visioning step and how impact evaluation can play a central role in project management.

The call for impact set the writers on the path of designing robust evaluations with the goals of the stakeholders in mind. By defining impact as something specific to the context of a particular stakeholder group, Ahmad et al. have written a Guide for those interested in the co-design of their evaluation. The shift from outputs to outcomes described in this Guide will be familiar to every university teacher and increasingly every university researcher. Going beyond being the subject of evaluations to being a collaborator in the process will be new territory for most. Framing your evaluation around impact will no doubt make it attractive to education administrators looking to justify the resources being spent. More than that it will have tangible real-world benefits through stakeholder engaged evaluation which is something that HERDSA is right to champion.

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

Celebrating fun through research

Rachel Hains-Wesson reflects on an international research seminar in Work-Integrated Learning

Earlier this year, an opportunity arrived to closely collaborate with other like-minded researchers from across the world through the Elon University's Centre for Engaged Learning, Work-Integrated Learning International Research Seminar. Not knowing each other, we felt immensely privileged with our self-confidence growing because our research expertise and personal desire to improve students' employability outcomes were recognised.

The Elon Research Seminar is hosted by the Centre of Engaged Learning, focusing on high impact practices for excellence in teaching and learning in higher education. The Director, Dr. Jessie L. Moore and her colleagues have been instigating interdisciplinary, international research seminars

at scale and for some time. Up to three different programs run simultaneously every year. For instance, a group in our cohort is exploring how to increase faculty buy-in for work-integrated learning, another on how the language of 'work' influences students' employability identity. There are other groups looking at wellbeing for health placements and third space environments. Our group is titled Dogwood, named after the trees which spread across Elon's campus. We are exploring how students' experiences on placements can increase host supervisors' leadership skills.

Our group is a bunch of fantastic people from all over the world: Canada, USA, Australia, Norway, and Germany. With some fighting jet lag we formed the program's pre-selected research groups, coming together to finetune our research questions, interests, and limitations. Invited guest speakers contributed to the program by discussing diversity, equity, methods, ethics, and the future of work-integrated learning research and practice. Students participate in the program too, providing valuable insights, feedback on our research questions, methods, and timelines as well as becoming co-partners in the three-year long program.

Our team's motto is to have fun through research. We firmly believe that results and relationships are tied together. When we feel safe and connected to people we perform better as a team and achieve better results. Therefore, fun is our glue.

We continue to learn from one another, gently and comradely pushing one another to achieve our best. We will also ensure that fun remains at the core of what we do through honesty and authenticity

Photo: Team Dogwood, Anne-Marie Fannon, Borghild Brekke Hauglid, Rachael Hains-Wesson, Ina Alexandra Machura.

HERDSA CONFERENCE Brisbane 4-7 July 2023

"I want to say how inspiring and engaging HERDSA was. It has been so refreshing to see people in person, to share ideas, to see what's happening in the teaching and learning space and see how many learning designers were there! I feel as if I'm reconnected to a group of people all working towards a common goal, and it's very heartening. I hope next year I can be in a position to contribute to that space, rather than gaining benefit from it."
(2022 Conference delegate.)

The HERDSA annual conference will be held in Brisbane's vibrant Southbank precinct, giving conference delegates convenient access to cafes and restaurants, Brisbane's celebrated Arbour walkway, famous Streets Beach, and many public transport options.

While Southbank is lovely, the conference itself will be the place to be. Once a year, people with a commitment to higher education, to supporting tertiary student success, and to sharing advances in higher education policy and practice, converge for the HERDSA conference.

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

Photo by Ezechiel Salama from Pixabay