TERNZ 2022

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ACKNOWLEDGEMENTS

REVIEW POLICY

All abstracts have been peer-reviewed by review groups. Review group recommendations were discussed by members of the review committee before decisions were made.

FOREWORD

We are very pleased to be able to welcome the delegates of the 2022 TERNZ Conference to Dunedin. Since 2002, TERNZ has been an important event for New Zealand's tertiary education research community.

The conference has a special format that truly facilitates discussion and exchange. Both presenters and participants gain new insights from the sessions. The host groups facilitate understandings across the parallel streams and ensure that everyone's voice is heard.

As in previous years, the TERNZ conference programme offers a wide variety of interesting topics. We are looking forward to the discussions to be held over the three conference days and the long-lasting connections that will be forged.

Finally, a word on the organisation of these proceedings to help you find your way around: abstracts are presented in three sections (workshops, posters, and sessions) and arranged alphabetically by (first) author surname.

We hope you enjoy the TERNZ 2022 experience!

Eva Heinrich, Alison Jolley, and Linda Rowan (on behalf of the review committee)

Rob Wass, Julie Timmermans (conference convenors)

PRE-CONFERENCE WORKSHOP ABSTRACTS

Cross-institution collaborative research projects

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Interested in networking and researching with others across New Zealand? Want to meet other researchers and collaborate?

This pre-conference workshop is an opportunity to meet other researchers (experienced and early-career) and develop a collaboration for a new project related to Higher Education through guided facilitation.

The workshop will begin with a facilitated brainstorming session on big ideas related to the HERDSA Strategic Plan. Ideas will be gathered and collated, and collaborations [maximum of 6] formed according to interest. The projects will then be developed again with guided facilitation to identify research questions, methodology, resourcing required and more. It is intended that these collaborations will be cross-institutional, with at least one emerging researcher in each, if possible.

Suitable projects (up to four) will receive funding (see Awards and HERDSDA NZ Grant Scheme) of $2000 contingent on a successful workshop at the TERNZ conference, follow-up work with each group and a suitable proposal submitted by end of March 2023.

Professional development and professional accreditation in teaching: Needs, opportunities, and pathways

Prof Raj Shekhawat, Flinders University, Australia

Associate Prof Thomas Cochrane, The University of Melbourne, Australia

Associate Prof Erik Brogt, Te Whare Wānanga o Waitaha | University of Canterbury, New Zealand

In this workshop, we will explore professional development needs and opportunities for professional development, mentoring and professional accreditation / recognition available for the higher education community.

Whether you are an academic, an academic developer or educational technologist, professional development and mentoring are things we can all benefit from. There is a strong and sustained evidence that effective mentoring is associated with positive personal and career outcomes for mentees and mentors (Johnson & Ridley, 2004). For example, Johnson and Ridley (2004) identify desirable elements for mentees from the literature, including: accelerated promotion rates and career mobility; enhanced professional identity and competence; improved levels of career satisfaction; a sense of greater acceptance within their organization; and decreased job stress. In addition, Johnson and Ridley (2004) list benefits to mentors identified in the literature, such as: personal satisfaction and fulfilment; career revitalization; recognition by their organization for developing capacity; and the joy of shaping future generations.

Our engagement with professional accreditation schemes (HERDSA, AdvanceHE, SEDA & CMALT) created several professional development opportunities such as; working with face to face and virtual TATAL community, working on research project sparked via discussion with mentor such as; development of E-mentoring model (Tisdell & Shekhawat, 2019) based on the use of innovative technology and assisting others in advancement of their academic practice; mentoring CMALT accreditation through the CMALT cMOOC (Cochrane & Narayan, 2017a, 2017b, 2019) and evaluating the impact of professional accreditation in response to the Covid19 pandemic (Cochrane & Jenkins, 2022). Determining which professional accreditation scheme is most suited for you can be a bit of a journey (Brogt, 2021).

Some of these schemes come with mentoring as part of the programme, but that is only for the duration of the route to Fellowship. There is a strong and sustained evidence that effective mentoring is associated with positive personal and career outcomes for mentees and mentors (Johnson & Ridley, 2004). We will reflect on how we, as a community of practice, can mutually support and mentor one another. To be effective, professional development needs to be grounded in a conscious reflection on personal and professional needs. As part of a HERDSA Small Grant, we explored the knowledge base of educational developers to establish professional development needs.

This workshop will be run in a hybrid fashion as part of a HERDSA Academic Development SIG activity to allow colleagues from Australia to join in. Colleagues can Zoom in as well as attend in person. Depending on the number of in-person and virtual attendees, we will have small group and whole group discussions and reflections.

Outcome 1 – Inform the colleagues of the results of the HERDSA Small Grant study regarding the self-reported skills, knowledge, and core competencies of educational developers. We will reflect as a group in a safe, collegial, and collaborative space on the currency of these results considering COVID, and on our professional development and professional accreditation / recognition needs.

Outcome 2 – Participants will be offered insights about the various criteria/components of professional accreditations via a panel discussion with Fellowship holders (HERDSA, AdvanceHE, SEDA & CMALT).

Outcome *3* – Creating a joint action plan for professional development opportunities for participants, with learning outcomes associated with each activity. We will discuss how and in what way we can make a professional development programme a reality.

Outcome 4 – Creating networks for applying knowledge beyond TERNZ 2022. The participants will be encouraged to take part in the community of practice (such as HERDSA Academic Development SIG and others). They will be offered continuous support for peer development and recognition in the form of peer feedback virtually or face to face depending upon the location of the participants.

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Publishing your tertiary education research: A workshop with journal editors

Kathryn Sutherland (former Co-Editor of the International Journal for Academic Development and current Board Chair for the Journal of Higher Education Policy and Management)

Eva Heinrich (Executive Editor of Advancing Scholarship and Research in Higher Education and former Co-Lead Editor of Australasian Journal of Educational Technology)

Kwong Nui Sim (Associate Editor for Australasian of Journal Educational Technology, International Journal for Academic Development, Issues in Educational Research, and Journal of University Teaching & Learning Practice)

Are you interested in publishing your research on tertiary education or the scholarship of learning and teaching (SOTL)? Come and workshop your ideas with editors from various journals, including HERDSA's various publications and the International Journal for Academic Development. The editors will take you through some of the key issues to consider when looking for a suitable publication outlet, and will answer your questions about writing, researching, reviewing, and publishing in higher/tertiary education. The session is designed for everyone, including those who are new to, or experienced in, writing about their teaching and learning and/or tertiary education.

We'll help you explore:
- how to select an appropriate journal/publication outlet;
- framing your proposal and preparing a strong manuscript;
- making your reviewers' tasks easier from the outset and responding to their feedback positively;
- maintaining good relationships with your editor;

Throughout the workshop, you'll be developing concrete plans for your own research project and you will end with an action plan for the next few weeks of productive writing.

Learning outcomes:

By the end of this session, participants will have:
1. Identified various outlets for potential publication of their scholarship;
2. Formulated a project proposal for publication;
3. Walked through various peer-reviewed publishing processes to help you plan your writing project;
4. Undertaken to be held accountable – and hold another participant accountable – for making progress on a research project to be submitted for peer review

POSTER ABSTRACTS

Chatbots in Education [Jayasuriya]

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The research and its significance

Artificial Intelligence is changing the way students learn and absorb information thereby enabling educators to provide a personalized learning environment. The objective of this study is to develop a chatbot to aid instructors and students to navigate a large undergraduate course. The chatbot would enhance meaningful student interactions, collaboration and contribute to the innovative ed-tech world. The bot developed in this study is programmed to answer questions about deadlines, lesson plans, graduate profile and curriculums. Thus, this chatbot can save time for lecturers, tutors and all teaching team members so that they can focus on more high-level interactions with students, stay current on new standards and assessment models.

From a student's perspective, this chatbot can help students obtain answers anytime to necessary and vital course details, how to navigate through the course, be reminded of necessary assessment deadlines in a way that feels as if they are interacting with another individual. This chatbot would result in time efficiencies and is most helpful especially for large classes with more than 100 students. The chatbot is designed to engage and increase interactions from students from diverse educational streams. disengaged students, off campus students and students with disabilities. Finally, using machine learning and artificial intelligence allows bots to draw context from a conversation and reply in a way that is personal, engaging, and conversational.

And each task that a bot is able to handle instead of an educator allows us as educators more time to focus on our primary role: educating!

Do we still need a Learning Management System (LMS) for teaching and learning? [Linford]

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The research and its significance

During the global pandemic, New Zealand's largest learn to sail programme continued with adult students attending the recorded Zoom theory lessons that could then be accessed on YouTube. For the practical part, the students were introduced to an app for virtual sailing experience, and they came for their on-water session when the Covid restrictions eased. The student evaluation in 2020 and 2021 reveals that the students enjoyed the online synchronous theory lessons especially when they could re-watch the recording after the lessons to learn certain skills at different individual paces (e.g., tying different knots).

Therefore, in 2022, we piloted a learning portal (SharePoint and/or WordPress) for the Level-1 course to increase the meaningful learning experiences for students. Adopting a theoretical framework (Kim et al., 2021) that integrated technology acceptance model (TAM) and theory of planned behaviour (TPB), we redesigned the original in-class theory lessons into eight self-paced modules. Each module is a short video clip that covers a topic followed by a short auto-graded quiz, and the modules are sequenced in a scaffolding manner. The students receive feedback straightaway, and they can compare their scores with other students in an anonymous manner. They can re-do the quiz if they wish to and the answers for each question are randomised in every attempt. Even though the modules are displayed in a sequential format and the students are recommended to do so, they could re-visit any module(s) as frequent as they need to.

The preliminary evaluation data is overwhelmingly positive, both for students and teachers. While the learning portal is still in the developing phase, the positive user experiences and the improved learning outcomes surface the question if we still need LMS for teaching and learning in higher education. Perhaps it is time to create the learning online and not online learning per se.

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DyslexicMinds@Massey: Managing Text-Based Course Materials [Rowan]

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The research and its significance

The Aotearoa New Zealand Tertiary Education Strategy prioritizes the achievement and wellbeing of all learners, recognizing that as learners change, education organizations need to be responsive: to listen, adapt and empower learners to achieve their aspirations (Tertiary Education Commission Te Amorangi Mātauranga Māori, 2020). Yet, while there is emerging recognition of the presence of neurodivergent students in tertiary study, there is little understanding of the learning challenges faced by specific groups of these students. Our Dyslexia Awareness Community of Practice (DA-CoP) is a small group of teacher-researchers who seek to raise awareness of learning with dyslexia and the benefits of dyslexic thinking within the university and wider Aotearoa community, and support learners' study and teachers' practice. We use humanistic methodologies believing what is experienced by individuals reflects their lived reality within particular contexts, and this experience may be expressed in textual and non-textual ways. Our bespoke video 'No Brain is the Same' draws teachers' attention to the possibility that not all their students will learn the way they teach.

Understanding of what it means to learn with dyslexia or neurodivergence within the New Zealand tertiary education landscape is limited by a lack of research. While dyslexic students can access tertiary study, many teaching practices limit student access to knowledge and disempower individuals. However, drawing on several small-scale Aotearoa studies (including Gibbons, 2018; Rowan, 2014) and international literature, we challenge teachers and course designers to incorporate opportunities for neurodiverse learners to engage meaningfully with course materials. We give presentations at staff development sessions including regular teaching and learning webinars and the VC's Teaching and Learning Development Day. DA-CoP members have developed resources that are shared with teachers and students alike. We are now continuing to fill the gap in understanding of what teaching strategies support dyslexic student access to textual based knowledge.

Drawing on the diverse skill sets within the DA-CoP (including a visual artist) our current research sets out to examine the intersection between teachers' selection of text-based course materials, their expectations of students' reading and learning approaches, and what students actually do. In our preliminary findings, dyslexic students describe how they make decisions, the strategies they take, and approaches used in selecting and reading course materials for understanding. To build depth and depth in this research we are looking for other teachers, learning support staff or researchers within Aotearoa tertiary education who would like to collaborate in gathering data on the reading strategies of dyslexic tertiary

students in Aotearoa. Understanding from this research should help teachers to examine and make informed decisions on their choice of text-based resources which support student learning.

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Disrupting the silence: Hearing the voices of disabled doctoral students [Sanderson]

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The research and its significance

Many doctoral students living with disabilities, impairments, chronic illness, and neurodiversity can lead invisible lives in the academy. This invisibility can impact significantly on their studies. The fear of stigmatisation and a lack of awareness of their situation from those around them means that these students can occupy spaces that may not be fully supported within a needs-based (dis)abled framework. The aim for this research was to open a space where the voices of disabled doctoral students could be heard. This poster reports on the initial findings of narrative interviews with twelve doctoral students at the University of Otago. Initially, all doctoral students were sent a survey that defined the diversity terms used in this study. The 64 students who participated, therefore, self-identified as disabled, impaired, chronically ill and/or neurodiverse. We invited students to share their experiences of doctoral study through a series of closed and open questions. From the survey, participants indicated a willingness to be interviewed. To privilege the voices of doctoral students, we use a Poetic Inquiry approach, with analysis to re/present participant voices in thematic poems. Poetic approaches to data analysis and re/presentation challenge dominant ableist cultures within the academy, while having the potential to be a lightening-rod for social change. The poems centre the complexities faced by doctoral students in this study, and articulate the challenges, enabling practices and possibilities for the future encountered by doctoral students living with disabilities, impairments, chronic illness, and/or neurodiversity. We invite viewers to participate with this poster by interacting with verbal recordings of the poems. Spoken poetry seeks to evoke an embodied response and create space for positive change. From our findings, we hope to transform broader doctoral practices and institutional policy, thereby improving students' doctoral experiences.

SESSION ABSTRACTS

Challenges and solutions for integrating employability in traditional course design [Ashton]

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The research and why this topic is important

Yorke and Knight (2004) define graduate employability as "a set of achievements – skills, understandings and personal attributes – that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy" (p. 3). Traditionally, students have been assessed on 'learning of facts' (James & Casidy, 2018). However, teaching theoretical knowledge and assessing students on that may not lead to the desired employability outcomes (Igwe et al., 2020). Helyer and Lee (2014) argue that repeating words does not necessarily mean that students have acquired the necessary skills. To understand the challenges in employability-based teaching and to facilitate change, we became part of the core committee of Community of Interest – Employability (COI-E) at The University of Auckland. We run monthly interdisciplinary workshops where we provide support, share best practices and resources to maintain motivation for incorporating employability in our teaching. Through the longitudinal primary/secondary data captured from COI-E members, we have found that although prior research has identified teaching modes and work integrated learning to be beneficial for student employability (Ferns & Lilly, 2016; Grotkowska et al., 2015), integrating them in traditional courses remains an ongoing challenge. Key reasons for that are resistance from students, lack of industry networks, time constraints, and problems associated with large classes. This research topic is important because student employability matters to tertiary institutes (Molla & Cuthbert, 2015) and is one of the key reasons for students to enrol for higher studies. Employers are increasingly finding that graduates are not job ready (Jackson, 2015), thus, spend a lot of time to impart them the necessary skills to perform on the job. Hence, it remains a concern for all tertiary institutes (Mathner & Martin, 2012) and has been a well-documented research area (James & Casidy, 2018).

How the session will be run

Using a world café methodology, participants will be asked to explore/share/discuss (Burke & Sheldon, 2010; Estacio & Karic, 2016) the meaning and how to integrate employability into traditional course design. This technique leverages the holistic lived experience of like-minded peers to generate solutions (Wageningen University & Research, n.d.). Participants move around in small groups, with one host that stays anchored on the table, to receive the next group. Each host will facilitate a different question connected to the session topic. The participants spread knowledge like bees and hosts acts as synthesisers of information.

0-5:   Introducing the topic

5-8: Guidelines on world café methodology; creating groups of 3-4 each; finalising hosts and topics through a quick vote

8-20: Participants to go to the first table for the first round of discussion; host to capture key points on Google Jam Board/flip chart

20-32: Participants to move to the second table for the second round of discussion; host to capture key points on Google Jam Board/flip chart

32-43: Hosts to share key points so people can ask questions, identify important take outs, and create action points. The Google Jam Board link/flip chart images to be shared with all participants.

43-45: Closing comments

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The embedding of the Sustainable Development Goals in teaching in New Zealand universities: An exploratory study [Bathula]

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The research and why this topic is important

The United Nations (2015) launched the 2030 Agenda for sustainable development as a plan of action for people, prosperity, and the planet. The Agenda consists of 17 Sustainable Development Goals (SDGs) and 169 targets representing a universal agenda. All countries and all stakeholders, acting in collaborative partnership, are urged to implement this plan. Higher education institutions (HEIs) can play a critical role in promoting the SDGs due to their ability to prepare future generations for social challenges (Adomßent et al., 2019; Chankseliani & McCowan, 2021). Graduating students can be equipped with the necessary knowledge and competencies to implement SDGs. Universities are encouraged to be 'champions of sustainable development and play a leading role in the implementation of the SDGs' (Sustainable Development Solutions Network, 2021, p. 2). The United Nations Academic Impact (UNAI), promoting the SDGs globally, identified 17 universities, one for each SDG. Given the importance placed on the 2030 Agenda by higher education institutions, the research question is: To what extent the SDGs are embedded in teaching at New Zealand universities?

While looking at detailed syllabi would have been appropriate, we could not access them at scale, and so we depended on publicly available course outlines. In the learning outcomes of 13,987 course outlines of seven New Zealand universities between 2021 and 2022, we checked for SDG-related keywords; they were drawn from the Sustainable Development Solutions Network (SDSN) inventory of words. Based on the inventory, the authors generated frequency tables to examine the prevalence of SDGs-focused learning outcomes in New Zealand universities. For this study, we followed well established methods of content analysis (Jackson, 1980; Wu et. al, 2010; Krippendorff, 2012) to identify the extend of SDGs focus on teaching and learning.

The findings suggest that only 13% of all course outlines have embedded SDG-related keywords in learning outcomes. Among learning outcomes that mentioned SDG-related keywords, the two most popular SDGs are SDG#3 Good Health & Wellbeing (35.1%) and SDG#4 Quality Education (31.6%). SDG#13 Climate Action (6.18%), SDG#8 Decent Work and Economic Growth (7.8%), SDG#14 Life Below Water (5.1%), and SDG#11 Sustainable Cities & Communities (4.5%) – were in between 10% and 4% of learning outcomes that mentioned SDGs. The remaining SDGs represented only 1% - 2% of learning outcomes that mentioned

SDG-related words. Interestingly, SDG#1 Zero Poverty, and SDG#9 Industry, Innovation and Infrastructure did not receive any mention, which is surprising.

The findings imply that while governments and higher education institutions express a deep commitment to promote and contribute to the 2030 Agenda, SDGs are not adequately transmitted into the curriculum. It emphasises the need for universities to purposefully coordinate their efforts to embed SDGs in the course outlines, content, and assessments. We expect this study to evolve into a larger project from which higher education can benefit. Future studies could include investigation into the syllabi at more granular level across different faculties and achievement levels on SDGs based on a set criterion.

How the session will be run

The purpose of the session is to engage with academic peers in relation to the findings and discuss strategies to embed the SDGs in teaching to contribute to the achievement of the 2030 Agenda. The session will provide a hands-on experience for the participants to design or revise a course outline and embed relevant SDGs. The takeaways can help all participants revise their own teaching and course outlines in the next iteration to reflect the country's commitment to the SDGs.

The session will be conducted as follows (with running time indication):

00 – 05   Brief introduction

05 – 20   Authors will present the research background, their findings and how the research aligns with the governments' commitment to achieve the United Nations 2030 Agenda for Sustainable Development.

20 – 40   Participants use World café methodology (Terry et al., 2015; Lohr et al., 2020) (or breakout rooms) to discuss findings and design/revise two to three course outlines to include a stronger focus on SDGs and reflect on how this would subsequently translate into their teaching of the courses.

40 – 50   Collaborative discussion and debrief on the feedback

50 – 55   Concluding remarks and close

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Motivational regulation strategies: An opportunity to improve student wellbeing and academic performance? [Edmonds]

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The research and why this topic is important

Motivation is a critical factor in learning as it provides the driving force that keeps students engaged in learning. Over the past 25 years researchers have identified eight motivational regulation strategies (MRS) that successful students use to maintain and enhance their motivation while learning (Grunschel et al., 2016; Lohbeck & Moschner, 2021; Schwinger et al., 2009). While these studies have repeatedly shown that students who naturally use these strategies have higher levels of well-being and academic success, little research has been reported describing the effect of actively teaching these strategies to students.

In July and September 2022, two surveys of 800 first year university students were carried out to identify what factors motivate students, what their current use of motivational regulation strategies is, and their levels of wellbeing. Survey findings indicate that as the levels of students' autonomous motivation increases student wellbeing increases, although the effects of material rewards and social motivators were more nuanced. Latent profile analysis (LPA) revealed five distinct student motivation profiles (autonomous, external leaning, moderate balanced, demotivated and amotivated) and three distinct profiles of MRS use (low, medium, and high). Higher levels of wellbeing were associated with autonomous motivational profiles and high MRS use.

Low levels of motivation have been identified as one factor which adversely affects student well-being and academic success, particularly in the first year of tertiary study. The motivational regulation strategies (MRS) described in this presentation (self-reward, proximal goal-setting, mastery self-talk, performance approach self-talk, performance avoidance self-talk, personal significance, situational interest and environmental control) offer a framework which could be used by educational practitioners to support students to take control of their own learning, motivation, wellbeing, and academic success.

How the session will be run

The first part of this workshop (15 minutes) will outline the theory underlying student motivation, motivational regulation strategies (MRS), and the results of the self-talk

intervention. A framework based on the eight motivational regulation strategies will also be described.

The second part of the workshop will involve workshop attendees using the eight MRS as a framework to reflect on and a) discuss what aspects of their current practice align with the eight different strategies, and b) brainstorm what new aspects of practice could be used to utilise the MRS framework.

This will be achieved by dividing attendees into five groups (as several of the MRS are best discussed together). Each group will start at a different table with a large piece of paper listing one (or more) of the MRS. Each group will spend five minutes discussing the motivational regulation strategy(ies) listed on the piece of paper in front of them and listing ideas and reflections, before moving on to the next table. This process will continue over 25 minutes until each group has read and contributed to each piece of paper.

The last 10 minutes will involve group members sharing key ideas from the piece of paper in front of them followed a general discussion. This will be a high paced session keeping people moving from table to table but that will be part of the fun!

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Future modes of delivery in higher education: The evolution of lecture capture [Evans]

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The research and why this topic is important

Lecture capture (LC), the process of recording face-to-face lectures for future viewing, has become a standard technology in Western universities in the last decade, yet research has lagged behind its implementation. Despite the rapid, widespread implementation, research regarding LC's impact on pedagogy, student attainment, and learning environment is limited. It is still unclear if there is a causal or a correlated relationship between attainment and usage of LC. To consider some of these questions, we conducted a systematic review that sought to collate and compare the current literature on the efficacy of LC in tertiary mathematics education and provide practical advice for institutions that use or plan to use LC. The literature is consistent in the opinion that students and administrators positively view LC for its utility and flexibility despite the moderately strong evidence that most institutions face attendance drops. However, most students do tend to see attending lectures/watching recordings as an "either-or." The literature predominantly reports a negative association between attainment and the use of LC as a substitute to live lectures. The proportion of students who choose to skip live lectures has steadily increased over the last decade as the student campus culture adjusts to LC. Within this group, LC is used imperfectly, providing false benefits and promoting surface learning strategies. There is evidence that regular use of LC by this large group of students may diminish the quality of their learning.

In the wake of the Covid-19 pandemic, the urgency of obtaining clear answers about the impact of LC is paramount. The recent worldwide shift to online teaching as an emergency response has resulted in an unprecedented use of LC at scale. With the abundance of newly developed video resources, the post-COVID-19 educational landscape is foreshadowed to be vastly different, skipping a natural gradual change.

How the session will be run

The session seeks to engage participants from any discipline in constructive discussions to formulate research-informed, evidence-based recommendations to mitigate LC's unplanned and counterproductive impact and, thus, consider various options for tertiary education delivery in the technologically advanced future.

The session will be structured as follows:

Overview (15 min): the presenter will provide a summary of the research to frame the issues.

Small group discussion (20 min): participants will be asked to work in small groups to share ideas discussed in their departments and to develop futuristic propositions for potential changes.

Whole group discussion (20 min): the presenter will facilitate a whole group discussion inviting each group to share insights developed to identify critical features of the proposed educational models and consider their scalability and possible limitations.

Other outcomes may include concrete ideas for future research projects aiming to evaluate the effects and feasibility of innovations in higher education in New Zealand.

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Understanding educational innovators in universities: An intrapreneurial perspective [Fox]

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The research and why this topic is important

Intrapreneurship, defined as the pursuit by individuals of innovation within an organisation, is linked with organizational success (Antoncic & Hisrich, 2001; Baruah & Ward, 2014). It is a topic of interest to tertiary institutions which despite espousing the rhetoric of discovery and innovation (Hannan & Silver, 2000), have a reputation for being slow to innovate (Twidale & Nichols, 2013).

There is a lack of authoritative research examining intrapreneurship in university teaching and learning (Temple, 2009; Moraes et al., 2020; Wadhwani et al., 2017). The literature has instead focused on institutional-led innovation and the exploitation of research. Little is known about 'educational intrapreneurs' – who they are and how they implement new educational opportunities. Nor do we understand what they learn about universities as sites for innovation in teaching and learning.

To address these gaps two interview studies were conducted, one cross-sectional and one longitudinal. The longitudinal study followed three cases over an entire academic year as intrapreneurs went about developing and implementing novel educational practices. In our study particular attention was devoted to examining participants learning, thinking and experiences in the innovation process.

Our ground up, thematic analysis has led us to develop an agentic-centric model for understanding educational intrapreneurs in universities which builds on current intrapreneurship and behavioural theory. This model has implications for individuals and how universities configure the organizational environment (policies, systems, and processes) to foster intrapreneurial behaviours and stronger innovation cultures.

This is an important contribution. Higher education social systems are characterized as highly value-laden, relatively static and highly institutionalized fields that "seem to be riddled with values, norms, routines and ideas which significantly impact how it is possible to act and think within it" (Degn, 2018, p. 305). This research exposes these tensions through the eyes of intrapreneurs in order to understand the range of political, social and cognitive structures that have to be learnt about and navigated in pursuit of new educational approaches and practices.

How the session will be run

In this interactive session we will ask participants to split into groups and, draw on their own experiences and aspirations. We will share our findings and think of the implications of this research for academic development. We will ask groups to feedback to the wider group.

0-5	Welcome and introduction to the speakers and core concepts in educational intrapreneurship
5-15	Exercise - Label the educational intrapreneur – in small groups participants will be given a model or drawing of an EI and a brief scenario describing a challenging educational innovation context. They will be asked to label their intrapreneur noting their EI's characteristics, likely background, knowledge, attitudes and activities.
15-20	Feedback - Tour the tables to view the EIs characterised by each group
20-30	A short talk describing our method and findings. We will relate our work to the labels generated by participants. Participants will be able to give themselves 'points' for every finding they anticipated and deduct 'points' from the presenters if they dispute the generality of our findings.
30- 35	Exercise - Applying the study to ourselves – given the findings what can we do to become (even) more intrapreneurial? In small groups participants generate a list of potential actions.
35-40	Feedback and action planning - So what will you do? Action points from the room
40-45	Close, congratulations to whoever got heaps of 'points' and thanks to participants

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Last straw or golden thread: Teaching only academics and the scholarship of teaching and learning (SoTL) [Geertshuis]

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The research and why this topic is important

Scholarship in teaching and learning is part of institutional rhetoric but appears to be challenging to undertake and have had limited impact (Tight, 2018). Academics report being torn between research and teaching and feeling more pressure to research well than to teach well (Tsang, 2010). Some universities have turned to employing teaching only staff who will escape such a conflict (Bennett et al., 2018). These staff, experts in their disciplines and in teaching, are charged with scholarly teaching but often not afforded time for research.

This research explores the attitudes of teaching only academic staff to their role in scholarly teaching. In particular we investigated attitudes to the scholarship of teaching and learning. The aim was to better understand the perceptions and challenges staff experience. To avoid definitional confusions and divergence we adopted the notion of a SoTL continuum and sought to understand where our participants positioned themselves on the spectrum (Canning & Masika, 2022).

An online and confidential survey was distributed within a Business Faculty employing approximately 50 teaching only academics. Twenty-four staff members, approximately 50%, responded providing both ratings and qualitative data in response to open ended questions. The results showed marked differences between the aspirations participants had for participation in SoTL and their self-reported performance. Lack of time and a lack of institutional support appeared to account for much of the shortfall in self-reported performance.

If SoTL is as important as institutional rhetoric and educationalists suggest then ways of enabling teaching academics to engage with SoTL need to be discovered (Webb, 2019). This presentation will explore tactics contextualised for the NZ university sector.

How the session will be run

We plan an interactive workshop where participants work together to develop their thinking, share their practices, and devise institution-wide strategies.

0-5	Welcome and introduction
5-10	Place your bets – a game for participants to 'bet' on the survey findings before we hear about them.
10-15	The survey findings.

15-20	Black hat thinking – brief exercise to identify problems as participants answer the question 'why will nothing ever change?'
20-35	The Wowzer grant for supporting SoTL – a pretend call for masses of funding - an exercise in rethinking support for staff engaging with SoTL.
35-40	Review of 'grant proposals' and a strategic decision.
40-45	Last thoughts and thanks

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Work, study, sleep, repeat: The wellbeing of students who work while they study [Geertshuis]

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The research and why it is important

Taught postgraduate degrees are proliferating (Blagg, 2018). They offer intense periods of study (Bamber et al., 2019) to students who often have established careers and families of their own (Rotem et al., 2021). These students enter a tertiary system that may be more suited to traditional undergraduates who study full-time and have fewer work and family responsibilities (Coneyworth et al., 2020; Macleod et al., 2019).

Student wellbeing is associated with academic performance (El Ansari & Stock, 2010), success (Bowden et al., 2021) and learning (Geertshuis, 2019). However, the wellbeing of mature students who combine work and study is under researched although they are of increasing importance to universities and experience a suite of responsibilities which younger students may not share.

The focus is on mature learners who are in full-time employment and study as part-time students. Our over-arching aim is to identify ways to enhance these students' experience of university education. The objective of this study is to assess positive and negative wellbeing in activated and deactivated forms (Warr et al., 2014) and identify the stress related precursors to and the consequences of variations in wellbeing.

We conducted an online survey (N=305) using validated instruments to assess self-reported well-being, stress and orientation to lifelong learning. Additionally, participants provided ratings and qualitative comments to open ended questions about the impact of combining work and study on their working, studying and personal lives.

Regression analyses revealed associations between stress, wellbeing and learning. Analysis of stress profiles and thematic analysis of students' responses to open ended questions provide insight into the nature of the impact and the nature of students' stress related experiences.

The study has practical implications for the design of programmes and support regimes targeting mature students who are in full-time employment. The study also has implications for our understanding of the positive aspects of wellbeing.

How the session will be run

0-5   Welcome

5-10   Ice breaker – Thinking about mature students combining full-time work with study.

10-15   Presentation of Warr's model of well-being

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Walk a mile in my shoes: Postgraduate researchers' experiences [Geertshuis]

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The research and why it is important

Our body of university student researchers is diverse, including: part-time and full-time students; mid-career professionals and young graduates; and well-resourced students and students who struggle financially or emotionally. For all individuals becoming a doctoral researcher involves transition and the development of identity but the nature of the transition and change is likely to vary (Watts, 2009). An under researched group of doctoral students are themselves university employees who must navigate the prospect of simultaneously being both student and professional. They are also likely to be older than many PhD students and to be studying part-time while juggling work and home obligations.

This preliminary research aims to better understand the experiences and learning of doctoral research students who are studying part-time while working at a university.

We conducted autobiographical narrative interviews with 4 participants who had recently or were about to complete their doctoral studies. Each participant engaged reflexively with their own doctoral experiences. Preliminary results alert us to the identity challenges, the emotional nature of novice researchers' learning and to their feelings of uncertainty and accomplishment. The session will be enriched by the reflections of some of the presenters who were also participants in the study. As mid-career university employees they are able to reflect on both organisational and student perspectives.

We draw on holistic conceptions of professional identity (Arvaja, 2018), student engagement (Bowden et al., 2021), emotional learning (Hökkä et al., 2020) and demands-resource models (Bakker & de Vries, 2021) to explore our findings.

This study has the potential to build understanding of and enhance research students' experience.

How the session will be run

0-5   Welcome and introductions

5-12   Icebreaker and Reflection exercise – we will take the audience back to when they were a novice researcher and ask them to think of a positive and a negative word that captures their experiences. Participants will briefly share their words.

12-20   Presentation of our research findings and shared reflections. We will begin with quotes from our interviews and progress into accounts of the speakers' autobiographical experiences and miscommunications.

20-30   Exercise in the application of theory – We will briefly share pertinent aspects of theory and as a group consider their relevance and value to shared scenarios.

30-40   Whole class discussion on how best to design a larger scale study.

40-45   Thanks and close.

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Do you enjoy stress? Learning away from the campus as an offshore international student [Gong]

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The research and why it is important

Many international students studied online and offshore during the COIVID-19 pandemic (Lai et al., 2020). However, few studies focus on these students although their experiences are likely to be affected by remote learning and the sense of isolation (Wilczewski et al., 2021). This research delves into the stress experiences of offshore Chinese students who enrolled in a New Zealand university.

The research investigated the perception of stressors, specific responses, and stress management strategies pertaining to distress (negative, harmful results of stress) and eustress (positive, beneficial results of stress). Based on a two-stage data collection, empirical data were obtained from semi-structured, in-depth interviews with 17 Chinese offshore international students enrolled in a variety of higher institutions. Audio recordings of these interviews were translated, transcribed, and thematically analysed.

We identified two perceptions of stressors related to distress: "rejection" and "constraint" and two perceptions of stressors relevant to eustress: "caring" and "challenge". Additionally, this research found participants responded to stressors perceived as "rejection" and "constraint" with responses characterised by "withdrawal" and "surface learning", respectively, while responding to stressors perceived as "caring" and "challenge" with responses of "involvement" and "exploration", respectively. Lastly, five stress management strategies were identified, four for distress reduction and one for eustress maintenance.

Findings highlight the necessity of exploring both eustress and distress instead of constructing stress as an unequivocal threat (Gibbons et al., 2007). Additionally, we identified previously unrecognised stressors, stress responses, and stress management strategies. These findings were utilised to form a conceptual model presenting offshore international students' stress process, paving the way for future qualitative and quantitative studies designed to analyse students' distress and eustress. The study is important and timely offering an insight into a strategically important and potentially growing group of students who remain in their own countries but reach into New Zealand to access tertiary education. The practical implications of our findings will be discussed during our session.

How the session will be run

We plan an interactive session where the audience places themselves in the role of Chinese offshore international students. They then anticipate the stressors experienced and relevant impacts before hearing about our findings. We close the session with a whole group

discussion where we canvass for ideas for improving offshore learners' experiences. The proposed outline of our session is displayed below:

0-5:   Welcome

5-10:   Wuwei/Susan introduce the idea of stressors, eustress, and distress, then briefly describe the study participants.

10-15:   Individuals brainstorm stressors – write down as many stressors as they can in 4 minutes; prize for whoever gets the most.

15-20:   In small groups sort stressors by eustress and distress or any other kinds of classification and guess the most impactful ones. Groups share ideas and shout out the most important stressors.

20-25:   Wuwei/Susan share some quotes and some findings from their study.

25-40:   Whole class discussion on what should or could be done by different stakeholders (e.g., departments, teachers, students) to improve the stress management of offshore international students.

40-45:   Thanks, close, final words.

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Students as scholars and the scholarship of student learning [Harland]

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The research and why it is important

In this workshop the idea of the scholarship of student learning (SSL) (Harland, 2020; Wald and Harland, 2021) is explored as a values discourse that promotes certain epistemological and ontological attributes in students, including care and generosity, and being engaged members of their university and society. The idea of the student being taught as a scholar partially opposes the dominant neoliberal framing of higher education but is not foreign to normal academic practices and so may have a chance to succeed. At present the terms 'scholar' and 'scholarship' are empty signifiers that are poorly understood and overused. I will first define these terms in the context of SSL (Knowledge Production, Knowledge Guardianship, Care, and Generosity) (Harland, 2020, Harland and Wald, 2018) and show how this research has developed conceptually and been applied in the Ecology degree programme at the University of Otago. We will then look at the four scholarships of student learning and discuss each in turn to develop a conversation around how these might be understood in various disciplinary contexts.

How the session will be run

Introductory comments (10 minutes): Here the concept of SSL will be explained.

The four scholarships discussion (30 minutes): Each of the four scholarships of student learning will be discussed in the context of theory and practice in a range of disciplines.

Final discussion: What other scholarships might be included and what will these achieve (15 minutes).

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Supporting online communication: Comparing Discord to other software tools [Heinrich]

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The research and why it is important

Online communication among students and between students and staff has been an important feature of learning and teaching for many years. While well established, questions about the effectiveness of forums remain (Lima et al. 2019). The use of tools from social media and chat contexts has been explored (Manca, 2020).

I am involved in research on using Discord (https://discord.com) to complement the LMS forums (Heinrich et al., 2022; Kahu et al., 2022). Discord is a chat system that provides groups with dedicated online environments (servers) featuring a variety of communication channels. Anyone can setup their own servers and invite others to join. Discord is available at no cost, is adds-free and does not have social media features such as recommendation algorithms. Our research has shown that Discord opens new communication spaces, tailored to individual courses but also available for connecting discipline communities of alumni, staff, and students across year levels. Discord facilitates an informal atmosphere that lowers the barriers to participation for many students.

Many research questions remain – what makes Discord informal, what is required to nurture a Discord community, how can a tool residing outside institutional boundaries be part of formal course offerings, what characteristics make Discord successful, is Discord suited for all discipline areas, and what would be suitable alternatives?

The Covid disruptions experienced over the last years have put even higher importance on online communications, making it abundantly clear that 'online' affects all teaching in higher education. We would like to see more exchanges among our learners, more meaningful questions, and less fear and hesitation to post. We know that the tools within our LMS are not the answer and in general feel uncomfortable with drawing on social media in support of teaching. While there are pockets of success, we do not have solutions that help us create and sustain wider discipline communities that will not only support learning but also the development of professional identities.

How the session will be run

I will highlight some of the issues discussed in the session, aiming to enable others to explore the addition of a chat tool like Discord to their courses and to gain new insights for future research steps. The following session components are planned:

Introduction and overview of previous research (10 mins).

Online chat using Discord (participants use their smartphones, tablets or laptops; 20 mins).

Invite link: https://discord.gg/PyeHEPfAh8

Discussion focused on the following topics (20 mins, split across topics based on flow of discussion):

Your experience using Discord (ease of use, features, user identities)

Comparison to LMS forums (appearance, user rights, style of conversations)

Comparison to social media tools (instructor presence, separation of private and study lives, no recommendation algorithms or ads)

Institutional perspective (letting go of total control, continuity beyond semesters and enrolment)

Wrap up (5 mins)

Invitation for joint research around Discord (and comparable tools such as Rocket.Chat and Matrix).

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The writing retreat: Structured portions to a 'writing menu' of options [Heyligers]

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The research and why it is important

Since the early 2000s, research on writing retreats has been published in journals of academic writing and higher education. In New Zealand my former colleague, Barbara Grant, started to share her work (e.g., Grant, 2006) in this area and other publications soon followed. Apart from research articles, guidelines of how to conduct writing retreats also appeared on internet to freely download. The effectiveness of structured programmes has been mentioned but often the data generated is limited to a small number of interviews, observations, or participant feedback. As more information has accumulated over the years, a scoping review of the literature is a desired method to summarise and appraise the value of the different writing retreats and answer whether structured programmes have longer term impacts than unstructured retreats. This research was prompted by my recent involvement in co-facilitating a writing retreat for researchers as well as having been a participant in retreats for academic staff. In my initial scoping of the literature, I noticed authors favoured some structure, leading to the design of structured activities for the 2021 writing retreat for beginning researchers at the Auckland University of Technology. The research is to be continued to scope a broad collection of published literature to arrive at an informed assessment of what makes a writing retreat successful.

Writing retreats have become popular events to encourage research students and academic staff to write and submit theses or publish research timely. Studies indicate that giving researchers time away from family and work commitments increases productivity, sense of community and confidence as writers. However, there is debate whether these interventions should be structured. On the one hand, giving time and a quiet place to write is argued to be all that is needed, and facilitators work seemingly unnoticed at the background. Others, however, argue that structured programmes where quiet writing time is interspersed with guided activities such as peer reviews have a longer impact as writing habits are formed and a community of practice established. These new habits and connections may continue outside of the time spent at the retreat. As writing retreats are often costly, those offering a financial, social and/or academic 'return' are favoured and remain funded.

How the session will be run

In the first 10 minutes of the session, I will present a brief review on structured writing retreats and introduce the new activities added to the 2021 writing retreat programme. I then briefly explain the rationale and design ideas behind their creation: to encourage a community of practice. Participants will be able to share their experience of 'structured' and non-structured' writing retreats either as a participant or facilitator (10 mins). Next, time is

given to design in small groups an 'ideal' writing retreat programme using activity cards as prompts and blank cards for brainstorming novel activities (20 mins). An empty schedule for a 3-night retreat at a location of choice is provided to each group. The remainder of the time (15 mins) is spent on presenting and discussing the new schedules created. After the conference, participants will be sent a copy of the proposed writing retreats and a summary of the discussion.

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Zooming marvellous: Creating effective active learning experiences within synchronous online-teaching platforms at university [Junpath]

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The research and why it is important

Active learning has been described as referring to "short course-related individual or small-group activities that all students in a class are called upon to do, alternating with instructor-led intervals in which student responses are processed and new information is presented" (Felder & Brent, 2009, p. 2). Different forms of active learning, particularly collaborative forms, have been associated with a number of benefits (Prince, 2013), including better recall of information (Ruhl et al., 1987), better conceptual understanding (Laws et al., 1999), deep learning (Murray-Johnson et al., 2021) and increased levels of student retention (Lau, 2003). With the onset of Covid-19, one challenge for teachers has been to keep running effective active learning sessions remotely. The most common approach for this is live online synchronous sessions using Zoom (Iqbal, 2021).

This research involved a literature review to capture active learning techniques that can be utilised in online synchronous settings (Brown et al., 2022; Castelli & Sarvary, 2021; Cavinato et al., 2021; Khan et al., 2017; Khan et al., 2022; Martin & Borup, 2022; Murray-Johnson et al., 2021). From the literature, it is clear that for these active learning techniques to be effective, student engagement is critical. This can be achieved by considering several factors like teaching presence (e.g., facilitation, instructions, chat box), social presence (e.g., Piazza) and cognitive presence (e.g., technological tools) (Khan et al., 2022). The techniques from the literature were trialled informally during the past semesters, and in our session, we will share the findings from both our literature review and our experiences as we tested out the techniques. Participants will also have the opportunity to share their own learnings.

How the session will be run

1. Welcome -Present a brief background of who we are, our roles at the university, and our experiences in online active learning. (5 min)

2. Contextualisation of Issue (6 min): A brief overview of the rationale for active learning and the role of active learning in higher education will be outlined. Then, issues related to conducting active learning activities via Zoom mentioned in recent literature and from personal experience will be introduced.

3. Groupwork I (12 min)

Participants work in small groups to discuss if they have experienced these problems and which ones, they have found most challenging. The problems will be listed on a shared document. Participants will also be invited to add other problems to the list.

4. Strategies from the literature for dealing with these challenges which we have used and found useful will be presented (using screenshots etc.) (10min)

5. Groupwork II (12 min)

Participants will be asked to share experiences they have had using the strategies presented. They will also be invited to add other strategies/tools they have found successful to the shared document.

6. One or two groups will be asked to expand on any interesting strategies they have added to the shared document. (10 min)

7. Close

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Creating robust interactive academic transition support for development of academic integrity and academic skills in students with interrupted learning caused by Covid-19 in first year business education [Kilkolly-Proffit]

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The research and why it is important

Research shows a need for first-year students to acquire the academic skills and mind-set to study successfully at university (Briggs et al., 2012; Richards, 2022). Academic transition, including academic skills development, is the bridge to which students successfully traverse their first written academic assignments at university. In the Stage I BUSINESS 111 course, students complete research essay-based written assignments requiring them to develop academic skills. This research contribution outlines an innovative mechanism for supporting students to do this.

Recent results from Delna assessment reveal that almost 30% of new entrant students have gaps in their academic English language proficiency. The need for academic transition support and academic skills scaffolding and development was further highlighted when it became apparent that the 2022 starting cohort had faced two years of prolonged significant interruption and variant remote high school remote teaching experiences because of the Covid-19 pandemic and resultant lockdowns (Pownall et al., 2021). To address this gap, Academic Skills Modules were created and embedded in the Workshop Preparation component of the course and integrated into the course assessment structure so that students would be encouraged (and ideally inspired) to complete development tasks. The five-module package sits alongside the disciplinary content and is completed concurrently in the first five weeks of the course. The modules are directly aligned with the BUSINESS 111 course assessment structure. All five modules use H5P technology to embed interactive self-testing mechanisms such as application exercises, MCQs, and activities.

Increasing of academic literacy and capabilities was the primary objective, but an important secondary objective was a reduction in academic integrity cases. A significant reduction of in such cases resulted (a reduction of 66%) after the embedding of these modules. In addition to this, student performance between two essay assessments saw an on average, 10% increase in performance.

This topic is important as it helps practitioners consider new pathways to deliver highly engaging and effective academic transition to support the development of academic integrity and academic skills such as research, writing, referencing to hybrid and/or pivoting cohorts. This contribution is positioned as an introduction to a programme of research that

seeks to connect and partner to create strong first year experience where students feel inclusion and belongingness, grow confidence and learner agency, while developing needed KSAs that will serve them well in the increasingly fast changing world they navigate.

How the session will be run

This session invites participants to consider how courses can bolster academic transition to better support students' needs arising from interrupted education during Covid-19.

00-05   Brief Introductions and background

05-15   Icebreaker: small group challenge to acknowledge and enable holistic lived experience   of participants who pivoted to online teaching at short notice. Identify top challenges faced in teaching and learning with the Covid-19 affected starters. Completed either with butchers' paper/pens or Google Jamboards (Sweeny, et. al. 2021).

15-20   Introduce objectives, findings, and work progress of the academic transition intervention outlined in this brief. It provides a quick tour of the innovation.

20-30   Participants use word café methodology (Burke & Sheldon, 2010; Estacio & Karic, 2016; Wageningen University & Research, n.d.) to discuss findings to increase academic transition, pastoral care, engagement, and success indicators and how they might embed such learning in their own courses.

30-40   Collaborative discussion and debrief on above

40-45   Wrap up and close

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Can video production projects teach students anything: A scoping review of health professions education literature [Liu]

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The research and why it is important

Videos are important learning resources. Teachers provide them to students to explain knowledge or theories, demonstrate performance or skills, and facilitate attitudinal or emotional responses. Recent developments in digital devices, social media and online video sharing platforms have made video production accessible to the general public, thus making it possible for students to produce videos as a learning activity. Within this approach, students create videos relevant to their learning rather than watching videos that are made by others. Such a pedagogical approach to videos is appealing: video production is active and often involves collaborative exercises, and therefore, is assumed to increase student engagement and enhance learning. There has been an increase in the uptake of student video production projects in higher education, however, these projects are implemented in different ways and little is known about the efficacy of video production projects and whether they enable or inhibit learning.

In an attempt to establish current understanding of the purposes, approaches, consequences and challenges in relation to video production projects, we conducted a scoping review (n=36) on the use of student video production projects in health professions education.

The review showed variations in project purposes and implementation approaches and varying degrees of success in developing disciplinary-specific and generic skills. The review suggests that successful implementation of video production projects is likely dependent on clear pedagogical intent and aligned guidance before, during and after video production. Otherwise, video production projects might not necessarily promote student engagement and learning. In addition, the review establishes that relevance to learning, timing, planning, technological and collaboration difficulties are common challenges associated with video production. Drawing on these findings, we identify directions for future research, and practical strategies to help teachers implement technology-mediated innovative projects that are intended to enhance student engagement and learning.

How the session will be run

Participants will identify research-informed strategies to support the implementation of technology-mediated innovative learning projects. The session plan is provided below (Table 1).

We begin the session with a review rationale (Activity 1), followed by presentation of project purposes and varying level of success (Activity 2). Participants then work in groups to develop an ideal project plan in a given teaching scenario (Activity 3). Next, we report the approaches to and challenges in project implementation (Activity 4). This is followed by a group activity to revise project plans drawing on the review findings (Activity 5). Finally, groups share their projects and provide feedback to other projects in the session (Activity 6 and 7).

Table 1. Session Plan

Time (mins)	Activities	Notes
00-05	Welcome, Overview of the review process	Presentation
06-10	Video production – purpose and outcome	Presentation
11-15	Design your own project – what do you hope to achieve	Individual exercise and group discussion
16-25	Video production – approaches and challenges	Presentation
26-35	Improve your own project – what can you do to achieve the intended learning	Individual exercise and group discussion
36-40	What is your takeaway message?	Whole class discussion
41-45	Questions and answers	Further discussion

Undertaking Appreciative Inquiry into academic practices developed and used in a Covid-19 world [Lythberg]

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The research and why it is important

Working from home during COVID-19 brought unprecedented challenges to the work–life balance of academics in the higher education sector (Gourlay et al., 2021; Morrison et al., 2022). On-campus course offerings pivoted to mixed-method online course providers overnight (Basilaia et al., 2020; Sweeny et al., 2021), requiring new teaching and learning practices, redeveloped and often unproven ad-hoc curriculum, workspace and devices at home (Gourlay et al., 2021; Pownall et al., 2021). Boundaries between home and work life flexed to accommodate teaching alongside, for example, childcare and homeschooling (Gourlay et al., 2021), while academics led students via proactive relationship building (Stephens, 2021).

How professionals address work–non-work boundaries has interested many scholars (e.g., Gourlay et al., 2021; Edgeworth et al., 2020; Trefalt, 2013). Increased blurring of boundaries significantly impacts wellbeing (Carr et al., 2022; Wepfer et al., 2017). While 'quiet quitting' describes stepping back from extra work that permeated boundaries during the COVID-19 pandemic period (Smith, 2022), other ways of 'moving on' interest us more. How can we reflect upon COVID-19's hard-won lessons and adapt these, even as boundaries are re-established?

We aim to elicit discussion about shifting work–non-work boundaries using an Appreciative Inquiry lens (Woods & Lythberg, 2022). For example: Where were there desirable outcomes of increasingly fluid boundaries; where might these be retained and developed; and does any of these have ongoing pedagogical potential? How might work–non-work boundaries be changed for the better by COVID-19's impositions?

Data collection has already begun through a Marsden project, with a focus on Vā relationships and resulting approaches to teaching during COVID-19 (Refiti et al., 2022; Refiti et al., 2021). Workshop participants will be discussing ideas with us and one another, and invited to contribute to a follow-up formal survey/interview (Ethics Application underway).

We have already identified the following themes:

● Smashed resistance to technological paradigm shift

● High-trust environment empowered overnight with high permissiveness, innovation, and accommodating failure

● 'Helping each other' culture

- Pets as a company while working (e.g., Hoffman, 2021; Phillipou et al., 2021; Vincent et al., 2020)—and family/household members

- Innovation around tikanga hosting online hui, talanoa, etc. (Refiti et al., 2021; Refiti et al., 2022)

- Implementing online cues for conversational boundaries, e.g., using emoticons in Zoom and Teams meetings.

How the session will be run

This session invites participants to consider how boundaries became fluid during the COVID-19 period and which coping strategies have value beyond working through the emergency.

00-05   Brief Introductions and background

05-15   Icebreaker: small group challenge to acknowledge and enable sharing of the holistic lived experience of academics whose boundaries shifted during COVID-19. Identify common themes of boundary fluidity. Completed either with butchers' paper/pens or Google Jamboards (Sweeny et al., 2021).

15-30   Participants use the Word Café methodology (Burke & Sheldon, 2010; Estacio & Karic, 2016; Wageningen University & Research, n.d.) and Appreciative Inquiry generative questioning (Woods & Lythberg, 2022). What are the nuggets found that we wish to retain now we are heading back to campus? What worked/is working well? Anticipated discussion of academics' wellbeing themes and success strategies

30-40   Collaborative discussion and debrief on above

40-45   Wrap up and close

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'Fofola le fala' – inviting everyone on to the mat. Embedding Pacific pedagogies and culture into the Pacific & Global Health major at the University of Otago [Mapusua]

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The research and its significance

Traditional settings of academic learning within a formal institution are often in the form of a lecture theatre. The pitched floor and tiered seating styled venues where the majority of classes take place is a common aspect of the student experience at the University of Otago. The lecturer stands at the front of the lecture room and spends much of the lecture time speaking to the mass of students seated before them. Both traditional styled lectures and the physical layout of this environment can be restrictive to creating an interactive and immersive learning experience.

The Pacific & Global Health major has been taught at the University of Otago since 2018 as part of the recent Bachelor of Health Sciences degree. In this time students, both Pacific and non-Pacific have walked into lecture rooms that have been transformed to replicate a community *fono*, a space for Cook Islands dancing, a Pacific health provider and kava space as the environment for co-designing solutions for Pacific health. Not only has the physical spaces been reshaped, the relational space for which such learning takes places has also transformed through *fofola le fala*.

Our teaching methods moves beyond the information and knowledge students obtain from lecture slides and towards learning by being immersed in Pacific cultural practices.   Our teaching methods aim to provide students with a wholesome experience when learning about Pacific health. *Fofola le fala*, a Samoan cultural practice where mats are rolled out as a gesture of welcoming guests, or to gather a family to discuss important matters, is a method of teaching used to facilitate engagement and building connections in our papers taught at the University of Otago. Entering this space is both exciting and nerve wracking for students, far from the traditional setting of a lecture room or theatre. The physical act and metaphor of *fofola le fala* provides a learning experience for students to participate in various activities that are reflective using a *talanoa* methodology. In his discussion paper, Vaioleti (2006) describes *talanoa* as an ancient practice of multi-level and multi-layered critical discussion and free conversations in the Samoan context. He also describes potentiality as an aspect of talanoa in the Tongan context, where engaging in social discussions can lead to more critical discussions. These descriptions and use of talanoa influence and shape both the learning and the environment that is created for this learning to take place within our teaching.

How the session will be run

The session will involve the rolling out of Samoan mats to create an environment that resembles a village chiefs council meeting, or a meeting of the *'aiga potopoto'* or extended family. Participants will be invited to engage in a migration activity that is underpinned by Pacific values such as reciprocity, love, respect, family and relationships. This activity encourages us to reflect on the journeys our families and ancestors have taken to prepare or lead us towards the opportunities that allow us to achieve goals and thrive in the place we now call home, Aotearoa.

What can we learn from reflecting on academic identities in higher education? [Mori]

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The research and why it is important

In this workshop, I facilitate a session for reflecting on academic identities: what does it mean to think, act, and feel like an academic, notably, academics who are deeply concerned about improving teaching and learning like the TERNZ Conference participants? Understanding what kind of space academics live in and its relation to their identities is believed to be the key to answering this question. For instance, academic developers, a particular community of academics in higher education, are depicted in literature as "university management's teaching and learning foot soldiers" (Manathunga, 2007, p. 26) in a "third space profession" (Kensington-Miller et al., 2015) which often involves negotiating for legitimacy. Identity is important to who we are, our values and, as a consequence, what we prioritise in work (Sternszus, 2016). A greater understanding of one's identity is usually associated with making better decisions in work and life. However, this task is difficult and rare to do as a group as we often consider our lives stable in relation to the social norms we experience and understand. In this workshop, I seek to examine the relationship between academic work activities and how our identities shape these. As a group, we can learn from others as each explains their identity position regarding specific aspects of academic work, because each position is unlikely to be the same. Here, I am interested in how academics view the relationship between research and teaching.

How the session will be run

To set the scene for reflection time, I start with sharing a reflection video of my doctoral journey which has impacted my growth in academia. As an academic developer, I will share a 'Model of Academic Developer Identity' adapted from O'Sullivan and Irby's model (2014), and participants reflect on their respective academic journeys. Here, the model serves to visualise academic identity development. The personal reflection will be followed by group discussions, and then to reflection as a whole. The workshop will consist of "a family of strangers" (Harland & Staniforth, 2008) but hopefully, will end as a family *from* sharing the same time and space for reflection. Sharing of experiences, as well as cultivating a strong knowledge base, is believed to enrich the foundation on which to build a professional identity as academics. I wrap up the workshop by posing an inquiry, "As academics, are we living in a liminal (i.e., in-between) space between teaching and research, either, or both?"

~10 min	Sharing my reflection: Participants watch a video, 'My doctoral journey'

~ 5 min	Explanation on activities: Visualising academic identities
~10 min	Personal reflection: Participants reflect on their own journey individually.
~15 min	Small Group reflection: Individuals share their reflections with group members.
~10 min	Reflection as a whole: Participants from each group share reflections from small group.
~ 5 min	Wrap up as a whole: "As academics, are we living in a liminal (i.e., in-between) space between teaching and research, either, or both?"

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Operating under the radar: Uniting in a Community of Practice [Rowan]

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The research and why it is important

Teaching or tutoring in a university can be a solitary journey. New or junior academic teachers may be inducted into institutional reporting and accountability systems and processes, however mentoring and support beyond this can be highly variable (Kensington-Miller, 2021). This absence of support results in problems when teachers encounter situations or issues that confound them: where do they go to for support, if indeed there is sufficient expertise within the institution. It is within this context our Dyslexia Awareness Community of Practice (DACoP) evolved. A tutor realized that assessment work did not represent the ability of the student or expected level of academic writing. After attending a dyslexia workshop, the tutor went looking for colleagues with expertise in this area of student learning.

Communities of Practice are groups of people with a common interest who meet regularly to improve what they do in their teaching, and in our case to raise awareness of dyslexia. True to Wenger's notion of a community of practice evolving and continuing out of persistence, the "excitement, relevance and value" generated by a few individuals 5 years ago has enlivened and engaged new members and is now extending into new networks (Wenger et al., 2002). Our community of practice fits well within Barab et al. (2002) description as "a persistent, sustaining social network of individuals who share and develop an overlapping knowledge base, set of beliefs, values, history and experiences focused on a common practice and/or enterprise" (p. 5).

The direction and effectiveness of the DACoP has evolved and unwittingly followed de Carvalho-Filho et al. (2020) tips for development. Stage one, saw individuals working in isolation with a common focus come together to produce a video promoting teacher awareness of dyslexia. In stage two, using the impetus and knowledge within and the openness of the CoP (Wenger et al., 2002), the group composition changed. The momentum from this switch has produced significant milestones in the CoP visibility and connection with other researchers, spinning-off other communities of practice at Massey University, and new research projects. In the next phase we want to intersect with other Aotearoa tertiary teachers to create a wider community of practice of academics seeking to support and research on support that works for dyslexic or neurodivergent students and/or staff.

How the session will be run

This workshop is for those who are interested in supporting dyslexic and neurodivergent students and/or staff in tertiary education, and those working towards the Tertiary Education Strategy priorities of learner achievement and wellbeing, reducing barriers, and strengthening teaching practice through taking learners' needs and identities into account in planning and practice (Tertiary Education Commission Te Amorangi Mātauranga Maori, 2020).

Our workshop will:

Share practice on what it takes to set up a dynamic community of practice to raise awareness of an issue, to identify and address a problem (15 minutes).

In groups, discover what networks are currently operating within universities, polytechnics and Wānanga which support dyslexic or neurodiverse staff and/or students (10 -15 minutes).

Establish means of communication for collaboration, and (5 -10 minutes)

Discuss possibilities for collaborative research through communities of practice (10 minutes).

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Using three years of qualitative student feedback to improve course design and delivery [Scott]

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The research and why it is important

The research reports on the findings of student experience surveys across 305 unique course offerings from 2019 – 2021 within Massey University's School of Management. All qualitative comments (more than 6000 lines of data) from surveys were collated and thematically analysed to find the 'why' behind student satisfaction scores on course evaluations. The purpose of consolidating the surveys was to ensure student comments and suggestions were not read in isolation by individual teaching staff, but to explore and highlight themes of positive and negative aspects of courses relating to student experiences. Reducing the potential granularity of feedback and sharing the drivers behind good and bad student learning experiences can help academic staff design and deliver courses in a way that responds to the broader student voice. Staff can leverage feedback beyond what students have provided in a single course evaluation to learn what works and what to avoid from other courses, to strengthen the understanding of students' experiences and improve future course design and delivery.

The results provide a clear picture of student perceptions toward course design and delivery, noting congruence of themes across many courses; students are not simply excited about or dissatisfied with one element of one course. By highlighting themes from multiple courses, staff can look beyond their own course and leverage rich feedback for course improvement. Areas that curriculum developers and teaching staff can focus on to improve the student learning experience focused on: curriculum coherence, teaching styles (including preparation and commentary to help students make connections), learning materials (including readings, audio-visual artefacts, and online learning environments), communication (including clarity and timeliness), assessment (engaging tasks that help development - for learning not just of learning), and feedback both on assessment tasks and in general learning situations.

How the session will be run

The focus of the session will include both a presentation of the data and discussion of the applicability of the findings in various settings – different student cohorts, modes of study, disciplines, and institutions. After setting the scene (background of the research), initial engagement will include participants considering whether they look forward to student evaluations (why or why not), how useful they think course evaluations are (and underpinning reasons), and how the feedback loop is closed (with students and/or colleagues). The themes that arose in the research will be further unpacked with participants asked to consider the findings alongside their own course evaluations and consider how the mass feedback might inform their own future design and delivery. Challenges and opportunities will be discussed in terms of acting on the findings and

presenting them to those responsible for design and delivery of curriculum. Participants will also be engaged in discussions about how academic departments might enhance student evaluation at various levels and various points along a student's learning experience (beyond singular course evaluations).

Teacherpreneurship: An integrated framework and its practicality among the 21st century university teachers [Shawkat]

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The research and why it is important

Dall et al. (2018) proposed an education transformation framework in which they recommended pedagogical transformation with the inclusion of modern teaching and learning techniques to transform educational institutions. Studies have suggested various pedagogical frameworks for teachers to adopt and a list of skill sets for students to master in the 21st century (Fore and Moritz 2020; World Economic Forum 2016). Nevertheless, a lack of research in higher education suggests the need for a framework of competencies for university teachers to adapt to teaching 21st century students. One of the ideas to emerge during this period is the concept of teacherpreneurship. According to Jose Vilson, teacherpreneurship is a futuristic concept (Berry et al., 2013) adopted by many forward-thinking, progressive teachers. Though the concept of teacherpreneurship can be considered abstract, such changemakers are present among us and currently collaborating with their colleagues as digital teachers to reimagine the learning environment in higher education and to promote the lifelong growth of graduates.

A teacherpreneur is typically defined as a proactive change agent who has a vital role in advancing new approaches to teaching and learning; in particular, a teacherpreneur integrates new digital technologies to support the development of digital ecosystems that facilitate the proliferation of knowledge among students and teachers. Being a teacherpreneur does not make the teacher an entrepreneur but does give the teacher an entrepreneurial spirit (Berry, 2015).

To develop the teacherpreneurship framework, the available literature was reviewed in the first phase, and empirical data (n=77) were analysed. Furthermore, semi-structured individual interviews were conducted in the second phase (n=22) to seek experts' opinions and evaluate the teacherpreneurship framework's practicality. In this research, interview participants' data are thematically presented with the focus on developing the teacherpreneurship framework, adaptive teaching approaches by incorporating digital technologies in the changing learning environment (during the pandemic teaching experience), and participants' perceptions of different factors influencing innovative teaching practice.

How the session will be run

The session includes interactive activities and discussion sessions on introducing the concept of teacherpreneurship in higher education. The session will be divided into three phases. In the first phase, a puzzle activity will be played to introduce the concept of teacherpreneurship. Next, further elaboration of the topic will be undertaken. Lastly, participants will be distributed some sample teaching scenarios to initiate deeper discussion on the concept.

Phase 1: Puzzle activity to introduce the topic (5+10=15 minutes)

Participants will be divided into groups and asked to solve short puzzles.

Presenter will then give a short introduction, drawing on the puzzle exercise to explain the concept of teacherpreneurism.

Phase 2: Elaboration of the topic (13+2=15 minutes)

Presenter will elaborate on the concept by analysing interview data in developing the teacherpreneurship framework.

Participants will be requested to jot down and share their thoughts on 21st century university teachers/teaching practices.

Phase 3: Analysing teaching scenarios in groups (20 minutes).

Each group will be given a teaching scenario to analyse and share their understanding with others.

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I did it my way: Academic-decision-making explored through a Bourdieusian social-theory lens [Shephard]

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The research and why it is important

Educational institutions have their conventions and means to ensure that academics adhere to these. Universities may expect their academics to publish research in research-led journals, to obtain reasonable personal-PBRF scores, and to receive good feedback from students about their teaching. Confirmation, tenure track, annual appraisal and promotion are all useful tools to keep us on track. But what if academics choose to do their job in their own way? How might that work out and how might such questions be theorised and researched?

This research asked nine academics to describe an important academic decision and the circumstances in which they made it. Researchers provided no prescription of the nature of that decision other than that it should be important to them. Interviews identified that most participants chose to describe a decision to either change their role in academia or leave academia altogether. Reoccurring themes emphasised that participants' decision-making, in the context of the chosen decision, was influenced by a perceived mismatch between their own values and those of their institution, by concerns about their personal autonomy, and by their experiences of collegiality. The analysis used Bourdieu's concepts of habitus, capital and field to explore how individual and institutional habitus shaped the decisions that these academics made. The study concluded that academics can use their personal academic-freedom, or autonomy, as a form of capital that can be exchanged for economic and symbolic capital, to enable their preferred decision and find their academic niche. Similarly, an institution's academic-freedom is also a form of exchangeable capital, but a form that may require managing the freedom of its academics if it is to advance institutional status, or to relinquish status if it chooses not to.

This session will help participants to collectively theorise their own academic freedom and perceptions of autonomy and institutional collegiality.

How the session will be run

The session might encourage participants to share potentially-sensitive academic experiences and decisions, and will need to be managed to avoid excessive self-expression, to support shared reflections on practice, and to encourage academic abstraction of personal experiences and points of view. The session will involve small group conversations, structured plenary discussions and brief presentations of social theory.

10 minutes … A conversation in small groups; sharing how individuals may have done things at work that others may not approve of, or that are 'unconventional' … with institutional support and without it.

15 minutes … Plenary to introduce everyone in the group and to identify some key research questions that our conversations elicited.

10 minutes … Brief presentation to describe Bourdieusian social theory and how it can be used to theorise social systems.

5 minutes … Small group conversations to explore possible conflicts between the academic freedom of individuals and the academic freedom of institutions.

5 minutes … Brief plenary to brainstorm some next steps on researching academic decision-making.

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Student attendance: before, during and after a pandemic [Shephard]

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The research and why it is important

Covid-19 has been challenging for many higher-education teachers around the world. Many university teachers have had to take their conventional courses, designed for face-to-face teaching, and rapidly transfer them to an online environment. Lectures, tutorials, practical classes and exams have occurred via videoconference systems, field trips have been virtual, and the experiences for teachers and students have dramatically changed. Even in 2022, teaching is often occurring in hybrid-mode and those physically present wear masks. Some teachers have experienced precipitous declines in attendance (especially on Zoom and for large groups, for lectures and for sessions related to lectures, such as flipped-classroom sessions) while for others these changes have simply punctuated already noticeable long-term declines in lecture attendance. The events of 2020/2021/2022 have raised the prospect that what we did before, while perhaps better than what we are doing now, is not necessarily a blueprint for what we should seek to achieve in the future. Practices of higher education teaching and learning may not have kept pace with wider societal expectations, and it seems inevitable that universities will need to redesign themselves to address increasingly uncertain links between attendance, engagement, participation, achievement and accreditation.

Our project, itself Covid-disrupted: integrated 18 university-teachers representing 14 departments in one university; developed a peer-supported professional-learning-community (PLC) to explore the educational discourses relevant to our interests and to manage our collaborative efforts; integrated three extensive bodies of educational knowledge and theory (on attendance; on motivation; and on learning in higher education) into our deliberations; and researched how university teachers understand attendance and its links to motivation and learning.

Our session will enable all participants to share their experiences and thoughts about student attendance, in the context of the roles of our universities, the professional identities of our teachers, the needs of our students, and how these things are changing.

How the session will be run

Our introduction will briefly describe our research questions, how we set about answering them and the nature of our results (5 minutes). The remaining minutes will be devoted to a sequential series of three discussions with project findings being introduced into each discussion only to inform questions that arise from within the discussion. Each discussion will be facilitated by one of the project members and will be structured around a set of prompting questions listed below (in brackets).

- Is student attendance important to university teachers. (If so, for what reasons? If not, why not? What might the long-term consequences be for HE if students continue to not attend?)

- What are those university teachers for whom attendance is important, doing to encourage attendance, and engagement while attending? (How has personal experience, employment factors or educational theory contributed?)

- Attendance at what? What might replace the lectures that many students do not attend anyhow? (And how might these be better adapted for diverse students nowadays? And with what cost implications for departments and institutions?)

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Scaffolding personal and professional development opportunities for doctoral students beyond supervision [Sim]

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The research and why it is important

23 Things International (https://www.23thingsinternational.com/) is a 14-week, online, self-paced course for doctoral students, supervisors, and early-career researchers, providing engagement with 23 tools/techniques to build academic and research networks, increase familiarity with research resources, and establish professional profiles. The course was launched in 2020 as a collaboration between a UK and two NZ universities. It attracted 250 participants. In 2021, the collaboration expanded to include six universities (two in the UK, two in NZ, and one in each of Australia and the USA) and 400 participants enrolled. This year, *23 Things International*'s cross-institutional collaboration was extended to include doctoral networks and additional partners: two more UK universities and one in Ireland, the Techné doctoral training partnership for 10 UK Universities, and the Africa Research Excellence Fund, a network for researchers across Africa. 550 participants registered.

While the course is modified each year based on evaluation data, it has come to our attention that there is always a consistent mixture of feedback about participants' preference for being self-paced, with requests for more scaffolding mechanisms to be included within the course. The organising team finds it challenging to strike a balance between the two, especially when the audience is made up of groups that we believe to be relatively autonomous learners. The feedback indicates that this might not be the case. As the world is moving into post-global pandemic times, the need for virtual learning experiences stays with us. Using a theoretical framework describing relationships between humans and technologies contexts (Sim & Stein, 2019), our ongoing work to refine the course involves examining the extent and nature of interventions we might build into future iterations. We aim for the learning opportunities that *23 Things* offers to provide a gradually more nuanced support for the variety of participant learning needs.

How the session will be run

1. Participants will be asked to propose a metaphor for online course experiences by composing a sentence/phrase illustrating the metaphor. An example and a prompt to recall their own positive-negative experiences will provide scaffolding for this task.

2. Second, the *23 Things* course outline will be presented (hard copy). Where possible, links will be made between the outline and participant metaphors. The metaphor underpinning the framework describing relationships between humans and technologies in doctoral education contexts will be explained, including how it relates to the course.

3. Third, participants will form small groups and engage in a course modification exercise. Copies of themed feedback from recent course participants will be provided; feedback will be discussed in the light of the *23 Things* outline, and the metaphors and framework discussed earlier, with a view to suggesting possible changes; groups will report their discussion.

4. Last, as a whole group, final reflections on the exercise will be invited, particularly in the light of the 'metaphor' that is the essence of the theoretical framework: that humans have/form different kinds of relationships with technology. Concluding comments will point to how the framework may help inform design and developments in any online course.

References

Sim & Stein. (2019). Re-constructing the Roles of Information & Communication Technologies in Doctoral Research Processes. Ako Aotearoa.

The implementation of pastoral care in residential colleges: First-year student and sub-warden perspectives and experiences of pastoral care [Spronken]

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The research and why it is important

This study explores the implementation of pastoral care in residential colleges through a comparison of Sub-warden and first-year student perspectives and experiences of pastoral care. The focus on pastoral care is due to the introduction of the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 (hereafter referred to as 'the Code'), which is required to be followed and enacted by tertiary accommodation services and support staff. This Code follows the Education (Pastoral Care) Amendment Act (2019), which was introduced after a student passed away at the University of Canterbury in 2019, and aims to make tertiary accommodation safer for all students across Aotearoa. The Code has a focus on supporting learner well-being and safety to enable academic achievement. There is a paucity of literature on pastoral care in student accommodation, especially in relation to the Code (2021), and this research intends to positively contribute to further knowledge within this area.

To gain a rich insight into the experiences of Sub-wardens and students, I am using a qualitative approach, collecting data from at least three residential colleges, using semi-structured interviews and focus groups.

In the presentation I will share and discuss preliminary findings from interviews with Sub-wardens and students. These findings suggest that Sub-wardens within colleges require more knowledge about the Code and their role within enacting it, and we have found that they could further benefit from a clearer understanding of the expectations students have when receiving care within a college. This study is important because it will contribute to knowledge on the implementation of the Code within tertiary student accommodation in Aotearoa. The findings from this study could reveal exemplary pastoral care practices, but it may also highlight areas which need improvement.

How the session will be run

In this session I will provide a brief (10 minute) overview of my research, covering the background context, rationale, and research methods. I will discuss the significance and key takeaways from my research. Then I will share parts of my preliminary findings, including quotes from students and Sub-wardens, and themes from initial analysis, to spark conversation amongst the group. In particular, I will be seeking the input of the group on pastoral care practices across Higher Education, to see whether they have insights within their area or institution. After this discussion, I will then present a brief overview of a

proposed set of guidelines for how pastoral care can be improved within residential colleges. This will lead to discussion of the suggested guidelines in terms of their scope and nature, and whether those in the session find them appropriate for a residential college setting, or their own area of practice.

Preparing PhD candidates for careers: can we do better? [Spronken-Smith]

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The research and why it is important

Our research is motivated by a desire to support PhD candidates as they transition into careers. In the last few decades, with widening participation in doctoral study alongside a contraction in the availability of tenured academic positions, only about 40-50% of PhD graduates in the western world enter careers in higher education. Past research has revealed PhD graduates feel ill-equipped to enter careers, even academic ones! Consequently, our research explores perceptions of career preparedness in PhD graduates and seeks to understand whether better support is needed.

In this session we report on a comparative case study between New Zealand and US universities. Using mixed methods, we captured survey data from 136 PhD graduates (including 84 graduates from two US universities and 52 from a New Zealand university) and interviewed 21 graduates (12 from US universities and nine from NZ). Our findings reveal very limited career planning during doctoral study as few had engaged with career services, except towards the end of their study. Moreover, there was very poor understanding of career options, exacerbated by immersion in an environment that often promoted academia as the only successful outcome of doctoral study. Our findings indicated a deep level of dissatisfaction in some graduates who suggested they had been led to believe that gaining a PhD would result in them obtaining an academic position – an outcome that did not eventuate for many. For others, admitting they did not want an academic position often led to dismissive behaviour from supervisors and departments. Although graduates recognised the transferrable nature of a PhD, many desired better support to develop key transferrable skills and attributes. We consider implications for doctoral education, including how PhD candidates, supervisors, departments, and the institution, can better support career development.

How the session will be run

In this session we will first provide a brief (5 minute) overview of our research, covering the background context, rationale, and research methods. Then we will share extracts of our findings, including graphs and quotes, to spark conversation amongst the group. In particular, we will be seeking the input of the group to elucidate the factors in the doctoral education environment that promote and inhibit career development in PhD graduates. We will then present a brief overview of a proposed development of a suite of micro-credentials

to better support the preparedness of PhD graduates for employment. This will lead to discussion of the suggested micro-credentials in terms of their scope and nature.

Medical Students' Perspectives of Evaluation and Research Requests [Tater]

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The research and why it is important

The study aimed to i) determine the volume and frequency of evaluation and research requests second and third year Otago Medical School students receive, and ii) explore student perceptions and attitudes towards evaluation and research requests.

An audit of evaluation and research requests students received in 2022 has been undertaken, recording information such as request date, departmental origin, time commitment, and incentive. A retrospective audit of the Otago University ethics applications from 2017-2021 was conducted to gauge research request volume to medical students from previous years. Preliminary audit information of evaluation and research requests guided the design of a survey that investigated student perceptions of the difference between evaluation and research requests, whether the current volume and frequency is reasonable, and how these requests are perceived.

In 2022, total evaluation requests were n=39 (Year 2 students) and 31 (Year 3 students)), and research requests n=8(Y2) and 10(Y3). Audit of previous ethics applications (n=2950) showed research request volumes were consistent with previous years. Survey response rate was 29% overall (n=80 (Y2), 91 (Y3)). 70% of students felt they received too many evaluation requests, 76% felt evaluation request volume should be limited, and 30% noting that receiving evaluation requests was 'a little stressful'. Students prefer to receive research and evaluation requests at the start of each semester, with exam and holiday times least preferred.

Medical students are highly sought after as evaluation and research participants. Findings suggests that access to this particular group requires oversight to ensure students are not adversely affected by evaluation volume or frequency. The data is also likely to be generalisable to other student cohorts, allowing other institutions to use these findings to understand student perspectives and inform recommendations around delivery of evaluation and research requests.

How the session will be run

0-5	Welcome and whakawhanaungatanga
5-10	Present an overview of the background, audit data, survey results, and topic significance to those involved in tertiary education
10-25	Divide into small groups (3-4 persons) to brainstorm the following:

What kind of evaluation and research requests do students in your department or school receive? How do medical students compare to these other university students?

Should research and evaluation requests to students be considered separately, or together?

What do you think would make students more or less likely to engage with evaluation and research requests?

Are there any ways in which evaluation and research requests are currently recorded or regulated?

25-40   Reporting back from small groups, to record and consolidate key points from the conversations

40-50   In small-groups, problem-solve ways in which key points can be addressed (e.g., guidelines and recommendations) to:

Identify the issues

Contribute practical solutions

Show consideration of ethical implications

45-50   Summary and discussion of proposed solutions

50-55   Wrap-up, thanks, conclude session

Constructing a 'worthwhile gap' statement to justify research in higher education studies [Wald]

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The research and why it is important

In undertaking research in the field of higher education we seek to advance our collective knowledge on a particular issue. Claiming a 'gap' in the literature as a metaphor for something that is different, lacking or missing has been a dominant rhetorical tool used by researchers to justify their research; however, just because something is missing, or lacking, does not guarantee addressing it would make a contribution. For that, the importance of the gap should be established, so that a 'worthwhile gap' is claimed. Research addressing a worthwhile gap is not only likely to advance knowledge in a field but also arguably has better chances for being accepted for publication in leading journals. Yet, constructing a convincing worthwhile gap is a cognitively challenging task and, in our experience, it is too often hard to find a clearly articulated research gap, let alone an explanation for why that gap is worthwhile filling. Therefore, we sought to learn how the task of constructing a research gap is approached in the field. For that, we conducted a document analysis of 124 articles from five top-ranked higher education journals and analysed how and on what basis gap statements were claimed. We found that most articles do have a gap statement, but these are mostly implicit rather than explicit, and not always easily identifiable. With that, one-fifth of the articles in the sample had no gap statement and over a quarter had no justification for the importance of the research. Since good research necessitates providing a clear and strong rationale and claiming a gap has been a widely used technique for doing so, we argue for the importance of making worthwhile gap statements and present a model to help with writing them.

How the session will be run

This session is for those who conduct, supervise and/or review research in higher education. The objective is to introduce a model for claiming and evaluating a 'worthwhile gap' as a justification for research. The first section of the session (20 minutes) will include an overview of the roles and purposes of claiming gaps across different disciplines. A critique of 'gap-spotting' as well as different typologies of research gaps will be presented. Then the empirical research and its finding will be offered, including the problematic practice of 'justification by association'. This will be followed by the introduction of a model for worthwhile gap statement construction and purpose. In the second section (20 minutes), participants will work in groups to use the model to evaluate and critique gap statements from published papers. The third section (15 minutes) will include a reflective discussion on the usefulness of the model and, looking forward, what would constitute best-practice regarding providing justifications for research and contribution to knowledge in the field of higher education. The key take-away for participants is the importance of research justification for advancing knowledge and successful publication of research papers.

Caring for students in the post-pandemic university: the challenge for tutors and sessional staff [Wood]

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The research and why it is important

Students come to university with different backgrounds, experiences and needs. Many of them will require care and support at some time during their study, but care and higher education have a fraught relationship. Universities are frequently described as managerial institutions within a neo-liberal paradigm that is at odds with a caring pedagogy (Mutch & Tatebe, 2017). Despite this, universities across the globe are prone to enthusiastically focusing upon the term 'care' within their policies and strategic documents (Walker-Gleaves, 2019), and research suggests that students value being cared for by teaching staff (Chasteen Miller & Mills, 2019). A caring teacher – and more broadly a caring relationship – has been identified as a powerful factor for encouraging student retention and academic success (Buskirk-Cohen & Plants, 2019).

Increasingly, students in today's higher education (HE) are reporting stress, mental health problems, feelings of disconnectedness and isolation. Changes in delivery expedited by the pandemic, as well as rising costs and increasing student numbers have altered the experience of higher education for our students. In particular, there are fewer opportunities for HE teachers to provide a caring environment for all students; their sheer numbers and dispersal preclude this. As a result, the caring role often falls to those least equipped and resourced to provide it, tutors.

This research explores the experiences of tutors and other sessional teachers caring for students. In this session we will discuss the issues surrounding these teachers and ask,

   a) What is the place of care in a post-pandemic university?

   b) To what extent is training tutors to provide pastoral care to students appropriate?

   c) What can and do universities do to support these teachers?

How the session will be run

The session will begin with a short discussion about the nature of care in today's universities and discuss the differences between immediate care often provided by teachers as part of their teaching role and the care offered by the support services provided by the institution. We will ask participants to reflect on their own experiences of providing a caring learning environment for all students.

After a short presentation about the research that has led to this discussion, the participants will be allocated to groups and asked to explore the differences they identified in more depth. They will be asked to consider the questions listed above and feed back to the whole group.

Timing for the session:

- Introductory discussion on caring in today's universities and participants' experiences (15 min)

- Short presentation on research (5 min)

- Group activity: perspectives on providing care (20 min)

- Feedback and discussion (15 min)

References

Buskirk-Cohen, A. A., & Plants, A. (2019). Caring about Success: Students' Perceptions of Professors' Caring Matters More than Grit. *International Journal of Teaching and Learning in Higher Education*, *31*(1), 108–114.

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Mutch, C., & Tatebe, J. (2017). From collusion to collective compassion: Putting heart back into the neoliberal university. *Pastoral Care in Education*, *35*(3), 221–234. https://doi.org/10.1080/02643944.2017.1363814

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