TERNZ 2024

Proceedings of the 16th Tertiary Education Research in New Zealand (TERNZ) Conference Wellington, 25 - 27 November 2024

Conference organisation by HERDSA Aotearoa/New Zealand, and the Centre for Academic Development, Te Herenga Waka | Victoria University of Wellington

Editor: Stephen Marshall, Te Herenga Waka | Victoria University of Wellington

Publisher: HERDSA Aotearoa/New Zealand

Table of Contents

Acknowledgements

Conference Convenor:

Stephen Marshall, Te Herenga Waka | Victoria University of Wellington

Programme Committee:

Erik Brogt, Te Whare Wānanga o Waitaha | University of Canterbury

Susan Geertshuis, Waipapa Taumata Rau | University of Auckland

Alison Jolley, Te Whare Wananga o Waikato | University of Waikato

Kathryn Sutherland, Te Herenga Waka | Victoria University of Wellington

Host group leaders:

Kim Ashton, Waipapa Taumata Rau | University of Auckland

Eva Heinrich, Te Kunenga ki Pūrehuroa | Massey University

Alison Jolley, Te Whare Wananga o Waikato | University of Waikato

Qian Liu, Ōtākou Whakaihu Waka| University of Otago

Kathryn Sutherland, Te Herenga Waka | Victoria University of Wellington

Conference day helpers

Liz Pritchett, Te Herenga Waka | Victoria University of Wellington

Irina Elgort, Te Herenga Waka | Victoria University of Wellington

Kathryn Sutherland, Te Herenga Waka | Victoria University of Wellington

Umbrella Organisation: HERDSA New Zealand (https://herdsa.org.nz)

Kindly sponsored by Ako Aotearoa (https://ako.ac.nz)

Foreword

We are very pleased to be able to welcome the delegates of the 2024 TERNZ Conference to Wellington. 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, sessions, and posters) and arranged alphabetically by (first) author surname.

We hope you enjoy the TERNZ 2024 experience!

TERNZ 2024 Programme

Monday 25 November				
1.00	Registration Desk Opens			Rutherford House Mezzanine
1.30-4.30	Workshops			
	Workshop A **RHMZ01**	**Workshop B** **RHMZ02**	**Workshop C** **RHMZ03**	**Workshop D** **RH102**
	Publishing your tertiary education research: A workshop with journal editors Eva Heinrich (Executive Editor of Advancing Scholarship and Research in Higher Education and former Co-Lead Editor of Australasian Journal of Educational Technology) 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)	**Crafting your academic job: strategies for professional growth and fulfilment** Deepika Jindal University of Auckland Deepika Jindal is a Professional Teaching Fellow and Subject Group Lead for Management at the University of Auckland Business School.	**Academic Development symposium** Erik Brogt, University of Canterbury Erik Brogt is the Chair of the HERDSA Academic Development Special Interest Group.	**Bridging design prototypes as an applied research method to undertake novel research in educational research and practice** Gloria Gomez Gloria Gomez is an applied design researcher in novel educational product development and adjunct senior lecturer at the University of Sydney
4.35-7.00	**Formal conference opening, sponsor's presentation, with drinks and nibbles following from 6pm**			**RHLT1 and Mezzanine**

Legend: Research Session | Teaching Practice Session | Sponsor Session | Host Group Session

TERNZ 2024 Programme

Tuesday 26 November				
8.30	Registration Desk Opens			Rutherford House Mezzanine
8.45	**Conference Introduction and Housekeeping**			**RHMZ03**
	Stream A RHMZ02	**Stream B RHMZ03**	**Stream C RH102**	**Stream D RH103**
9.00-9.55	**Erik Brogt, Kerry Shepherd** Engaging in SoTL: transfer to teaching and educational leadership practices	**Susan Geertshuis, Anna Hales, Debbie van Dyk** The mindsets and practices of exceptional university teachers who are preparing students for life	**Marvin Wu** Ako Aotearoa Research and Innovation Agenda (AARIA) Information Session: Funding Change Projects in the Tertiary Education Sector	**Songleng Chhaing, Kathryn Sutherland** Professional development among academics in Cambodian higher education: a tripartite perspective on conceptions, challenges and opportunities
10.00-10.45	**Host group sessions in group home rooms:**	**Group A RHMZ02**	**Group B RHMZ03**	**Group C RH102**	**Group D RH103**	**Group E RH107**
10.45-11.10	Morning tea			Rutherford House Mezzanine
	Stream A RHMZ02	**Stream B RHMZ03**	**Stream C RH102**	**Stream D RH103**
11.10-12.05	**Susan Geertshuis, Kirsty Williamson, Wender Martins, Herbert Sima** University staff who undertake part-time PhDs	**Amanda Wolf** Developing Enduring Cognitive Capabilities for Professional Practice	**Kim Ashton, Michelle Kilkolly-Proffit, Adebayo Adeniji** Facts fill minds; stories shape lives	**Qin An, Qian Liu, Joyce Koh** "Usage of GAI for Learning" from Higher Education Students' Experience: A Systematic Review
12.10-12.55	**Host group sessions in group home rooms:**	**Group A RHMZ02**	**Group B RHMZ03**	**Group C RH102**	**Group D RH103**	**Group E RH107**
12.55-1.30	Lunch			Rutherford House Mezzanine
	Stream A RHMZ02	**Stream B RHMZ03**	**Stream C RH102**	**Stream D RH103**
1.30-2.25	**Kim Ashton, Michelle Kilkolly-Profitt, Anna Hales** Identity and Academia: Understanding "Who Am I?"	**Jonathan Flutey, Billie Berry** Design Thinking for Educational Design: Industry co-design of Micro-credentials at VUW	**Nathalie Wierdak** Widening Participation in the Digital Age: The Role of Equity-Centric Communications in Generating a Sense of Belonging Among Māori and Pasifika Students	**Kirsty Williamson, Richelle Hewin** Enhancing Tertiary Students' Communication Skills: Developing a Rubric for Interactive Oral Assessments in the Age of AI
2.30-3.15	**Host group sessions in group home rooms:**	**Group A RHMZ02**	**Group B RHMZ03**	**Group C RH102**	**Group D RH103**	**Group E RH107**
3.15-3.40	Afternoon tea			Rutherford House Mezzanine
	Stream A RHMZ02	**Stream B RHMZ03**	**Stream C RH102**	**Stream D RH103**
3.40-4.35	**Nova Ariani, Barbara Kensington-Miller, Sean Sturm** Academic Identity of Teacher Educators after a Doctoral Journey in New Zealand	**Courtney Ngata-Turley** Ko Te Kete Tuatea: From Self-Reflection to Student Connection Utilizing Indigenous and Western Perspectives in Enhancing the Student Experience	**Qian Liu, Susan Geertshuis** Improving wellbeing through teaching: Insights into the relationship between perceived demands, learning and wellbeing of mature employed postgraduates	**Mercy Agbagha, Hanoku Bathula** Climate Negotiations in Action: A Learning Activity Engaging Stakeholders with C-ROAD Simulator
4.40-5.25	**Host group sessions in group home rooms:**	**Group A RHMZ02**	**Group B RHMZ03**	**Group C RH102**	**Group D RH103**	**Group E RH107**
7.00-9.30	**Conference dinner**			**Dockside Shed 3, Queen's Wharf: https://dockside.co.nz**

Version 1.2 21 November 2024

Legend: Research Session | Teaching Practice Session | Sponsor Session | Host Group Session

TERNZ 2024 Programme

Wednesday 27 November				
	Stream A **RHMZ01**	**Stream B** **RHMZ02**	**Stream C** **RH105**	**Stream D** **RH107**
9.00-9.55	**Susan Geertshuis, Anna Hales, Parizad Mulla, Ruhi Bajaj** It's not what you do, but the way that you do it: The techniques and rationale of university teachers who seek to engage students in learning	**Sarah-Jane O'Connor, Hazel Godfrey** Connecting expertise within and beyond the academy	**Joy Rudland, Geoffrey Noller, Ibrahim Al-Busaidi, Sunyoung Ma** Addressing unacceptable behaviours in clinical learning environment	**Guy Bate, Shohil Kishore** KuyLee as an anthropomorphic GenAI learning coach for postgraduate students
10.00-10.45	**Host group sessions in group home rooms:** **Group A RHMZ02** **Group B RHMZ01** **Group C RH105** **Group D RH205** **Group E RH107**			
10.45-11.10	Morning tea			Rutherford House Mezzanine
	Stream A **RHMZ01**	**Stream B** **RHMZ02**	**Stream C** **RH105**	**Stream D** **RH107**
11.10-12.05	**Pingjing Liang, Navé Wald, Ben Daniel** Becoming an academic: The role of induction programmes in nurturing academic identity	**Kim Ashton** Meeting academic transition needs of Pasifika Students at the University of Auckland Business School	**Wuwei Gong, Susan Geertshuis** Eustress and distress: The stress experiences of students combining work and study	**Francesca Benocci, Stella McIntosh, Sondra Bacharach, Monique Mann, Kimberly Cannady** Applying ako to ethical AI use in the humanities: mutual empowerment of teachers and learners through transparency, agency and integrity
12.05-1.05	Lunch HERDSA NZ Branch AGM Zoom link https://otago.zoom.us/j/99028958982?pwd=tfoU5wXb5U1kVrR07bp6JcV6iQl8NQ.1 Meeting ID: 990 2895 8982 Password: 114612			Rutherford House Mezzanine RH Lecture Theatre 2 RHLT2
1.05-1.50	**Host group sessions in group home rooms:** **Group A RHMZ02** **Group B RHMZ01** **Group C RH105** **Group D RH205** **Group E RH107**			
	Stream A **RHMZ01**	**Stream B** **RHMZ02**	**Stream C** **RH105**	**Stream D** **RH107**
1.55-2.50	**Susan Geertshuis, Audrea Warner, Hanoku Bathula** Transformational leaders in the classroom	**Alison Jolley, Stephanie Shaulskiy, Kari O'Connell, Holly Cho** Defining sense of belonging: An example from the STEM field education context	**Namali Suraweera, Paola Tine** Supporting Neurodiverse Students: Teaching, Learning, and Assessment Strategies	**Guy Bate** Augmenting creativity and innovation: GPT Vision as a multimodal partner for learning
2.55-3.45	**Host group sessions in group home rooms:** **Group A RHMZ02** **Group B RHMZ01** **Group C RH105** **Group D RH205** **Group E RH107**			
3.45-4.45	**Host Group Presentations and Conference Close**			**RH Lecture Theatre 2 RHLT2**

Legend: Research Session | Teaching Practice Session | Sponsor Session | Host Group Session

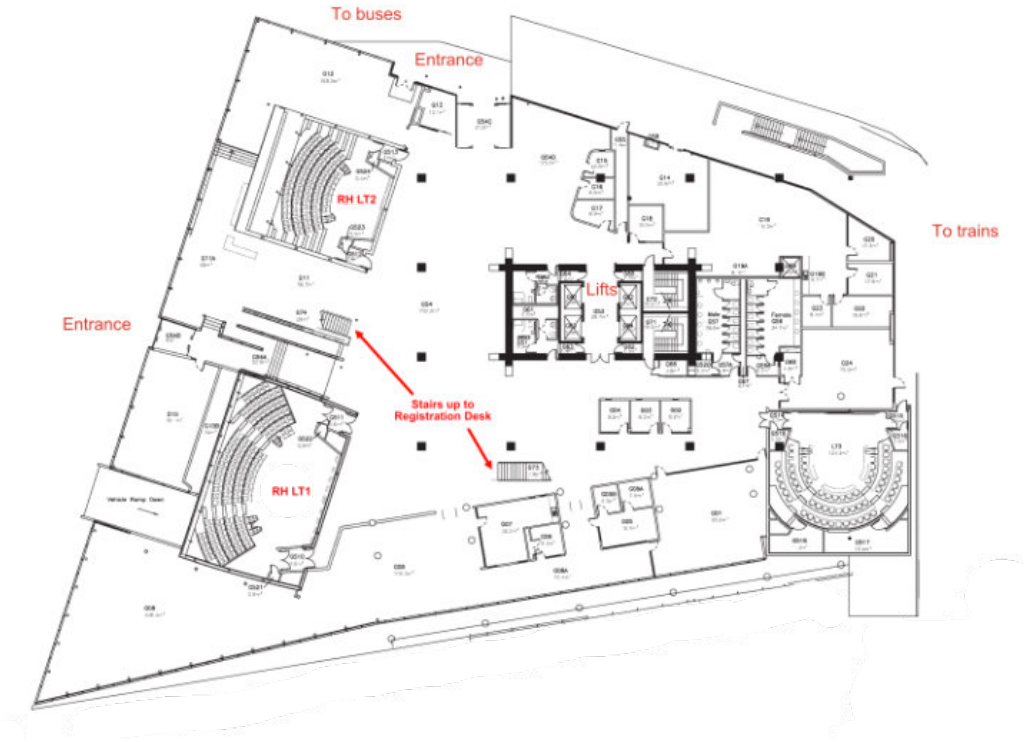
TERNZ 2024 Maps

Conference Venue and Dinner Venue

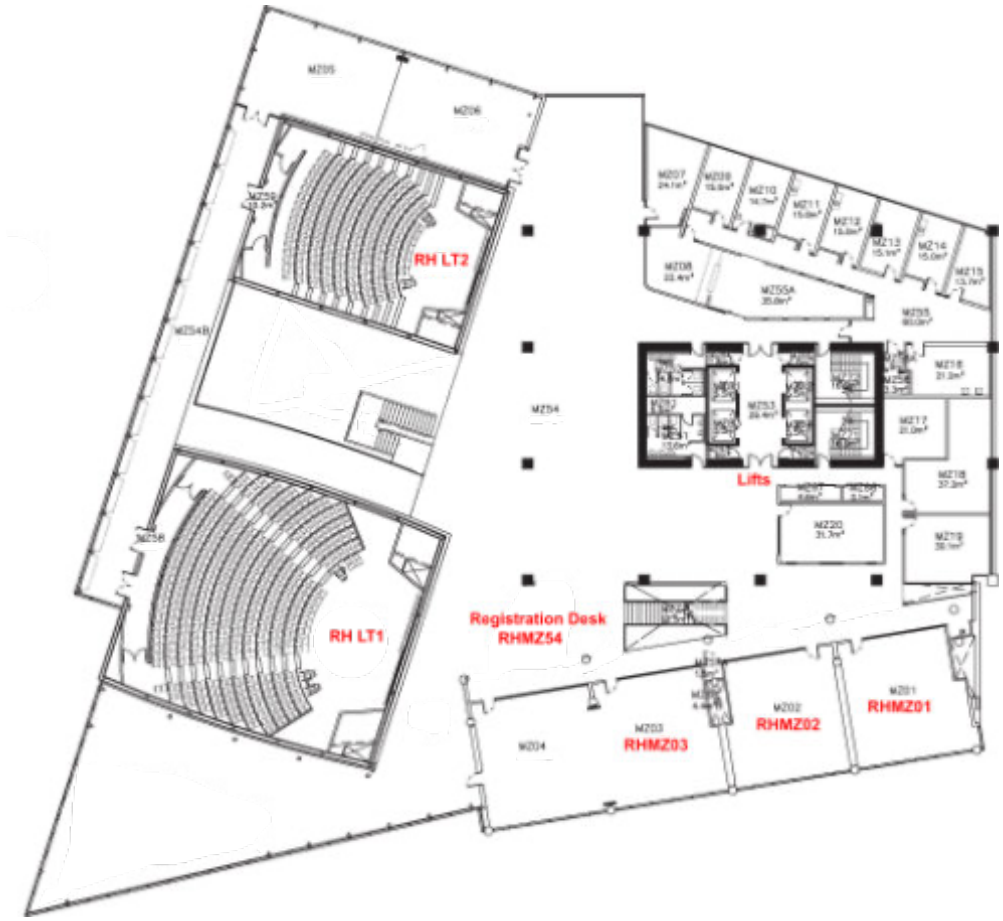
Rutherford House, Bunny Street

Dockside Restaurant, Shed 3 Queens Wharf

Rutherford House – Ground Floor

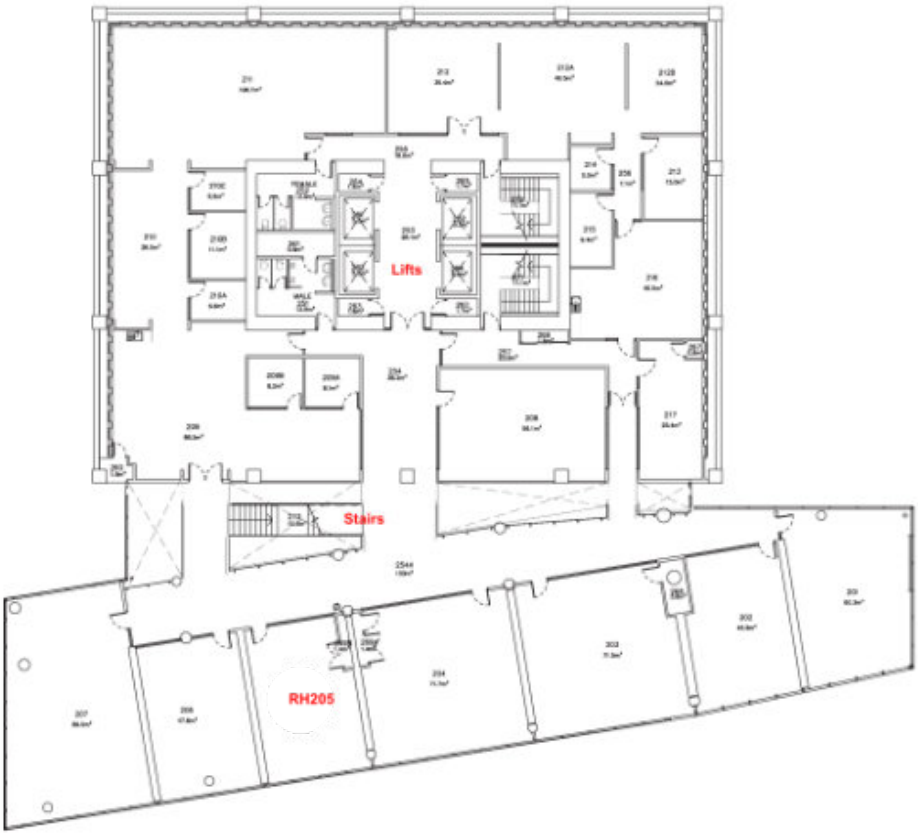


Rutherford House – Mezzanine



Rutherford House – First Floor

Rutherford House – Second Floor



TERNZ 2024 Host Groups

Group A **Host Leader: Kim Ashton**

Tuesday and Wednesday in RHMZ02

Anna Hales
David Holmes
John Milne
Khushbu Kumari
Marvin Wu
Nancy Marquez
Wuwei Gong
Richelle Hewin
Sondra Bacharach
Stella McIntosh
Songleng Chhaing

Group B **Host Leader: Kathryn Sutherland**

Tuesday RHMZ03, Wednesday in RHMZ01

Annemie Winters
Caroline Aspden
Edache Michael
Francesa Benocci
Guy Bate
Helen Lomax
Amanda Wolf
Julie McIntosh
Mercy Agbagha
Rana Daoud
Sarah-Jane O'Connor

Group C **Host Leader: Alison Jolley**

Tuesday RH102, Wednesday in RH105

Billie Berry
Courtney Ngata-Turley
Erik Brogt
Gloria Gomez
Susan Geertshuis
Chulainn Sowerby
Martyn Gosling
Michelle Kilkolly-Proffit
Namali Suraweera
Qin An
Tehmina Gladman

Group D **Host Leader: Qian Liu**

Tuesday RH103, Wednesday in RH205

Adrian Slack
Jenn Jury
Jonathan Flutey
Joy Rudland
Kerry Shephard
Kirsty Williamson
Laura Burnet
Russell Butson
Suzanne Reid
Adebayo Adeniji

Group E **Host Leader: Eva Heinrich**

Tuesday and Wednesday in RH107

Amanda Harper
Chunyi Zhao
Hazel Godfrey
John Randal
Nathalie Wierdak
Irina Elgort
Nova Ariani
Paola Tine
Pingjing Liang
Rebekah Sage

TERNZ 2024 Abstracts

Workshops

Publishing your tertiary education research: A workshop with journal editors

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

Are you interested in publishing your research on tertiary education or the scholarship of teaching and learning (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, 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.

Crafting your academic job: strategies for professional growth and fulfilment

Deepika Jindal
University of Auckland

Dr Deepika Jindal is a Professional Teaching Fellow and Subject Group Lead for Management at the University of Auckland Business School. She teaches Human Resource Management and related courses. Deepika also serves as Programme Director for the Master of Business Management programme. Deepika's research interests lie in the areas of job crafting, career crafting, and higher education. Outside her role at the

University, Deepika is Branch President of the Academic Branch of Human Resources New Zealand and an Auckland Branch committee member. Deepika also serves as committee member of Women in Business Chapter of American Chamber of Commerce in New Zealand. Prior to joining academia, she worked in an Indian manufacturing conglomerate, for over a decade, in their Corporate HR department. Deepika is a Fellow of the Higher Education Academy.

Intended audience

Academics keen to craft their jobs in a way that fits with their needs, abilities, and preferences.

Learning outcomes

By the end of the workshop participants will be able to:

- Grasp the context of job crafting and its applicability within an academic context.
- Recognise aspects of their current academic roles (teaching, research, service) that can be crafted to better align with their strengths and passions.
- Unleash their creativity to find new ways to make their work more fulfilling.
- Improve person-job fit.
- Be a job crafter.

Workshop description

This interactive workshop focuses on the concept of job crafting within the academic environment. In a landscape where the demands on academics are continuously evolving, this session empowers participants to take a proactive approach in shaping their current roles to increase job satisfaction and impact.

Academic Development symposium

Erik Brogt, University of Canterbury
Erik Brogt is the Chair of the HERDSA Academic Development Special Interest Group.

Bridging design prototypes as an applied research method to undertake novel research in educational research and practice

Gloria Gomez
Co-founder & design researcher, OceanBrowser Ltd., Dunedin, New Zealand
Adjunct senior lecturer, Save Sight Institute, University of Sydney, Australia
gloria@oceanbrowser.com | gloria.gomez@sydney.edu.au

The bridging design prototype (BDP) approach is a human-centred design method for individual designers or small organisations with incomplete multidisciplinary teams and limited resources. A bridging design prototype is a fully functional rapid prototype built with features familiar to a user community and with novel features that a designer incorporates after careful analysis of relevant data. It capitalises on a user community's prior knowledge (i.e. the knowledge a user already has about a situation or an activity) and recognises their context realities. These characteristics bring user communities into the development process early while a designer or team employs it for learning about the user community, the context and the practice. Experimentations should not require the presence of designers. By functional, it means all features should operate. But, BDPs are not necessarily minimum viable products, as the digital or tangible materials with which they are built could have a limited lifespan (Gomez, 2020).

Informed by concepts drawn from four design methods and one learning theory, this approach emerged during my doctoral research and enabled the development of a BDP for preschool concept mapping that teachers would accept to incorporate into real activities with their children. This BDP (also known as the Authoring Kit for Preschool Concept Mapping) helped me (the designer) gain entry to real settings and made it

possible to investigate issues in preschool concept mapping from an interaction design perspective (Gomez, 2010). Outside of my own research, early childhood experts have used it to inform their own concept mapping research on metacognitive skills and science education (Cassata-Widera, 2008; Cassata-Widera, 2009) or promote bottom-up adoption of concept maps as a new didactic tool to teach children with speech impairments (Kicken et al., 2016). A critical reflection on the work of Kicken et al. showed that the BDP approach might be useful in autonomous design projects seeking community design, decentring external designer participation, and enabling users to become designers (Gomez, 2020).

Bridging design prototypes have also been implemented to carried out applied research on how people study online in postgraduate distance education (Gomez et al., 2022; Gomez & Petsoglou, 2021; Gomez & Tamblyn, 2012a, 2012b), evaluate a cognitive training game for people with dementia (Gomez et al., 2020), and support the learning of multiplication tables in primary school mathematics (Marín Ortiz, 2017; Rodríguez-Ortiz & Marín-Ortiz, 2018). Background research for BDP implementations has been undertaken to inform project proposals for the transition to early algebra, serious games (Gomez & Crombie, 2016) and gamification of assistive technologies (Contreras et al., 2019). As an educational designer, I have used this approach to inform the development of a website and resources for first year students, a teaching profile booklet, and videos for tutoring and demonstrating.

Workshop Plan

In this 3-hour workshop, participants will be walked through the six principles of the BDP approach to produce a fully functional rapid prototype that meets the wants and needs of every member of an educational community. Illustrative cases will be drawn from projects in education, and maybe from a few other fields. My students and I have carried out these projects either independently or in collaboration with other researchers, companies or institutions.

What will you do during the session?

You will have a chance to think about, discuss, and tinker a little on how to apply the principles to a new or existing project. If you have already gathered (and analysed) data (e.g., text, photos, drawings, video, etc.) about a group of people in an educational setting for a project, you could use it to inform the development of a new resource. Finally, if you have already developed a resource, the principles could be used to evaluate it.

Takeaways

During the session, you'll gain enough information to start the development of your own bridging design prototype of a novel educational resource, that in turn could be used to undertake studies and explorations. This approach could guide/help you or your team to:

- Carry out careful analysis of relevant data to inform resource design.
- Develop resources with features familiar to all members of an educational community to enhance adoption.
- Determine when novel features should be included as part of a resource design, and plan for extra support if needed.
- Inform feature design based on a good understanding of the prior knowledge and the context realities of students and teachers alike, including those with diverse cognitive, physical, and socio-cultural capabilities.

Learn more and find publications at https://www.gloriagomez.com/bdp.html

Sessions (First Author Surname Order)

Climate Negotiations in Action: A Learning Activity Engaging Stakeholders with C-ROAD Simulator

Mercy Agbagha, Waipapa Taumata Rau | University of Auckland, mercy.agbagha@auckland.ac.nz
Hanoku Bathula, Waipapa Taumata Rau | University of Auckland, hanoku.bathula@auckland.ac.nz

This learning exercise aims to raise awareness of climate change challenges and teach students to negotiate with stakeholders for a sustainable climate future. The need for training students in climate action is underscored by global bodies like the International Universities for Climate Alliance (IUCA) and the Climate Action Network for international Educators (CANIE). As universities try to integrate sustainability in general and climate action in particular in teaching, they face challenges, including consensus on suitable content and teaching methods, coupled with limited faculty expertise (Argento, et al., 2020; Serafini et al., 2022). Further, developing new, high-quality and relevant content takes time and resources. A practical solution to these challenges is to use well established resources developed by reputed global institutions.

In this context, we present an online resource successfully used by a co-author in an undergraduate business class of 900 students across 30 teaching sessions. The C-ROADS Climate Change Policy Simulator, developed by Climate Interactive in collaboration with MIT Sloan researchers (Climate Interactive, n.d.). This tool enables participants to understand the impact of national and regional climate pledges, demonstrating the effects of land use and greenhouse gas emissions (Siegel et al., 2024). This model is user-friendly, provides real-time results, and is accessible to policymakers, educators, and the public. Participants assume one of six roles— Developed Nations, Developing Nations A, Developing Nations B, Climate Activists, Fossil Fuel Lobbyists, or the Media— to engage in negotiation and policy implementation, promoting experiential learning, systems thinking, collaboration, and negotiation skills.

Climate change is a global crisis impacting all nations and disciplines, posing a serious threat to the environment, human health, economies, and planetary stability (Abbass, et al., 2022). It accelerates biodiversity loss, disrupts ecosystems, and heightens disease transmission. Extreme weather events such as heatwaves, floods, and droughts are becoming more frequent and severe, jeopardising water management, agriculture and food security. A global temperature rise above 2°C would have catastrophic consequences. Since 1990, CO2 emissions have increased by over 50%, with the steepest increase between 2000 and 2010 (United Nations Environment Programme, 2024).

The C-Road Climate Change Simulator offers substantial benefits in higher education by providing experiential and interactive learning across disciplines. Key advantages include:

- Enhanced Understanding of Climate Complexity: The simulator demonstrates how emissions, environmental impacts, and policies are interconnected, linking carbon emissions with temperature rise, sea-level change, carbon pricing and reforestation.
- Development of Critical and Systems Thinking: C-ROADS illustrates interactions among land use, energy policy, and emission regulations, helping students understand feedback loops and climate dynamics.
- Fostering Collaboration and Negotiation Skills: Students take one of the six roles and engage in real-world style negotiation, building teamwork, communication, and diplomacy.
- Hands-On Decision Making and Problem Solving: Instant feedback on the policy decision-making skills and understanding climate change consequences, fostering consensus-building.

Simulations like C-ROADS offer valuable pedagogical advantages in teaching complex topics like climate change by allowing to apply theory to realistic scenarios. This tool is freely available while options like Games4Sustainability or StratX Simulations also support immersive experience. Connecting simulation experiences with scholarly literature and practitioner applications provides deeper insights.

References

Argento, D., Einarson, D., Mårtensson, L., Persson, C., Wendin, K., & Westergren, A. (2020). Integrating sustainability in higher education: a Swedish case. *International Journal of Sustainability in Higher Education, 21*(6), 1131-1150.

Abbass, K., et al. (2022). A review of the global climate change impacts, adaptation, and sustainable mitigation measures. *Environmental Science and Pollution Research, 29*(31), 42539–42559. https://doi.org/10.1007/s11356-022-19718-6

Burke, C., & Sheldon, K. (2010). Encouraging Workplace Innovation Using the 'World Cafe' Model. *Nursing Management UK 17* (7) 14–19. https://10.7748/nm2010.11.17.7.14.c8055

Climate Action Network for International Educators (n.a.). https://canie.org/

Climate Interactive. (n.d.). *C-ROADS climate change policy simulator*. Climate Interactive. https://www.climateinteractive.org/tools/c-roads/

Estacio, E.V., & Karic, T. (2016). The World Café: An innovative method to facilitate reflections on internationalisation in higher education. *Journal of Further and Higher Education, 40*(6), 731-745. https://10.1080/0309877X.2015.1014315

Games4Sustainability (n.d). https://games4sustainability.org/

International Universities Climate Alliance (n.a). https://universitiesforclimate.org/

Serafini, P. G., de Moura, J. M., de Almeida, M. R., & de Rezende, J. F. D. (2022). Sustainable development goals in higher education institutions: a systematic literature review. *Journal of Cleaner Production, 370*, 133473.

Siegel, L. S., Campbell, C., Fiddaman, T., Jones, A. P., Jones, C., & Sterman, J. (2024). *C-ROADS reference guide*. Climate Interactive. https://docs.climateinteractive.org/projects/c-roads-reference-guide/en/latest/index.html

StrateX Simulations (n.d). https://web.stratxsimulations.com/

United Nations Environment Programme. (2024). *Goal 13: Climate action. Why do the Sustainable Development Goals matter?* https://www.unep.org/explore-topics/sustainable-development-goals/why-do-sustainable-development-goals-matter/goal-13

“Usage of GAI for Learning” from Higher Education Students’ Experience: A Systematic Review

Qin An, Ōtākou Whakaihu Waka| University of Otago, annie.an@postgrad.otago.ac.nz
Qian Liu, Ōtākou Whakaihu Waka| University of Otago, qian.liu@otago.ac.nz
Joyce Koh, Ōtākou Whakaihu Waka| University of Otago, joyce.koh@otago.ac.nz

Generative artificial intelligence (generative AI, GenAI, or GAI) refers to artificial intelligence capable of generating text, images, videos, or other data using generative models (Pinaya, 2023), often in response to prompts. Students, captivated by GAI's powerful functionalities and ease of use, are increasingly incorporating it into their studies, both in and out of class, using it for content generation or error correction, etc. (Gimpel, 2023) Concurrently, there is growing discussion around the potential of GAI to enhance student learning (Lim et al., 2023). However, the ways in which students actually utilize GAI in their learning tasks remain largely unclear (Tossell, 2024). This delay has perpetuated an inequitable environment where some students, whether ethically or unethically, have leveraged the tool in their learning tasks, while others have not (Park &Ahn, 2024).

In this study, we employed a Systematic and Tripartite Approach (STA) (Daniel & Harland, 2017) to explore the experiences of students as they engage with GAI, providing valuable insights into how students use GAI in their learning tasks in the context of higher education and what outcomes they may have. Our systematic literature review covered 39 peer-reviewed empirical articles.
Content analysis of the reviewed articles revealed that students primarily use GAI in six distinct ways within their learning tasks. We applied thematic analysis to categorize the various outcomes associated with GAI usage.

Theoretically, our work contributes to conceptualizing the framework of how students use GAI in their learning tasks in higher education. Practically, our findings also facilitate more effective implementation of GAI in students’ learning tasks in higher education for university educators, offering guidance for pedagogical practices.

References

Daniel, B. K., & Harland, T. (2017). Higher education research methodology: A step-by-step guide to the research process. Routledge.

Gimpel, H., Hall, K., Decker, S., Eymann, T., Lämmermann, L., Mädche, A., ... & Vandrik, S. (2023). Unlocking the power of generative AI models and systems such as GPT-4 and ChatGPT for higher education: A guide for students and lecturers (No. 02-2023). Hohenheim Discussion Papers in Business, Economics and Social Sciences.

Jaworski, A., Jasiński, D., Jaworski, W., Hop, A., Janek, A., Sławińska, B., ... & Jasińska, N. (2024). Comparison of the Performance of Artificial Intelligence Versus Medical Professionals in the Polish Final Medical Examination. Cureus, 16(8).

Lim, W. M., Gunasekara, A., Pallant, J. L., Pallant, J. I., & Pechenkina, E. (2023). Generative AI and the future of education: Ragnarök or reformation? A paradoxical perspective from management educators. The international journal of management education, 21(2), 100790.

Noor Al-Sibai. 2023. Professor Falsely Accuses Students of Cheating Because ChatGPT Told Him To. Yahoo Sports. Retrieved August 25, 2023 from https:// sports.yahoo.com/professor-falsely-accuses-students-cheating-163109878.html

Park, H., & Ahn, D. (2024, May). The Promise and Peril of ChatGPT in Higher Education: Opportunities, Challenges, and Design Implications. In Proceedings of the CHI Conference on Human Factors in Computing Systems (pp. 1-21).

Tam, W., Huynh, T., Tang, A., Luong, S., Khatri, Y., & Zhou, W. (2023). Nursing education in the age of artificial intelligence powered Chatbots (AI-Chatbots): are we ready yet?. Nurse education today, 129, 105917.

Tossell, C. C., Tenhundfeld, N. L., Momen, A., Cooley, K., & de Visser, E. J. (2024). Student perceptions of ChatGPT use in a college essay assignment: Implications for learning, grading, and trust in artificial intelligence. IEEE Transactions on Learning Technologies.

Academic Identity of Teacher Educators after a Doctoral Journey in New Zealand

Nova Ariani, Waipapa Taumata Rau | University of Auckland, nari985@aucklanduni.ac.nz
Barbara Kensington-Miller, Waipapa Taumata Rau | University of Auckland, b.kensington-miller@auckland.ac.nz
Sean Sturm, Waipapa Taumata Rau | University of Auckland, s.sturm@auckland.ac.nz

This study explores how teacher educators experience, understand and negotiate the changes and development in their academic identity. It focuses on their journey of transformative learning in a New Zealand doctoral program and their reintegration into academic roles and practices within higher education in their home country.

Using a narrative inquiry approach and Indonesian context, the study uses McAlpine's identity trajectory (McAlpine, 2012; McAlpine et al., 2014) and Barkhuizen's framework on the identity of language teacher educators (Barkhuizen, 2021). These frameworks help to understand how these educators reflect on their academic identity based on past, present, and future trajectories in changing academic contexts. Data were collected through online semi-structured interviews and reflective writing and analysed with thematic analysis (Braun & Clarke, 2021).

Over two decades, studies on international academic mobility have increasingly focused on academic return migration. This phenomenon involves a growing number of PhD and master's graduates, primarily from Western English-speaking countries, returning to their home countries in Asia to work in higher education (Ahmad et al., 2024; Da Wan et al., 2022; Karakaş, 2020). These scholars, known as academic returnees, face challenges upon returning to integrate into the local academic roles and responsibilities (Ai, 2019; Dai & Hardy, 2024; Le Ha & Mohamad, 2020; Sakurai et al., 2022). These studies indicated that academic returnees' identities are contested, shaped, and negotiated throughout the academic reintegration in their home university contexts.

Researchers studying academic identity in higher education have explored various groups of academics such as doctoral students, post-PhD researchers, pre-tenure academics (McAlpine & Emmioğlu, 2015), academic developers (Kensington-Miller et al., 2015), part-time academics (Adiningrum et al., 2019), and nurse academics (Barrow & Xu, 2021). However, limited attention has been paid to how teacher educators understand the process of their academic identity in higher education, and research has suggested that their identity formation is poorly understood (Barrow & Xu, 2023). Few researchers have studied teacher educators' identities as researchers, teachers, or inquirers (Çakmak & Çelik, 2024; Giralt-Romeu et al., 2024; Kaasila et al., 2023), but research on the academic identity of teacher educators, particularly those engaged in transnational academic contexts, remains scarce.

This research is essential for understanding the academic identity of international doctoral students in New Zealand who return to work in teacher education in their home countries. By exploring transnational teacher educators' academic trajectories, this study highlights the importance of revisiting the discussion and policies within the context of New Zealand's doctoral programs, teacher education, and Indonesian higher education. These interconnected aspects significantly influence the teacher educators' sense of academic identity and play an essential role in supporting their academic learning and work in New Zealand and Indonesia's higher education.

References

Adiningrum, T., Sturm, S., & Kensington-Miller, B. (2019). Part-time academics' perception of their role and academic development: A case study from Indonesia. *International Journal for Academic Development*, *24*(2), 109–121. https://doi.org/10.1080/1360144X.2019.1593176

Ahmad, A., Abid, N., Azeem, A., Sikandar, F., Bashir, R., & Aslam, S. (2024). Foreign-educated academics: Assessing teaching quality and exploring teaching-related challenges. *Psychology in the Schools*, *61*(3), 942–961. https://doi.org/10.1002/pits.23091

Ai, B. (2019). Pains and gains of working in Chinese universities: An academic returnee's journey. *Higher Education Research & Development*, *38*(4), 661–673. https://doi.org/10.1080/07294360.2019.1590320

Barkhuizen, G. (2021). *Language Teacher Educator Identity* (1st ed.). Cambridge University Press. https://doi.org/10.1017/9781108874083

Barrow, M., & Xu, L. (2021). Making their way as academics: A qualitative study examining how nurse academics understand and (re)construct academic identity. *Nurse Education Today*, *100*, 104820. https://doi.org/10.1016/j.nedt.2021.104820

Barrow, M., & Xu, L. (2023). Constructing university-based teacher educators: Serendipity, complexity and community. *Higher Education Research & Development*, *42*(3), 530–543. https://doi.org/10.1080/07294360.2022.2089099

Braun, V., & Clarke, V. (2021). *Thematic Analysis: A Practical Guide*. 1–100.

Çakmak, M., & Çelik, Ö. C. (2024). A case study on researcher identity development of novice and experienced teacher educators: A different or similar research journey? *Social Sciences & Humanities Open*, *10*, 101005. https://doi.org/10.1016/j.ssaho.2024.101005

Da Wan, C., Kuzhabekova, A., & Ispambetova, B. (2022). Malaysian PhD graduates coming home: Adjustment and adaptation to the research ecosystem. *Journal of Higher Education Policy and Management*, *44*(6), 580–595. https://doi.org/10.1080/1360080X.2022.2098450

Dai, K., & Hardy, I. (2024). Contextualizing and hybridizing academic identity formation: An analysis of international returnees and locally trained scholars in China. *Higher Education*, *88*(1), 101–118. https://doi.org/10.1007/s10734-023-01108-7

Giralt-Romeu, M., Liesa, E., & Castelló, M. (2024). Teacher identity as inquirer: Voices of teacher educators. *European Journal of Teacher Education*, *47*(1), 140–158. https://doi.org/10.1080/02619768.2021.2015319

Kaasila, R., Lutovac, S., & Uitto, M. (2023). Research on teacher educators' teacher identities: Critical interpretative synthesis and future directions. *European Journal of Teacher Education*, *0*(0), 1–20. https://doi.org/10.1080/02619768.2023.2181077

Karakaş, A. (2020). Disciplining transnationality? The impact of study abroad educational experiences on Turkish returnee scholars' lives, careers and identity. *Research in Comparative and International Education*, *15*(3), 252–272. https://doi.org/10.1177/1745499920946223

Kensington-Miller, B., Renc-Roe, J., & Morón-García, S. (2015). The chameleon on a tartan rug: Adaptations of three academic developers' professional identities. *International Journal for Academic Development*, *20*(3), 279–290.

Le Ha, P., & Mohamad, A. (2020). The making and transforming of a transnational in dialog: Confronting dichotomous thinking in knowledge production, identity formation, and pedagogy. *Research in Comparative and International Education*, *15*(3), 197–216. https://doi.org/10.1177/1745499920946222

McAlpine, L. (2012). Identity-trajectories: Doctoral journeys from past to present to future. *The Australian Universities' Review*, *54*(1), 38–46. https://doi.org/10.3316/ielapa.424355529639257

McAlpine, L., Amundsen, C., & Turner, G. (2014). Identity-trajectory: Reframing early career academic experience. *British Educational Research Journal*, *40*(6), 952–969. https://doi.org/10.1002/berj.3123

McAlpine, L., & Emmioğlu, E. (2015). Navigating careers: Perceptions of sciences doctoral students, post-PhD researchers and pre-tenure academics. *Studies in Higher Education*, *40*(10), 1770–1785. https://doi.org/10.1080/03075079.2014.914908

McNaughton, S. M., & Billot, J. (2016). Negotiating academic teacher identity shifts during higher education contextual change. *Teaching in Higher Education*, *21*(6), 644–658. https://doi.org/10.1080/13562517.2016.1163669

Sakurai, Y., Shimauchi, S., Shimmi, Y., Amaki, Y., Hanada, S., & Elliot, D. L. (2022). Competing meanings of international experiences for early-career researchers: A collaborative autoethnographic approach. *Higher Education Research & Development*, *41*(7), 2367–2381. https://doi.org/10.1080/07294360.2021.2014410

Facts fill minds; stories shape lives.

Kim Ashton, Waipapa Taumata Rau | University of Auckland, kim.ashton@auckland.ac.nz
Michelle Kilkolly-Proffit, Waipapa Taumata Rau | University of Auckland, m.kilkolly-proffit@auckland.ac.nz
Adebayo Adeniji, Waipapa Taumata Rau | University of Auckland, a.adeniji@auckland.ac.nz

The designer's role has evolved from being an all-knowing creator who produces solutions for passive learners to engaging in dialogue and active collaboration (Geertshuis et al., 2024). In this new design democracy, teachers become facilitators, mentors, and conversationalists. This shift introduces new dynamics and tensions, and as the balance of agency changes, a diverse and multifaceted social world emerges (Campbell & Janes, 2021).

Interactive storytelling, both a process and a product, creates meta-connections and engages learners in their journey (Baldwin & Ching, 2017; Hamshire et al., 2017). This approach includes dynamic presentation, data visualisation, multisensory media, interactivity, and narration (Baldwin & Ching, 2017). Using cohering course narratives that align teaching, application, and assessment is found in constructivist theories, where learners construct knowledge through purposeful engagement and interaction (Piaget, 1973; Bandura, 1989, as cited in Geertshuis et al., 2024). It also links to the transformational perspective, which involves transforming learners' attitudes, values, and perceptions while developing their beliefs about themselves, their identities, and their places in society. This empowers learners to reflect and grow (Geertshuis et al., 2024).

Furthermore, by crafting narratives where students can identify with the main characters, interact, and assist them in navigating workplace challenges, they can form a personal connection with their learning. This aligns with the social learning perspective, where learning is socially constructed (Packer & Goicoechea, 2000, as cited in Geertshuis et al., 2024). This approach is crucial for practising the thinking and skills needed in a fast-changing future, where confident decision-making, problem-solving, learner agency, and the adept use of diverse tools and resources are essential (Canavesi & Aurelio, 2024).

Incorporating course narratives into course design can support contextualising students' diverse and complex experiences, often shaped by cultural, financial, personal, linguistic, and academic challenges (Hamshire et al., 2017). Integrating interactive storytelling into course design can enhance engagement, knowledge retention, and personalised learning, increasing student perceptions of relevance, confidence, motivation, and satisfaction (Hirumi et al., 2012).

References

Baldwin, S., & Ching, Y-H. (2017). Interactive Opportunities for Online Course Design. *TechTrends,* 61 179-186. https://doi.org/10.1007/s11528-016-0136-2

Burke, C., & Sheldon, K. (2010). Encouraging Workplace Innovation Using the 'World Cafe' Model. *Nursing Management UK*17 (7) 14–19. https://10.7748/nm2010.11.17.7.14.c8055

Campbell, K., & Janes, D. (2021). Myths, Metaphors, and the Master Narratives of Instructional Design: Counterstories and Alternatives. *The International Journal of Design Education, 15*(1), 231–252. https://10.18848/2325-128X/CGP/v15i01/231-252

Canavesi, A., & Ravarini, A. (2024). Innovative methodologies of active learning to develop the competencies of the future of work. *Journal of Higher Education Theory & Practice, 24*(4), 9. https://10.33423/jhetp.v24i4.6941

Estacio, E.V., & Karic, T. (2016). The World Café: An innovative method to facilitate reflections on internationalisation in higher education. *Journal of Further and Higher Education, 40*(6), 731-745. https://10.1080/0309877X.2015.1014315

Geertshuis, S., Wass, R., & Liu, Q. (2024). Equipping graduates with future-ready capabilities: an application of learning theories to higher education. *Teaching in Higher Education, 29*(5), 1302-1321. https://doi.org/10.1080/13562517.2022.2137399

Hamshire, C., Forsyth, R., Bell, A., Benton, M., Kelly-Laubscher, R., Paxton, M. (2017). The potential of student narratives to enhance quality in higher education. *Quality in Higher Education,* pp. 50–64. https://doi.org/10.1080/13538322.2017.1294407

Hirumi, A., Sivo, S., & Pounds, K. (2012). Telling stories to enhance Teaching and learning: The systematic design, development and testing of two online courses. *International Journal on E-Learning,* 11(2), 125–151. https://www.learntechlib.org/primary/p/37139/

Woods, C. & Lythberg, B. (2024). 'The Questions We Ask Are Fateful': Connecting and Communicating Through Appreciative Inquiry and Kind Research. *Knowledge Cultures 12*(1), 270–284.

Meeting academic transition needs of Pasifika Students at the University of Auckland Business School

Kim Ashton, Waipapa Taumata Rau | University of Auckland, kim.ashton@auckland.ac.nz

This study builds on previous research mentioned in the why this topic section below. It sought to explore and understand how Pacific students in higher education might perceive academic transition and what they need to gain more value from it. This research undertook a small interpretivist exploratory study with the Palagi researcher using a focus group methodology in a culturally affirming and sustaining way. The researcher undertook two hybrid focus groups with a very specific intersectional group of current or past students of the Business School at University of Auckland, and who (had) worked in some capacity supporting Pacific Students. This provided exceptionally rich and insightful data of lived experience and knowledge of the systems deployed at the Business School. In exploring Pacific students' perceptions of academic transition within higher education, this study considered how Pasifika students can be supported to thrive in higher education. Central organising ideas were coded on NVivo included: Pasifika students understanding of academic transition, the challenges/frustrations of academic transition that Pasifika students face, and their solutions or suggestions/ideas helpful to solve challenges while considering how these could be resourced or supported.

Emergent findings highlighted the importance of Scholarship, continuing and sustained powhiri and manaakitanga activities. Providing practical supporting mechanisms in plain speak to make very accessible and ensuring that Pacific students have culturally competent teachers at a minimum but where at all possible, building capacity, so that students can also experience Pacific Teachers.

The student voice is a powerful mechanism in designing and delivering fit-for-purpose academic transition programmes that assist students in learning how to thrive at university. Better academic support for pacific students will help to address educational parity gaps presently seen in tertiary education. This is line with directives of TEC but also seeks to enact the values that are articulated in Taumata Teitei (the strategic vision of the University) where we take a strengths base approach and co-create relevant and beneficial educational experiences. As one participant said "If it is about us, then don't do it without us'. The business school is committed to improving to ensure all students can thrive. So this research is an important and foundational step that will inform decision-making in our faculty.

New Zealand's Pacific peoples are a diverse and dynamic group with the fastest growing and youngest age of the population groups. In 2018 the median age for Pacific peoples was 23.4 (Statistics New Zealand, 2022). It has gone from a small migrant community to grow into a "population of considerable size and social significance" (Auckland Council, 2018, para. 4). While there has been improvement in participation, performance, and completion rates for pacific students in the last decade, statistics from the Tertiary Education Commission (TEC) reveal that not all learners achieve educational parity at university and Pacific learners have a parity gap (Academic Reference Group [ARG], 2022; Uperesa et al., 2023).

Research shows that non-normative cohorts, like Pacific students, can often arrive at tertiary institutions less prepared and require greater academic support (Chu et al., 2013; Matapo & Baice, 2020; Wolfgramm-Foliaki, 2016). Academic support includes increasing academic literacies and skill development and growing the cultural capital that helps students learn and navigate university systems (Wolfgramm-Foliaki, 2016). Cultural capital, in this context, is the explicit and implicit expectations of the dominant cultures and systems informing the university biome (O'Shea, 2016).

However, researchers like O'Shea (2016) and Matapo and Baice (2020) wish to move beyond this understanding of addressing deficit model assumptions. Matapo and Baice instead speak to the need to create transitions and educational experiences where the cultural capital of Pacific students is drawn upon, encouraged, and used as a strength base to grow learner preparedness in institutions. Therefore, educators must examine and dismantle the systematic barriers that Pacific students face (Asafo & Tuiburelevu, 2021) so we can grow and leverage a strengths-based approach to equipping Pacific youth to thrive.

References

Academic Reference Group. (2022). Learner Success Plan Academic Reference Group: Section 2: Where are you now? *University of Auckland.*

Asafo, D., & Tuiburelevu, L. (2021). Finding out way to the island: critical reflections from two emerging Pacific legal academics in Aotearoa. *Journal of New Zealand Studies, 33*(12), 55-69. https://doi.org/10.26686/jnzs.iN33.73852

Auckland Council. (2018). *Pacific Auckland.* https://www.aucklandcouncil.govt.nz/plans-projects-policies-reports-bylaws/our-plans-strategies/auckland-plan/about-the-auckland-plan/Pages/pacific-auckland.aspx

Chu, C., Glasgow, A., Rimoni, F., Hodis, M., & Meyer, L.H. (2013). *An analysis of recent Pasifika education research literature ito inform improved outcomes for Pasifika learners.* Ministry of Education. https://www.educationcounts.govt.nz/publications/pasifika/an-analysis-of-recent-pasifika-education-research-literature-to-inform-and-improve-outcomes-for-pasifika-learners

Matapo, J., & Baice, T. (2020). The art of wayfinding pasifika success. *MAI Journal, 9*(1), 26.37. https://doi.org/10.20507/MAIJournal.2020.9.1.4

Mayeda, D.T., Moeata, K., Dansey, D., Ofamo' Oni, IFH (2014). "You've gotta set a precedent": Maori and Pacific voices on student success in higher education. *AlterNative: An International Journal of Indigenous Peoples, 10*(2), 165- 179. https://doi.org/10.1177/117718011401000206

O'Shea, S. (2016). Avoiding the manufacture of 'sameness': first-in-family students, cultural capital and the higher education environment. *Higher Education 72,* 59-78. https://doi.org/10.1001/s10734-015-9938-y

Statistics New Zealand. (2022). *2018 census ethnic group summaries: Pacific Peoples.* https://www.stats.govt.nz/tools/2018-census-ethnic-group-summaries/Pacific-peoples

Uperesa, L., Baice, T., Leenen-Young, M., Wolfgramm-Foliaki, 'E., & 'Ofamo'oni, J. (2023). Curriculum transformation: Research insights for pacific success. Report to the Curriculum Framework Transofrmation Leadership. *University of Auckland.*

Wolfgramm-Foliaki, E. (2016). Do not assume we know: Perspectives of Pacific Island First in the Family Students. In L.J. Santamaria, & A.P., Santamaria (Eds.). *Culturally responsive leadership in higher education: Promoting access, equity, and improvement.* pp. 123- 135. Routledge.

Identity and Academia: Understanding "Who Am I?"

Kim Ashton, Waipapa Taumata Rau | University of Auckland, kim.ashton@auckland.ac.nz
Michelle Kilkolly-Proffit, Waipapa Taumata Rau | University of Auckland, m.kilkolly-proffit@auckland.ac.nz
Anna Hales, Waipapa Taumata Rau | University of Auckland, anna.hales@auckland.ac.nz

There is a research dearth in defining academic identity in higher education, with existing studies focusing on professional identity rather than identity in this specific context (Drennan et al., 2020). Clarke et al. (2014) suggest that while there is broad recognition of the role of an academic as being comprised of teaching, scholarship, and service/administration; the concept of an academic profession is less clear-cut due to the influence of increased competition in the knowledge economy, international student markets, and quality assurance systems.

Further, core concepts of academic identity, such as collegiality, academic freedom, and autonomy, are evolving and sometimes eroding due to increased scrutiny of academics' roles in today's higher education system (Drennan et al., 2020). Clarke et al. (2014) further suggest that teaching, for instance, is perceived as devalued by some academics as it has become a more diverse activity in line with student population changes, the need for more specific instruction and guidance, and students having less interest in academic's chosen subject areas (Rolfe, 2002, as cited in Clarke et al., 2014). Bourdieu (1988, as cited in Clarke et al., 2014) describes the emergence of two academic career paths: one focused on research and publications, and the other on teaching, networking, and leadership.

The teaching-only academic role was found to be diverse by Nyamapfene (2018) consisting of individuals from various backgrounds and career paths. While this role was created in response to institutional demands, it has deepened the divide between research and teaching, particularly in research-intensive institutions. Despite this, teaching-only academics can still gain significant teaching-related capital, aiding their career advancement within and beyond their current institutions (Nyamapfene, 2018).

In essence, as academic roles evolve, the question of academic identity, including for teaching specialised academics, becomes increasingly important, prominent, fluid and dynamic.

References

Burke, C., & Sheldon, K. (2010). Encouraging Workplace Innovation Using the 'World Cafe' Model. *Nursing Management UK* 17 (7) 14–19. https://10.7748/nm2010.11.17.7.14.c8055

Clarke, M., J. Drennan, A. Hyde, & Y. Politis. (2014). Academics' perceptions of their professional contexts. In *Academic work and careers in Academic Identity in Higher Education 39* A Europe, ed. T. Fumasoli, G. Goastellec, and B. Kehm. London: Springer.

Drennan, J., Clarke, M., Hyde, A., & Politis, Y. (2020). Academic identity in higher education. In T*he international encyclopedia of higher education systems and institutions* (pp. 35-40). Dordrecht: Springer Netherlands.

Estacio, E.V., & Karic, T. (2016). The World Café: An innovative method to facilitate reflections on internationalisation in higher education. *Journal of Further and Higher Education, 40*(6), 731-745. https://10.1080/0309877X.2015.1014315

Hammond Halat, D., Soltani, A., Dalli, R., Alsarraj, L., & Malki, A. (2023). Understanding and fostering mental health and well-being among university faculty: A narrative review. *Journal of Clinical Medicine, 12*(13), 4425. https://doi.org/10.3390/jcm12134425

Nyamapfene, A. Z. (2018). T*eaching-only academics in a research-intensive university: From an undesirable to a desirable academic identity.* [Doctoral Thesis, University of Exeter].

Woods, C. & Lythberg, B. (2024) 'The Questions We Ask Are Fateful': Connecting and Communicating Through Appreciative Inquiry and Kind Research. *Knowledge Cultures 12*(1), 270-284.

Augmenting creativity and innovation: GPT Vision as a multimodal partner for learning

Guy Bate, University of Auckland Business School, Waipapa Taumata Rau | University of Auckland,
g.bate@auckland.ac.nz

This initiative integrates GPT Vision, an advanced AI tool from OpenAI (Thevapalan, 2023), into a practical innovation course within the Master of Business Management programme at the University of Auckland. The course explores strategies for fostering an innovation culture and capabilities for start-ups and small-to-medium-sized enterprises (SMEs). The course covers topics such as opportunity recognition, new product development, risk management, and organising for innovation.

GPT Vision adds to traditional GenAI-based educational technologies by integrating multimodal functionality, enabling the analysis and interpretation of both visual and textual data. As part of this course, GPT Vision is employed in a series of structured activities where students engage with both visual and textual data. By working "with" them to analyse trends, solve complex problems, and develop innovative ideas, GPT Vision helps students visualise elements of new products, services or venture opportunities. Through these activities, students also gain practical experience in applying AI technology to real-world innovation challenges.

Integrating GPT Vision into course environments offers a valuable opportunity to enhance creativity in contemporary teaching practices. Multimodal approaches, combining visual and textual data, cater to diverse learning preferences and promote deeper understanding (Moreno & Mayer, 1999; Sankey et al., 2010). By merging natural language processing with image recognition, GPT Vision enables students to analyse information from multiple perspectives. This helps them identify trends in visual data and uncover patterns often missed in text-based analysis. Our experience so far shows that GPT Vision plays a vital role in challenging assumptions, enhancing critical thinking, and fostering creative problem-solving. By streamlining brainstorming sessions and generating fresh ideas, it allows students to explore a wider range of innovative solutions.

Moreover, GPT Vision supports intersubjectivity—a shared understanding developed through dialogue and interaction (Schutz, 1967; Tavory, 2023). The tool facilitates a form of virtual intersubjectivity, where students engage in two-way dialogues with the AI, receiving real-time feedback that encourages reflection and cognitive engagement. This process helps students co-construct knowledge, leading to deeper insights into the innovation process and more effective group collaboration.

References

Moreno, R., & Mayer, R. E. (1999). Cognitive principles of multimedia learning: The role of modality and contiguity. *Journal of Educational Psychology*, 91(2), 358–368. https://doi.org/10.1037/0022-0663.91.2.358

Sankey, M. D., Birch, D., & Gardiner, M. (2010). Engaging students through multimodal learning environments: The journey continues. In *Proceedings of the ASCILITE 2010 conference* (pp. 852-863). https://www.ascilite.org/conferences/sydney10/procs/Sankey-full.pdf

Schutz, A. (1967). *The phenomenology of the social world*. Northwestern University Press.

Tavory, I. (2023). A theory of intersubjectivity: Experience, interaction and the anchoring of meaning. *Theory and Society*, 52(5), 865–884. https://doi.org/10.1007/s11186-022-09507-y

Thevapalan, A. (2023, November). GPT-4 Vision: A comprehensive guide for beginners. DataCamp. https://www.datacamp.com/tutorial/gpt-4-vision-comprehensive-guide

KuyLee as an anthropomorphic GenAI learning coach for postgraduate students

Guy Bate, University of Auckland Business School, Waipapa Taumata Rau | University of Auckland,
g.bate@auckland.ac.nz
Shohil Kishore, University of Auckland Business School, Waipapa Taumata Rau | University of Auckland,
s.kishore@auckland.ac.nz

This initiative introduces an innovative approach to teaching using KuyLee, an anthropomorphic interactive avatar created using Soul Machines technology (Soul Machines Studio, n.d.) and powered by OpenAI's GPT-4o. KuyLee serves as a virtual learning coach, guiding students through the complexities of science commercialisation which is an important topic within a Masters of Bioscience enterprise programme.
In previous years, lecturers had found that students often encountered knowledge gaps that could not be easily filled through traditional readings. KuyLee addresses these gaps by answering students questions and giving feedback on their suggestions. Students work with KuyLee as part of their self-directed learning as well as in a short familiarisation activity at the start of the course.

Integrating AI, particularly anthropomorphic AI, into education offers transformative potential. AI systems can provide adaptive feedback and tailor learning to individual needs (Holmes et al., 2019; Luckin & Holmes, 2016). Research shows that anthropomorphic AI enhances engagement and relatability, making interactions more intuitive and emotionally impactful (Li & Suh, 2022). KuyLee combines cognitive and emotional elements in learning, which may boost student motivation and involvement (Go & Sundar, 2019).

KuyLee's multimodal approach—integrating visual, verbal, and emotional cues—further strengthens engagement. Studies indicate that multimodal learning improves comprehension by activating multiple sensory channels, leading to better knowledge application (Moreno & Mayer, 1999; Sankey et al., 2010). By engaging students through various sensory inputs and human-like traits, KuyLee simulates real-world interactions that appear to foster deeper engagement and collaboration. These interactions may not only boost motivation but also enhance the cognitive and emotional exchange necessary for shared understanding. However, it is important to manage expectations and avoid misconceptions about anthropomorphic AI's capabilities, ensuring students and teaching staff recognise its potential and limitations (Go & Sundar, 2019; Placani, 2024).

References

Go, E., & Sundar, S. S. (2019). Humanizing chatbots: The effects of chatbot anthropomorphism on perceived fairness and satisfaction with automated customer service. *Computers in Human Behavior*, 97, 304–316. https://doi.org/10.1016/j.chb.2019.01.020

Holmes, W., Bialik, M., & Fadel, C. (2019). *Artificial intelligence in education: Promises and implications for teaching and learning*. Centre for Curriculum Redesign. https://curriculumredesign.org/wp-content/uploads/AIED-Book-Excerpt-CCR.pdf

Li, M., & Suh, A. (2022). Anthropomorphism in AI-enabled technology: A literature review. *Electronic Markets*, 32(4), 2245–2275. https://doi.org/10.1007/s12525-022-00591-7

Luckin, R., & Holmes, W. (2016). *Intelligence unleashed: An argument for AI in education*. UCL Knowledge Lab. https://discovery.ucl.ac.uk/id/eprint/1475756/

Moreno, R., & Mayer, R. E. (1999). *Cog*nitive principles of multimedia learning: The role of modality and contiguity. *Journal of Educational Psychology*, 91(2), 358–368. https://doi.org/10.1037/0022-0663.91.2.358

Placani, A. (2024). Anthropomorphism in AI: Hype and fallacy. *AI and Ethics*. https://doi.org/10.1007/s43681-024-00419-4

Sankey, M. D., Birch, D., & Gardiner, M. (2010). Engaging students through multimodal learning environments: The journey continues. In *Proceedings of the ASCILITE 2010 conference* (pp. 852-863). https://www.ascilite.org/conferences/sydney10/procs/Sankey-full.pdf

Soul Machines Studio. (n.d.). Retrieved September 5, 2024, from https://www.soulmachines.com/

Applying ako to ethical AI use in the humanities: mutual empowerment of teachers and learners through transparency, agency and integrity

Francesca Benocci, Te Herenga Waka | Victoria University of Wellington, francesca.benocci@vuw.ac.nz
Stella McIntosh, Te Herenga Waka | Victoria University of Wellington, stella.mcintosh@vuw.ac.nz
Sondra Bacharach, Te Herenga Waka | Victoria University of Wellington, sondra.bacharach@vuw.ac.nz
Monique Mann, Te Herenga Waka | Victoria University of Wellington, monique.mann@vuw.ac.nz
Kimberly Cannady, Te Herenga Waka | Victoria University of Wellington, kimberly.cannady@vuw.ac.nz

Recent studies across the US, the UK and Australia revealed a growing trend of students incorporating AI into their university work with some students using these in ways which enhance their learning, and a smaller reported percentage using this to outsource their academic tasks (Bearman et al., 2024).
Students require more than digital literacies to be empowered to navigate this space: they need higher level skills, such as evaluative judgement to appropriately utilize digital technologies and to know when it is not suitable to use these. Assessment design can foster students' ability to work effectively with AI (Bearman et al., 2024).

In this context, higher education has a critical role in fostering student agency, therefore empowering students to make informed, conscientious decisions (Marin et al., 2020).
This presentation covers three separate but connected teaching practice initiatives which demonstrate:

- how to meaningfully use AI and promote student agency;
- how intentional AI integration can support the development of ethical engagement and critical responses; and
- the redesign of course-level assessment which supports the development of AI literacy and fosters mindful and critical engagement with LLMs.

AI use, and overall engagement with AI, are areas of concern within the humanities and have caused a great deal of unsettle and pedagogical grief. Recent staff surveys suggest that concern around AI use has been felt disproportionately within the humanities.

We set to explore a holistic framework for AI integration that considers multiple aspects of the learning experience for teachers and students.

By focusing specifically on humanities, these case studies seek to both highlight the unique opportunities within the humanities and inform practice of how AI can enhance educational experiences and outcomes within this field.

They reflect on the interconnected, layered, and reciprocal nature of higher education and the learners' (and educators') experience in an age where questions around our agency and voice are prevalent, especially in relation to AI.

The case studies were developed independently and refer to two distinct 100-level courses and a 400-level one and they showcase distinct but interconnected approaches to AI in humanities education. We present two reflective explorative accounts of AI in the humanities to introduce a concrete example of an AI-inclusive teaching model for all students.

They centre around:

1. Learners' Empowerment
   How student learning can be enhanced via the use of generative AI, and how being able to express oneself and embrace one's agency leads to engagement and success;
2. Teachers' Agency and Expectation Setting
   Within the Ako framework, the teacher's role is that of leveraging AI's educational potential and managing its use and ethical framing. This includes engaging with the relevant stakeholders. This leads to higher teacher's confidence and to the development of clear guidelines, which contribute to setting student expectations around the role of AI in the learning journey;
3. Assessment redesign
   Redesigning a 100-level course assessment to educate and support students around a conscious,

critical, and ethical use of AI, aiming at preserving students' agency, principles, and unique voice. This includes introducing an assignment to collectively develop (facilitated group work focused on evaluative judgement) and individually demonstrate (written reflection) AI literacy alongside a scaffolded final assignment focused on essay writing.

How we empower learners to leverage AI as a learning tool to express their own voice and establish their own agency has repercussions in a virtuous cycle on how we should empower teachers in the very same way - both for their own sake and agency, and to contribute to students' empowerment.

References

Bearman, M., Tai, J., Dawson, P., Boud, D., & Ajjawi, R. (2024). Developing evaluative judgement for a time of generative artificial intelligence. Assessment & Evaluation in Higher Education, 49(6), 893-905. https://doi.org/10.1080/02602938.2024.2335321

Marín, V.I., de Benito, B., & Darder, A. (2020). Technology-enhanced learning for student agency in higher education: A systematic literature review. I*nteraction Design and Architecture(s) Journal - IxD&A*, 45, 15-49. http://dx.doi.org/10.55612/s-5002-045-001

Engaging in SoTL: transfer to teaching and educational leadership practices

Erik Brogt, Te Whare Wānanga o Waitaha | University of Canterbury, erik.brogt@canterbury.ac.nz
Kerry Shephard, Ōtākou Whakaihu Waka| University of Otago, kerry.shephard@otago.ac.nz

Boyer described the scholarship of teaching in the 1990s (Boyer 1990; 1996). Hutchings and Shulman founded the Carnegie Academy for the Scholarship of Teaching and Learning (SoTL) in 1998 and went on to develop the concept of SoTL as a process whereby scholarly university teachers research their own teaching practices using many of the same approaches used for their other scholarly roles (Hutchings and Shulman (1999)). Most colleagues at TERNZ engage in, and/or support colleagues in the disciplines with SoTL or discipline-based higher education research activities. Few in our community will doubt that this research is valuable in its own right. Yet, while as SoTL researchers, practitioners, and supporters, we can help foster a research approach to teaching and learning (Brogt et al., 2020), will this actually translate into a) teaching practice and b) educational leadership? In short, does engaging in SoTL make you a better tertiary teacher or academic leader?

In Shephard et al. (2020) we explored the first part of this question. The study involved semi-structured interviews with 13 university teachers at two universities in New Zealand. Participants were purposefully selected as those who had engaged in some form of educational research. Our thematic analysis identified three qualitatively distinguishable ways that participants conceptualise their development as teachers and a strong relationship between university teachers' conceptualisation of their development as a teacher and their personal understanding of scholarship and of being a scholarly teacher. We concluded that participation in (discipline-based) educational (action) research has an impact on teaching practice in qualitatively different ways.

Participants in our research reported varied perceptions about the impact of their educational research on their development as teachers, varied opinions about the nature of scholarship and of their identity as a scholar, and varied success in using the products of their research endeavours to inform their teaching practice. Most importantly, those holding the most complex and complete conceptualisation described it as part of the role of being a university academic. This conceptualisation does not emphasise two separate professional identities but promotes the development of a single professional identity that embraces more than one scholarship. Others reported that while they felt their research made them a more reflective and confident teacher, it did not necessarily translate into their teaching practice. In addition, participants identified several barriers to engaging in educational research; such as leadership and promotion processes not valuing or rewarding SoTL activities, and time.

We now extend our interest in how university teachers conceptualise their development as teachers to wonder how university leaders without personal experience of researching their teaching practices manage to lead the professional activities of those who have this experience and manage complex organisation-wide educational change processes. Is it possible to be a university leader without having taken a PGCert HE, being involved in research into teaching projects, or personally undertaking pedagogical research? If it is, at what cost and to whom? This results of the session will inform future work building on ongoing work in academic leadership development (Brogt & Wong, 2024).

References

Boyer, E. L. (1990). Scholarship reconsidered: Priorities of the professoriate (pp. 3175). Princeton University Press.

Boyer, E. L. (1996). From scholarship reconsidered to scholarship assessed. *Quest, 48*(2), 129–139.

Brogt, E., Shephard, K., Knewstubb, B., & Rogers, T. (2020). Using SoTL to foster a research approach to teaching and learning in higher education. In Plaws R; Amos M (Ed.), *Evidence-Based Faculty Development Through the Scholarship of Teaching and Learning (SoTL)*: 143-160. IGI Global.

Brogt, E., & Wong, J.H.K. (2024). Identification of, and selection for, the Knowledge, Skills, Abilities and Other characteristics needed for academic Heads of Department. 13th Aotearoa New Zealand Organisational Psychology and Organisational Behaviour. Christchurch, November 22, 2024.

Hutchings, P., & Shulman, L. S. (1999). The scholarship of teaching: New elaborations, new developments. *Change: the Magazine of Higher Learning, 31*(5), 10–15.

Shephard, K., Rogers, T., & Brogt, E. (2020). Impacts of engaging in research into teaching and learning on academics' conceptions of their development as teachers and on the roles of academic developers. *International Journal for Academic Development, 25*(3), 205-217.

Professional development among academics in Cambodian higher education: a tripartite perspective on conceptions, challenges and opportunities

Songleng Chhaing, Te Herenga Waka | Victoria University of Wellington, songleng.chhaing@vuw.ac.nz
Kathryn Sutherland, Te Herenga Waka | Victoria University of Wellington, Kathryn.Sutherland@vuw.ac.nz

In higher education, professional development plays a pivotal role in improving teaching practices among academics by offering them the opportunity to intellectually engage in an on-going process of teaching and learning. Through this continuous process, academics may acquire essential teaching skills by participating in formal professional training programs, engaging in communities of practice and conducting research, which ultimately contributes to improved teaching practices. As argued by Boyer (1990), "Good teaching means that faculty, as scholars, are also learners" (p. 24).

A growing trend of training university teachers in many countries across the globe has materialised (Gilbert & Gibbs, 1999) to provide academics with essential skills to enable them to maintain effective teaching practices. These training programs often focus on pedagogy, curriculum and assessment (Burton et al., 2005; Duţă & Rafailă, 2014). Academics engaging in such pedagogical training have, as a result, reportedly improved several aspects of their teaching, including enhanced self-efficacy and shifts in teaching philosophy by focusing more on student understanding than merely imparting knowledge (Postareff et al., 2007).

However, in many developing countries, engaging in professional development has proven challenging or, in some circumstances, impossible for some academics. For example, in Cambodia, where our research is situated, engaging in professional development for many academics is extremely difficult because of:

- the way higher education is funded and how academics are paid (or not, in some cases);
- the physical and temporal challenge that many academics work in multiple institutions;
- the fact that policies are under-developed or non-existent and resources are very limited; and
- the reality that very few people have even worked out what 'professional development' means.

This study uses structuration theory to explore how academics, academic leaders and policy makers in Cambodian higher education conceive of professional development, the embedded challenges for academics to engage in PD and the potential opportunities to promote PD. A detailed analysis of interview data from these three participant groups has revealed diverse conceptions of PD in Cambodian universities, which we have categorised into six themes: (1) PD as the enhancement of knowledge and expertise, (2) PD as the enhancement of teaching practices, (3) PD as the advancement of career prospects and job security, (4) PD as keeping pace with social change, emergent knowledge, and technology advancements, (5) PD as the enhancement of research skills, and (6) PD as institutional enhancement. In our presentation, we will discuss these six themes and encourage participants to consider their own conceptions of professional development and the challenges and opportunities represented by their own contexts.

References

Boyer, E. L. 1990. *Scholarship Reconsidered: Priorities of the Professoriate*. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching.

Burton, J. P., Bamberry, N.-J., & Harris-Boundy, J. (2005). Developing Personal Teaching Efficacy in New Teachers in University Settings. *Academy of Management Learning & Education*, *4*(2), 160–173. https://doi.org/10.5465/amle.2005.17268563

Duţă, N., & Rafailă, E. (2014). Importance of the Lifelong Learning for Professional Development of University Teachers – Needs and Practical Implications. *Procedia - Social and Behavioral Sciences*, *127*, 801–806. https://doi.org/10.1016/j.sbspro.2014.03.358

Gilbert, A., & Gibbs, G. (1999). A proposal for an international collaborative research program to identify the impact of initial training on university teachers. *Research and Development in Higher Education*, *21*(2), 131-143.

Postareff, L., Lindblom-Ylänne, S., & Nevgi, A. (2007). The effect of pedagogical training on teaching in higher education. *Teaching and teacher education*, *23*(5), 557-571.

Design Thinking for Educational Design: Industry co-design of Micro-credentials at VUW

Jonathan Flutey, Te Herenga Waka | Victoria University of Wellington, jonathan.flutey@vuw.ac.nz
Billie Berry, Te Herenga Waka | Victoria University of Wellington, billie.berry@vuw.ac.nz

In an increasingly diverse educational environment at Te Herenga Waka, our focus on designing high-quality student-centric courses has rapidly expanded into the world of formal micro-credentials for professional development in the public and private sectors, and for our own staff to enhance their own capabilities and careers.

A key aspect of the course creation process has been building our capability to co-design the learning experience with industry partners and bring them along on the course development project rollercoaster ride.

This presentation will overview:

- how our current micro-credential programme has developed, and the areas of industry focus currently supported
- the co-design process we use to create courses, and the tools used to continue engaging with industry once participants return to their workplaces
- the lightweight platforms used to manage the design and project process, and that ensures industry partners do not need to be technical geniuses to contribute to successful course projects.

With a sector focus on aligning and embedding work-integrated learning within curriculum, and a shifting demographic towards post-graduate workplace learners, creating industry-aligned professional learning pathways is a key business opportunity for tertiary education providers and the wider educational development community within Aotearoa New Zealand.

References

ABC Learning Design. (n.d.). *Home*. ABC Learning Design. https://abc-ld.org/

IDEO. (n.d.). *Design thinking for educators toolkit*. IDEO. https://page.ideo.com/design-thinking-edu-toolkit

ELM Learning. (n.d.). *What is the ADDIE model of instructional design?* ELM Learning. https://elmlearning.com/hub/instructional-design/addie-model/

Center for the Advancement of Teaching Excellence. (n.d.). *Backward design*. University of Illinois Chicago. https://teaching.uic.edu/cate-teaching-guides/syllabus-course-design/backward-design/

New Zealand Qualifications Authority. (n.d.). *Micro-credentials*. NZQA. https://www2.nzqa.govt.nz/tertiary/approval-accreditation-and-registration/micro-credentials/

Tertiary Education Commission. (n.d.). *Micro-credentials investment guidance and toolkit*. TEC. https://www.tec.govt.nz/funding/funding-and-performance/investment/plan-guidance-and-toolkit/micro-credentials/

It's not what you do, but the way that you do it: The techniques and rationale of university teachers who seek to engage students in learning

Susan Geertshuis, Waipapa Taumata Rau | University of Auckland, s.geertshusi@auckland.ac.nz
Anna Hales, Waipapa Taumata Rau | University of Auckland, anna.hales@auckland.ac.nz
Parizad Mulla, Waipapa Taumata Rau | University of Auckland, p.mulla@auckland.ac.nz
Ruhi Bajaj, Waipapa Taumata Rau | University of Auckland, r.bajaj@auckland.ac.nz

This study investigates the techniques used by teachers at a research-intensive university when seeking to engage students in learning. The focus of the work is on synchronous learning either on-campus or online across a range of levels of study.

The authors' aim was to at once research, learn, improve our own practice and support the practice of others, hence the choice of participatory action learning and research (PALAR) (Zuber-Skerritt, 2018) as our approach.

In the first wave of activity, we asked:

RQ1 How do we (our community of teachers) understand the conventionally identified types of engagement and how they may be brought about?
RQ2 Can we provide specific techniques for different types of engagement?

The authors hosted a meeting with 20 university teachers who were shown brief definitions of cognitive, affective, behavioural and social engagement (Bowden et al., 2021). We asked participants to share how they went about stimulating these different types of engagement in their teaching sessions. Participants used sticky notes to record their learning design and teaching under each of the four categories of engagement.
The authors reviewed the work of the group, partially confirmed that teachers viewed the types of engagement as distinct, and identified common themes to arrive at the archetypal characteristics of the way teachers addressed each type of engagement.

The authors are now poised to undertake the next phase to explore the rationale behind learning design choices and pedagogic activities. This wave of enquiry will be completed prior to the 2024 TERNZ conference. We now ask:

RQ3 How and why do we think the forms of engagement are related to each other and to learning?
RQ4 Do we view one or more types of engagement as more conducive to learning than others?

Finally, looking forward to 2025, we hope to establish whether a PALAR approach is effective not only in making our theories-in-use explicit but also in enhancing our practices. We will ask:

RQ5 By taking part in this PALAR do we learn from each other and change our practices?

This research is at an early stage, and we hope to receive feedback and suggestions at TERNZ to enhance our work.

Student engagement in learning is the topic of much research and the aspiration of many teachers in higher education. The logic is that engaged students will learn more because they will put in more focused intellectual and behavioural effort. However, the concept of engagement in learning has been criticized because of its definitional ambiguity and uncertainty over its dimensionality (Reschly & Christenson, 2012). Additionally, researchers note that particular technologies and techniques do not promote engagement, rather, it is the way they are utilized by teachers and integrated with a learning design that matters (Venn et al., 2023). Workers also note different conceptions among teachers and discrepancies between what teachers say they should do and what they actually do (Harris, 2008; Pedler et al., 2020). Together these findings suggest that qualitative investigations into the nuances of successful and unsuccessful practices may prove fruitful.

The approach adopted here explores teachers' perspectives on facilitating engagement which we will argue frees the research up from some of the criticisms outlined above.

References

Bowden, J. L.-H., Tickle, L., & Naumann, K. (2021). The four pillars of tertiary student engagement and success: A holistic measurement approach. *Studies in Higher Education*, *46*(6), 1207–1224. https://doi.org/10.1080/03075079.2019.1672647

Harris, L. R. (2008). A phenomenographic investigation of teacher conceptions of student engagement in learning. *The Australian Educational Researcher*, *35*(1), 57–79.

Pedler, M., Hudson, S., & Yeigh, T. (2020). The teachers' role in student engagement: A review. *Australian Journal of Teacher Education (Online)*, *45*(3), 48–62.

Reschly, A. L., & Christenson, S. L. (2012). Jingle, Jangle, and Conceptual Haziness: Evolution and Future Directions of the Engagement Construct. In S. L. Christenson, A. L. Reschly, & C. Wylie (Eds.), *Handbook of Research on Student Engagement* (pp. 3–19). Springer US. https://doi.org/10.1007/978-1-4614-2018-7_1

Venn, E., Park, J., Andersen, L. P., & Hejmadi, M. (2023). How do learning technologies impact on undergraduates' emotional and cognitive engagement with their learning? *Teaching in Higher Education*, *28*(4), 822–839. https://doi.org/10.1080/13562517.2020.1863349

Zuber-Skerritt, O. (2018). An educational framework for participatory action learning and action research (PALAR). *Educational Action Research*, *26*(4), 513–532. https://doi.org/10.1080/09650792.2018.1464939

The mindsets and practices of exceptional university teachers who are preparing students for life

Susan Geertshuis, Waipapa Taumata Rau | University of Auckland, s.geertshuis@auckland.ac.nz
Anna Hales, Waipapa Taumata Rau, | University of Auckland, anna.hales@auckland.ac.nz
Debbie van Dyk, Waipapa Taumata Rau | University of Auckland, d.vandyk@auckland.ac.nz

Equipping students with the capabilities they need in the future is challenging (Chan et al., 2017). University staff point to overfull curricula, large class sizes and institutional constraints (Geertshuis et al., 2022). This study explores the narratives of teachers who, despite these limitations, have reputations for enhancing student employability effectively. We ask, 'What characterises university teachers with reputations for exceptional development of employability capabilities?' Twenty academics were interviewed and screened to confirm eligibility using criteria established for recognizing positive deviants (Baxter & Lawton, 2022). The transcripts, each of between 5000 and 9000 words in length, have been analysed to identify the employability-related teaching practices of study participants and then reanalysed in an effort to identify features of shared and diverging mindsets within the sample.

Our preliminary analyses indicate that our participants flexibly use a range of pedagogical techniques being creative and responsive in their choice of approaches. Further, they seem to share a common mindset, for example, they appear to be attuned to the needs of students, committed to high-impact teaching and to some extent intuitively adopt a stance aligned with constructive-development theory (Kegan, 2009). However, we also identified differences in how these shared mindsets are rationalised and translated into practice. In our session we will share and discuss the practices and mindsets of this extraordinary sample of educators. From a theoretical point of view we argue that the work broadens attention from teaching capability as a skill to encompass teaching mindsets as a suite of epistemological beliefs and human values that inform flexible practices.

References

Baxter, R., & Lawton, R. (2022). *The positive deviance approach*. Cambridge University Press.

Chan, C. K. Y., Fong, E. T. Y., Luk, L. Y. Y., & Ho, R. (2017). A review of literature on challenges in the development and implementation of generic competencies in higher education curriculum. *International Journal of Educational Development*, *57*, 1–10. https://doi.org/10.1016/j.ijedudev.2017.08.010

Geertshuis, S., Liu, Q., Lewis, N., & Cui, J. (2022). Stuck between a rock and a hard place: The challenge of preparing graduates for their futures. *Innovations in Education and Teaching International*, 1–15.

Kegan, R. (2009). What "form" transforms? A constructive-developmental approach to transformative learning. In *Contemporary theories of learning* (pp. 43–60). Routledge.

Transformational leaders in the classroom

Susan Geertshuis, Waipapa Taumata Rau | University of Auckland, s.geertshuis@auckland.ac.nz
Audrea Warner, Waipapa Taumata Rau | University of Auckland, audrea.warner@auckland.ac.nz
Hanoku Bathula, Waipapa Taumata Rau | University of Auckland, hanoku.bathula@auckland.ac.nz

Within the leadership literature the notion of transformational leadership has gained the status of a mature theory and popular appeal. The claim is that subordinates of transformational leaders are more motivated and satisfied with their roles, and do better (Hussain & Khayat, 2021; Siangchokyoo et al., 2020). Allied with this work is the notion of transformational teachers who, like transformational leaders care about their students, seek to inspire them and stimulate their thinking and creativity (Beauchamp et al., 2010). Researchers argue that the students of transformational teachers, like the followers of transformational leaders, do better in both performance and affect, however, the relationship is under-researched.

In this pilot study we asked 'What are the associations between students' ratings of their teachers, their self-reported stress and learning?' In this study, 44 MBA students at different stages in their part-time degrees completed a survey that asked them to rate their teachers on their transformational teaching (Beauchamp et al., 2010). They also completed survey instruments on stress (Fliege et al., 2005) and lifelong learning (Kirby et al., 2010).

Our findings suggest that transformational teaching is associated with both student stress and self-reported learning. In our session we will discuss the theoretical proposition that transformational teachers through role modelling stimulate positive affect and efficacy which leads to improved performance. We will explore alternative explanations for our findings.

References

Beauchamp, M. R., Barling, J., Li, Z., Morton, K. L., Keith, S. E., & Zumbo, B. D. (2010). Development and Psychometric Properties of the Transformational Teaching Questionnaire. *Journal of Health Psychology*, *15*(8), 1123–1134. https://doi.org/10.1177/1359105310364175

Fliege, H., Rose, M., Arck, P., Walter, O. B., Kocalevent, R.-D., Weber, C., & Klapp, B. F. (2005). The Perceived Stress Questionnaire (PSQ) Reconsidered: Validation and Reference Values From Different Clinical and Healthy Adult Samples. *Psychosomatic Medicine*, *67*(1), 78. https://doi.org/10.1097/01.psy.0000151491.80178.78

Hussain, M. K., & Khayat, R. A. M. (2021). The Impact of Transformational Leadership on Job Satisfaction and Organisational Commitment Among Hospital Staff: A Systematic Review. *Journal of Health Management*, *23*(4), 614–630. https://doi.org/10.1177/09720634211050463

Kirby, J. R., Knapper, C., Lamon, P., & Egnatoff, W. J. (2010). Development of a scale to measure lifelong learning. *International Journal of Lifelong Education*, *29*(3), 291–302. https://doi.org/10.1080/02601371003700584

Siangchokyoo, N., Klinger, R. L., & Campion, E. D. (2020). Follower transformation as the linchpin of transformational leadership theory: A systematic review and future research agenda. *The Leadership Quarterly*, *31*(1), 101341. https://doi.org/10.1016/j.leaqua.2019.101341

University staff who undertake part-time PhDs

Susan Geertshuis, Waipapa Taumata Rau | University of Auckland, s.geertshuis@auckland.ac.nz
Kirsty Williamson, Waipapa Taumata Rau | University of Auckland, kirsty.williamson@auckland.ac.nz
Wender Martins, Waipapa Taumata Rau | University of Auckland, w.martins@auckland.ac.nz
Herbert Sima, Waipapa Taumata Rau | University of Auckland, h.sima@auckland.ac.nz

This paper is a follow-up from an exploratory pilot study shared at TERNZ 2022 when we shared part-time PhD students' stories of overload and stress. Using the feedback gained during our 2022 TERNZ session and the limited available literature (Smith et al., 2020) we have undertaken further research. With the aim of better understanding the differential experiences of part-time PhD students who are in full-time employment as academics, we combined propositions from the demands-resources theory (Bakker et al., 2023) and congruence theory (Chu et al., 2019). The demands-resources theory proposes that well-being and performance are consequences of interactions between the demands placed on individuals and the resources they have available. Congruence approaches to work-life balance identify that spill-over, permeability and flexibility between roles have a bearing on well-being and performance.

Lengthy narrative interviews were conducted during 2023 and analysed by the presenters. The data were parsed according to the fundamental concepts and then further analysed for sub-themes and causal associations. The data were interpreted as suggesting congruence provides a useful addition to the resource demands theory in understanding how participants experienced and narrated their PhD journeys.

References

Bakker, A. B., Demerouti, E., & Sanz-Vergel, A. (2023). Job demands–resources theory: Ten years later. *Annual Review of Organizational Psychology and Organizational Behavior*, *10*, 25–53.

Chu, M. L., Creed, P. A., & Conlon, E. G. (2019). Development and initial validation of a Work-Study Congruence Scale for university students. *International Journal for Educational and Vocational Guidance*, *19*(2), 257–274.

Smith, J., Billot, J., Clouder, L., & King, V. (2020). Juggling competing activities: Academic staff as doctoral candidates. *Higher Education Research & Development*, *39*(3), 591–605. https://doi.org/10.1080/07294360.2019.1685945

Eustress and distress: The stress experiences of students combining work and study

Wuwei Gong, The University of Auckland Business School, Waipapa Taumata Rau | University of Auckland,
wuwei.gong@auckland.ac.nz
Susan Geertshuis, The University of Auckland Business School, Waipapa Taumata Rau | University of Auckland,
s.geertshuis@auckland.ac.nz

Working professionals have fuelled the growth in online learning as it enables them to flexibly arrange their study, work, and family responsibilities (Forbus et al., 2011). While it is known that students irrespective of their programme may find studying stressful, there are additional indications that online study, part-time study and studying whilst also juggling family and employment obligations contribute to additional stressors (Shatila, 2024). With the importance of working professionals to online learning and the under-researched topic concerning their experiences (Samra et al., 2021; Waterhouse et al., 2022), our research aims to approach the group of students who combine full-time work and online learning in higher educational institutions via the perspective of stress. This is because stress is a key factor influencing students' well-being and learning experiences (Giancola et al., 2009). Furthermore, stress plays an important role in moderating students' withdrawal behaviour, which further influences educational institutions' reputation and revenue (Beer & Lawson, 2017; Gilardi & Guglielmetti, 2011; Stoessel et al., 2015).

In reviewing the literature investigating the stress experiences of students combining work and study, we found that the literature was mostly quantitative and measured the relationship between study and work/family based on scales adapted from work-family conflict/enrichment (e.g., Waterhouse et al., 2022). However, such designs conducted without qualitative, in-depth understanding of this group of students' experiences risk not measuring critical relationships between study and work/family. Furthermore, extant stress studies on this group of students mostly concentrate on the negative side (i.e., distress) of stress while leaving the positive side (i.e., eustress) poorly explored (Samra et al., 2021), resulting in limited research implications concerning leveraging eustress in improving educational practices (Travis et al., 2020).
With these limitations, our study adopts a qualitative approach based on the concepts of stressors, appraisals, and responses (eustress/ distress) specified by the Transactional Theory of Stress (TTS) (Lazarus & Folkman, 1984). With the assistance of Auckland Online (a 100% online learning programme at Auckland University), 24 participants were recruited. By combining one-hour in-depth interviews and eight weekly follow-up interviews, around 60-hour interview data was collected. The data was thematically analysed.

For findings related to distress, our data analysis revealed 12 themes about stressors originating from study (e.g., inflexible learning designs), work (e.g., implicit bias), or family (e.g., unequal housework allocation), five themes about appraisals (e.g., efficiency-based hindrance), and four themes about the components of distress (e.g., confusion). For findings concerning eustress, we identified two themes about stressors (e.g., learning new knowledge), two themes about appraisals (e.g., value-added facilitation), and two themes about the components of eustress (e.g., active thinking). Additionally, four themes (e.g., knowledge learnt from study, feeling overwhelmed) were revealed as important factors influencing the relationship between study and work/family.

Our findings make three valuable contributions. Firstly, themes related to stressors in online learning could help online programmes designed for working professionals. Four principles suggested by these stressors (balance between practical and academic knowledge, interaction, efficiency, and flexibility) with specific suggestions on different aspects of online learning (e.g., module delivery, learning materials, assignment design) will be presented in the conference to assist tertiary teachers in reflecting on their current/ future online learning programmes and ways to support students. Secondly, themes related to appraisals and responses (eustress and distress) enrich the TTS by identifying different types of appraisals and clarifying the mechanism underlying the poorly researched area of eustress. Thirdly, themes concerning how study influences work/ family and vice versa reveal tentative relationships rarely explored in extant study-work/family literature. These themes suggest that eustress, despite incorporating beneficial responses, can have detrimental impacts on other roles when participants feel overwhelmed. Distress, though consisting of harmful responses, may positively affect other roles when participants experience hope and acquire knowledge.

References

Beer, C., & Lawson, C. (2017). The problem of student attrition in higher education: An alternative perspective. *Journal of Further and Higher Education*, *41*(6), 773–784. https://doi.org/10.1080/0309877X.2016.1177171

Forbus, P., Newbold, J. J., & Mehta, S. S. (2011). A study of non-traditional and traditional students in terms of their time management behaviors, stress factors, and coping strategies. *Academy of Educational Leadership Journal*, *15*(S1), S109-.

Giancola, J., Grawitch, M., & Borchert, D. (2009). Dealing with the stress of college: A model for adult students. *Adult Education Quarterly: A Journal of Research and Theory*, *59*. https://doi.org/10.1177/0741713609331479

Gilardi, S., & Guglielmetti, C. (2011). University life of non-traditional students: Engagement styles and impact on attrition. *The Journal of Higher Education*, *82*(1), 33–53.

Lazarus, R. S., & Folkman, S. (1984). *Stress, appraisal, and coping*. Springer Publishing Company.

Samra, R., Waterhouse, P., & Lucassen, M. (2021). Combining and managing work-family-study roles and perceptions of institutional support. *Distance Education*, *42*(1), 88–105. https://doi.org/10.1080/01587919.2020.1869530

Shatila, S. L. (2024). Not alone when I'm feeling stressed: Online adult learner connection and retention. *Adult Education Quarterly*, *74*(1), 43–61. https://doi.org/10.1177/07417136231184570

Stoessel, K., Ihme, T. A., Barbarino, M., Fisseler, B., & Stürmer, S. (2015). Sociodemographic diversity and distance education: Who drops out from academic programs and why? *Research in Higher Education*, *56*(3), 228–246. https://doi.org/10.1007/s11162-014-9343-x

Travis, J., Kaszycki, A., Geden, M., & Bunde, J. (2020). Some stress is good stress: The challenge-hindrance framework, academic self-efficacy, and academic outcomes. *Journal of Educational Psychology*, *112*(8), 1632–1643. https://doi.org/10.1037/edu0000478

Waterhouse, P., Samra, R., & Lucassen, M. (2022). Distance education students' satisfaction: Do work and family roles matter? *Distance Education*, *43*(1), 56–77. https://doi.org/10.1080/01587919.2021.2020622

Defining sense of belonging: An example from the STEM field education context

Alison Jolley, Te Puna Ako – Centre for Tertiary Teaching & Learning, Te Whare Wananga o Waikato | University of Waikato, alison.jolley@waikato.ac.nz
Stephanie Shaulskiy, Advance Program, University of Michigan, sshauls@umich.edu
Kari O'Connell, STEM Research Center, Oregon State University, kari.oconnell@oregonstate.edu
Holly Cho, STEM Research Center, Oregon State University, holly.cho@oregonstate.edu
Holly White, School of Biology & Ecology, University of Maine, holly.white2@maine.edu

This work asks the question "how do students and instructors in undergraduate field courses in biology and geology define sense of belonging?" We build on an existing definition of sense of belonging: "students' sense of being accepted, valued, included, and encouraged by others (teacher and peers) in the academic classroom setting and of feeling oneself to be an important part of the life and activity of the class" (Goodenow, 1993, p. 25). Students (n=51) and instructors (n=21) on eight field courses in geology and biology were interviewed about how they define sense of belonging. Interviews were analysed using a combination of deductive and inductive coding. Findings indicate that the Goodenow (1993) definition remains a robust initial framework for sense of belonging in this context, but that it would be further strengthened by additions specific to the field course setting. These additions include academic self-efficacy, comfort and safety, participation, resilience, and having shared characteristics with others (e.g., care for environment, interest). More biology than geology students mentioned having shared characteristics. We recommend that undergraduate field educators ground their teaching design in this updated definition of belonging and that other disciplines consider the power of more contextualised definitions of belonging to better support inclusive practices.

References

Goodenow, C. (1993). Classroom belonging among early adolescent students: Relationships to motivation and achievement. *The Journal of Early Adolescence, 13*(1), 21-43.

Mogk, D. W., & Goodwin, C. (2012). Learning in the field: Synthesis of research on thinking and learning in the geosciences. In: K.A. Kastens & C.A. Manduca (Eds.), *Earth and mind II: A synthesis of research on thinking and learning in the geosciences* (pp. 131-163). Geological Society of America Special Papers 486.

Morales, N., O'Connell, K. B., McNulty, S., Berkowitz, A., Bowser, G., Giamellaro, M., & Miriti, M.N. (2020). Promoting inclusion in ecological field experiences: Examining and overcoming barriers to a professional rite of passage. *Bulletin of the Ecological Society of America, 101*(4), 1-10.

Tinto, V. (2017). Reflections on student persistence. *Student Success, 8*(2), 1-8.

Zumbrunn, S., McKim, C., Buhs, E., & Hawley, L. R. (2014). Support, belonging, motivation, and engagement in the college classroom: A mixed method study. *Instructional Science, 42*, 661-684.

Becoming an academic: The role of induction programmes in nurturing academic identity

Pingjing Liang, Ōtākou Whakaihu Waka| University of Otago, liapi915@student.otago.ac.nz
Navé Wald, Ōtākou Whakaihu Waka| University of Otago, nave.wald@otago.ac.nz
Ben Daniel, Ōtākou Whakaihu Waka| University of Otago, ben.daniel@otago.ac.nz

This study explores the relationship between academic identity and induction programmes for early career academics (ECAs). Academic identity in this study is understood as a complex construct shaped by personal experiences, educational and research backgrounds, professional roles, and institutional contexts, which organises academics' practices implicitly or explicitly. Hence, academic identity can be applied as an analytical lens to comprehensively examine academics' lived experiences (McAlpine et al., 2014; Smith & Rattray, 2016). For many ECAs, early career in academia is a transition fraught with challenges, anxieties, and a sense of disillusionment, which implies a problematic and necessary process of academic identity (re)construction (Hollywood et al., 2020; Sutherland et al., 2011). Higher education institutions often employ induction programmes to provide appropriate support to facilitate ECAs' transition (Billot & King, 2017). Although these programmes vary among institutions, they serve as vital vehicles for professional development practices that impart essential information, knowledge, skills, and practices to ECAs, and academic identity (re)construction. Through a systematic review, 24 articles addressing institution-wide induction programmes over the last 15 years were identified and analysed. These articles reported different induction programmes and their impacts on academics' professional practices. However, most did not make a strong connection to academic identity, which directs ECAs' practices and professional development. Further research is needed to better understand the role of induction programmes and their impacts on ECAs' academic identity construction.

References

Billot, J., & King, V. (2017). The missing measure? Academic identity and the induction process. *Higher Education Research & Development*, *36*(3), 612-624. https://doi.org/10.1080/07294360.2017.1288705

Cantwell, R. H., & Scevak, J. (2010). Some introductory thoughts. In R. H. Cantwell & J. Scevak (Eds.), *Academic life: A handbook for new academics* (pp. 1-3). ACER Press.

Hollywood, A., McCarthy, D., Spencely, C., & Winstone, N. (2020). 'Overwhelmed at first': The experience of career development in early career academics. *Journal of Further and Higher Education*, *44*(7), 998-1012. https://doi.org/10.1080/0309877X.2019.1636213

McAlpine, L., Amundsen, C., & Turner, G. (2014). Identity-trajectory: Reframing early career academic experience. *British Educational Research Journal*, *40*(6), 952-969. https://doi.org/10.1002/berj.3123

Rienties, B., & Hosein, A. (2020). Complex transitions of early career academics (ECA): A mixed method study of with whom ECA develop and maintain new networks. *Frontiers in Education*, *5*. https://doi.org/10.3389/feduc.2020.00137

Smith, J., & Rattray, J. (2016). Preface: Mapping the terrain of identity-work research. In J. Smith, J. Rattray, T. Peseta, & D. Loads (Eds.), *Identity work in the contemporary university: Exploring an uneasy profession* (pp. vii-xiii). SensePublishers. https://doi.org/10.1007/978-94-6300-310-0_1

Stratford, E., Watson, P., & Paull, B. (2023). What impedes and enables flourishing among early career academics? *Higher Education*. https://doi.org/10.1007/s10734-023-01115-8

Sutherland, K., Taylor, L., & Team, I. E. (2011). The development of identity, agency and community in the early stages of the academic career. *International Journal for Academic Development*, *16*(3), 183-186. https://doi.org/10.1080/1360144x.2011.596698

Improving wellbeing through teaching: Insights into the relationship between perceived demands, learning and wellbeing of mature employed postgraduates

Qian Liu, Higher Education Development Centre, Ōtākou Whakaihu Waka| University of Otago, qian.liu@otago.ac.nz
Susan Geertshuis, Business School, Waipapa Taumata Rau | University of Auckland, s.geertshuis@auckland.ac.nz

University students are increasingly combining work with study (Sanchez-Gelabert et al., 2017). Research on this issue, however, has focused primarily on traditional full-time undergraduate students (Remenick & Bergman, 2021). Our study focuses on an under-researched group of learners who are mature-aged, hold substantial work, and pursue further university education for personal development and professional progress. Previous work established that this learner group is likely to experience greater depletion of mental wellbeing, often because of conflicting demands from work, life and study (Waterhouse et al., 2020).
In our study, we drew on job demands-resources (JD-R) theory (Bakker et al., 2023) to investigate the perceived demands, learning and mental wellbeing of mature and employed postgraduate students. We collected data using an online questionnaire from two New Zealand universities, and received 204 usable responses.

Regression-based analyses showed that (1) perceived demands were associated with depletion of wellbeing; (2) effective learning behaviour was associated with improvements in wellbeing, and; (3) effective learning behaviour buffered the negative impact of perceived demands on wellbeing.
Qualitative inductive analysis revealed what mature and employed postgraduates considered university educators could do to improve their wellbeing. Specifically, we identified two overarching themes, with the first focusing on managing situational demands by making university study cater for work-related demands, and the second on enabling effective learning behaviour.

Theoretically, our work extends JD-R theory to the higher education context, demonstrates the complex interplay between perceptions of demands, learning and wellbeing, and contributes to limited knowledge of the experiences of mature employed students. With regard to practice, our work has implications for university educators who wish to facilitate student wellbeing through their own teaching, rather than simply referring students to wellbeing services that are outside of their curriculum and teaching practices.

References

Bakker, A. B., Demerouti, E., & Sanz-Vergel, A. (2023). Job demands–resources theory: Ten years later. *Annual Review of Organizational Psychology and Organizational Behavior*, *10*, 25–53.

Nielsen, I., Newman, A., Smyth, R., Hirst, G., & Heilemann, B. (2017). The influence of instructor support, family support and psychological capital on the well-being of postgraduate students: A moderated mediation model. *Studies in Higher Education*, *42*(11), 2099–2115. https://doi.org/10.1080/03075079.2015.1135116

Remenick, L., & Bergman, M. (2021). Support for working students: Considerations for higher education institutions. *The Journal of Continuing Higher Education*, *69*(1), 34–45.

Rotem, N., Yair, G., & Shustak, E. (2021). Dropping out of master's degrees: Objective predictors and subjective reasons. *Higher Education Research & Development*, *40*(5), 1070–1084.

Sanchez-Gelabert, A., Figueroa, M., & Elias, M. (2017). Working whilst studying in higher education: The impact of the economic crisis on academic and labour market success. *European Journal of Education*, *52*(2), 232–245. https://doi.org/10.1111/ejed.12212

Waterhouse, P., Samra, R., & Lucassen, M. (2020). Mental distress and its relationship to distance education students' work and family roles. *Distance Education*, *41*(4), 540–558.

Ko Te Kete Tuatea: From Self-Reflection to Student Connection Utilizing Indigenous and Western Perspectives in Enhancing the Student Experience

Courtney Ngata-Turley, Te Kunenga ki Pūrehuroa | Massey University, C.Ngata-Turley@massey.ac.nz

Exploring the 'student experience' within higher education research often reveals a recurring theme: the importance of belonging. Defined as a fundamental motivation to feel accepted, valued, and recognized within group membership (Baumeister & Leary, 1995; Leary & Kelly, 2009), belonging has been widely studied in psychological literature. Previous research suggests that a stronger sense of belonging within a university setting is positively associated with academic success outcomes (Hoffman & Marbeth, 2002; Korpershoek et al., 2020; Pittman & Richmond, 2007; Slaten et al., 2017). My Master's research examined the relationship between feelings of university belonging and self-reported student success, focusing on students' own definitions of success within their academic journeys. Using mixed methods survey data from 213 undergraduate students at Massey University, the study found a significant positive relationship between belonging and perceptions of success. Notably, students' definitions of success were multifaceted, extending beyond academic achievements to include personal growth, resilience, and fulfilling roles as leaders within their family.

As an Indigenous researcher, lecturer, and student, I experienced challenges in aligning some Western psychological frameworks with my lived experiences and Indigenous knowledge. These constructs often did not capture the depth of these experiences, and at times, I felt that my understandings did not have a space in the literature. These challenges within my own research, but also in my teaching and student experience, has prompted me to seek ways in integrating these multiple worldviews.

References

Baumeister, R. F., & Leary, M. R. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin*, *117*(3), 497–529. https://doi.org/10.1037/0033-2909.117.3.497

Hoffman, M., Richmond, J., Morrow, J., & Salomone, K. (2002). Investigating "Sense of Belonging" in First-Year College Students. *Journal of College Student Retention: Research, Theory & Practice*, 4(3), 227–256. https://doi-org.ezproxy.massey.ac.nz/10.2190/DRYC-CXQ9-JQ8V-HT4V

Korpershoek, H., Canrinus, E. T., Fokkens-Bruinsma, M., & de Boer, H. (2020). The relationships between school belonging and students' motivational, social-emotional, behavioural, and academic outcomes in secondary education: a meta-analytic review. *Research Papers in Education*, *35*(6), 641–680. https://doi.org/10.1080/02671522.2019.1615116

Leary, M. R., & Hoyle, R. H. (Eds.). (2009). *Handbook of individual differences in social behaviour*. Guilford Press.

Pittman, Laura & Richmond, Adeya. (2008). University Belonging, Friendship Quality, and Psychological Adjustment During the Transition to College. *Journal of Experimental Education* - J EXP EDUC. 76. 343-362. 10.3200/JEXE.76.4.343-362.

Slaten, C. D., Elison, Z. M., Deemer, E. D., Hughes, H. A., & Shemwell, D. A. (2018). The Development and Validation of the University Belonging Questionnaire. *Journal of Experimental Education, 86*(4), 633–651. Education Source.

Connecting expertise within and beyond the academy

Sarah-Jane O'Connor, Te Herenga Waka | Victoria University of Wellington, sarahjane.oconnor@vuw.ac.nz
Hazel K. Godfrey, Te Herenga Waka | Victoria University of Wellington, hazel.godfrey@vuw.ac.nz

In Work Integrated (WIL) and Career Learning we create learning opportunities for students to interrogate the wide range of experiences and existing expertise that combine into who they are, and how they can describe themselves, as a professional. For example, through building Digital Portfolios and reflective journalling students can identify and analyse their learning across relevant work, academic, and extracurricular experiences.

Beyond these activities, we believe that students can build confidence in making these connections if we show them that it is possible by how we, their teachers, do so. Revell and Wainright (2009) report that students, in observations of their own learning through lectures, describe how the inclusion of "real-life" examples allow them to make connections between their learning in class and their own personal understanding. Winchester-Seeto and Rowe (2023) describe the importance of including WIL across students' programmes of studies so that, when they are in formal WIL and in their post-Higher Education roles, they are prepared to learn, connect, and re-construct their disciplinary learning in a work context.

We connect our teaching with our own professional experiences through examples that illustrate how students can make these connections too; now and in the future. We know this works because our students report increased comprehension in Student Evaluations of Teaching when we include our own examples. For example: "I liked how Hazel went into personal stories and gave real insight into what it was like to publish a paper and go through a review process. Thank you for ... recognising undergrad students really value this kind of information."; "Excellent examples from S-J's professional experiences made the content feel relevant and helped deepen understanding and engagement."

So too do they appreciate when we bring external expertise into the classroom: "It was great having a range of experts from a range of areas within science communication to learn from, not just academics"; "The visiting lecturers and hearing people 'from the field' provided invaluable insights for this course."

References

Revell, A., & Wainwright, E. (2009). What makes lectures 'unmissable'? Insights into teaching excellence and active learning. Journal of Geography in Higher Education, 33(2), 209–223. https://doi.org/10.1080/03098260802276771

Winchester-Seeto, T. & Rowe, A. D. (2023). Preparing students to thrive in Work-Integrated Learning. In K. E. Zegwaard & T. J. Pretti (Eds.), The Routledge International Handbook of Work-Integrated Learning (pp. 441–459). Routledge. https://doi.org/10.4324/9781003156420-33

Addressing unacceptable behaviours in clinical learning environment

Joy Rudland, Ōtākou Whakaihu Waka| University of Otago, joy.rudland@otago.ac.nz,
Ibrahim Al-Busaidi, Ōtākou Whakaihu Waka| University of Otago, Ibrahim.al-busaidi@otago.ac.nz
Daniela Aldabe, Curtin University, dani.aldabe@curtin.edu.au
Katrina Bryant, Ōtākou Whakaihu Waka| University of Otago, katrina.bryant@otago.ac.nz
Virginia Jones, Ōtākou Whakaihu Waka| University of Otago, virginia.jones@otago.ac.nz
Paul Kane, Ōtākou Whakaihu Waka| University of Otago, paul.kane@otago.ac.nz.
Sunyoung Ma, Ōtākou Whakaihu Waka| University of Otago, sunyoung.ma@otago.ac.nz
Susan Moffat, Ōtākou Whakaihu Waka| University of Otago, susan.moffat@otago.ac.nz
Geoffrey Noller, Ōtākou Whakaihu Waka| University of Otago, geoff.noller@otago.ac.nz,
Aynsley Peterson, Ōtākou Whakaihu Waka| University of Otago, aynsley.peterson@otago.ac.nz
Jim Ross, Ōtākou Whakaihu Waka| University of Otago, jim.ross@otago.ac.nz
Tai Sopoaga, Ōtākou Whakaihu Waka| University of Otago, tai.sopoaga@otago.ac.nz
Lynley Anderson, Ōtākou Whakaihu Waka| University of Otago, lynley.anderson@otago.ac.nz

This research explores unacceptable behaviours (mistreatment) experienced by students within their clinical years of their Health Science Professional Programs at the University of Otago (dentistry, medicine, oral health, pharmacy, physiotherapy, post-graduate nursing and radiation therapy). The clinical years invariably involve students learning in an environment where the work (clinical practice) is the primary focus. All students in the clinical years of a health professional program were invited to participate in a survey. The survey included a number of Likert type questions as well as free text open-ended questions on their experience of unacceptable behaviours, for example racism, sexism, sexual misconduct, physical threats and harms, humiliation and gender-based discrimination and ableism and whether they reported the unacceptable behaviours and the reasons for not reporting. The reporting of unacceptable behaviours is important to reduce its prevalence (Le-Bucklin, et al 2020).

The research presented at TERNZ will focus on the data collected on reporting. The research question is 'why students do not report unacceptable behaviours and what mechanism can be adopted to enhance report?'.

This work uses Poilpot-Roaboy, 2006 framework on bullying and organisational work cultures as a theoretical underpinning to illuminate the difficulties in both reporting and also responding to incidents of unacceptable behaviours (Poilpot-Roaboy, 2006). The framework considers 4 phases, phase 1 the antecedents, the characteristics of the organisation, the perpetrator and the individual subjected to unacceptable behaviour, phase 2, the experienced unacceptable behaviours, phase 3 the individual response and organisational response, and phase 4 the effects on the individual, organisation and society.

Student experience of unacceptable behaviours by staff, peers and or patients (clients in other work environments) may have a deleterious effect on learning (Abdelaziz & Abu-Snieneh, 2021). Experiencing unacceptable behaviours can also have detrimental effects on student well-being and pose a risk to patient safety (Paice & Smith 2009, Heru et al, 2009).

Reducing the experience of unacceptable behaviours in the clinical environment is important to maximise learning. Educating how to identify/reduce unacceptable behaviours is key to ending its perpetuation (Le-Bucklin et al, 2020), however it is also important to ensure appropriate reporting mechanisms to give visibility to the problem. Reporting can be considered as a part of a multi-pronged approach to address unacceptable behaviours (Fried et al, 2012) and needs to reflect the multi-factorial reason for not reporting (Lempp & Seale C, 2004).

This topic may be useful for any tertiary education setting where learning is expected in a work-based learning environment where unacceptable behaviour by staff, students or patients (clients) may be evident.

References

Abdelaziz EM, Abu-Snieneh HM. (2021). The impact of bullying on the mental health and academic achievement of nursing students. Perspectives in psychiatric care. Apr;58(2):623-634. DOI: 10.1111/ppc.12826

Fried JM, Vermillion M, Parker NH, Uijtdehaage S. (2012). Eradicating medical student mistreatment: a longitudinal study of one institution's efforts. Acad Med; 87(9): 1191–1198. DOI: 10.1097/ACM.0b013e3182625408

Heru A, Gagne G, Strong D. (2009). Medical student mistreatment results in symptoms of posttraumatic stress. Acad Psychiatry; 33: 302–306. doi: 10.1176/appi.ap.33.4.302

Le-Bucklin K-V, Youm J, Wiechmann W, McRae D, Boysen-Osborn M, Vega C, et al. (2020). #MDsToo: A student mistreatment prevention curriculum for faculty members and residents. The Clinical Teacher. https://doi.org/10.1111/tct.13211

Lempp H, Seale C. (2004). The hidden curriculum in undergraduate medical education: qualitative study of medical students' perceptions of teaching. BMJ.; 329(7469): 770–3. https://doi.org/10.1136/bmj.329.7469.770

Paice E, Smith D. Bullying of trainee doctors is a patient safety issue, (2009). The Clinical Teacher; 6: 13–17. DOI:10.1111/j.1743-498X.2008.00251.x

Poilpot-Rocaboy, G. (2006). Bullying in the Workplace: A Proposed Model for Understanding the Psychological Harassment Process, Research and Practice in Human Resource Management, 14(2), 1-17.

Supporting Neurodiverse Students: Teaching, Learning, and Assessment Strategies

Namali Suraweera, Te Herenga Waka | Victoria University of Wellington, namali.suraweera@vuw.ac.nz
Paola Tine, Te Herenga Waka | Victoria University of Wellington, paola.tine@vuw.ac.nz

Neurodiversity is a biological fact that refers to the natural and inherent variation in human neurological functioning (Hood & Hume, 2024). These neurological differences shape an individual's cognitive processes, learning styles, sensory experiences, and worldviews. An individual is considered neurodivergent if their cognitive processes differ from what society typically regards as standard. Conversely, someone is labelled neurotypical if their mental functioning aligns with societal norms. A group of people is neurodiverse if it includes more than one neurotype. These differences are often diagnosed as neurological conditions such as acquired illness or brain injury, autism, Attention Deficit Hyperactivity Disorder (ADHD), dyslexia, Developmental Coordination Disorder (DCD), intellectual disability, and Tourette syndrome (Skelling, 2020).

The increasing number of students with learning difficulties associated with neurodiversity entering higher education (HE) poses a growing challenge for teachers (Clouder et.al., 2020; Mayes & Wall, 2023; Mirfin-Veitch, Jalota, & Schmidt, 2020; Hood & Hume, 2024). We, therefore, believe it is necessary to examine how we can support neurodiverse students through inclusive course design in higher education. What teaching, learning, and assessment strategies can we implement to support neurodiverse students through inclusive course design in higher education? To address these questions, we conducted a systematic literature review guided by PRISMA. We reviewed the literature on teaching and learning approaches (6 papers), strategies and outcomes of tailored technological support (6 papers); and assessment strategies (6 papers) in different contexts, in New Zealand and abroad. This review focused on supporting teaching staff and support staff striving in various ways to provide better learning experiences for students. Alongside the informative nature of this workshop, we also want this to be a moment of reflection and exchange, giving the opportunity to participants to reflect on their own teaching and learning experiences and goals.

References

Clouder, L., Karakus, M., Cinotti, A., Ferreyra, M. V., Fierros, G. A., & Rojo, P. (2020). Neurodiversity in higher education: A narrative synthesis. Higher Education, 80(4), 757–778. https://doi.org/10.1007/s10734-020-00513-6

Hood, D. N., & Hume, D. R. (2024). The illusion of inclusion: The experiences of neurodivergent children and those supporting them in Aotearoa New Zealand's education system. THE EDUCATION HUB. https://cdn.theeducationhub.org.nz/wp-content/uploads/2024/05/Ed-Hub_Illusion-of-Inclusion-report_v2_low-res.pdf

Mayes, J., & Wall, G. (2023). Supporting neurodiverse learners: Summary of Research and Local Insights. Grow Waitaha. https://www.growwaitaha.co.nz/media/2185/gw-report-supporting-neurodiverse-learners-2023.pdf

Mirfin-Veitch, B., Jalota, N., & Schmidt, L. (2020). Responding to neurodiversity in the education context: An integrative review of the literature. Dunedin: Donald Beasley Institute. https://www.educationcounts.govt.nz/__data/assets/pdf_file/0018/208503/Responding-to-neurodiversity-in-the-education-context.pdf

Skelling, J. (2020). A strengths-based approach to teaching neurodiverse learners. THE EDUCATION HUB. https://theeducationhub.org.nz/a-strengths-based-approach-to-teaching-diverse-learners/

Widening Participation in the Digital Age: The Role of Equity-Centric Communications in Generating a Sense of Belonging Among Māori and Pasifika Students

Nathalie Wierdak, Ōtākou Whakaihu Waka| University of Otago, nathalie.wierdak@otago.ac.nz

This initiative explored the potential use of Generative Artificial Intelligence (GenAI), specifically equity-centric programming of ChatGPT, to enhance communication strategies between educators and first-year Māori and Pasifika students at Otago Business School. By using GenAI to tailor communications that resonated with these students' cultural backgrounds and experiences, the initiative aimed to improve their sense of belonging and academic success. The project aligned with the University of Otago's Ōritetanga Learner Success Plan 2023-2030 and sought to bridge the gap between traditional teaching methods and the unique needs of historically underserved students.

The initiative involved:
Curating the Literature: The project began with a comprehensive review of relevant literature, which focused on culturally responsive pedagogies, widening participation, and fostering a sense of belonging among historically underserved students.

Engineering Equity-Centric Prompts: Using insights from the literature review, equity-centric prompts were engineered through a systematic seven-step programming process. These prompts were designed to guide AI-generated communications that were sensitive to the cultural and educational needs of Māori and Pasifika students.

Tailoring Communications: The AI-generated equity-centric prompts were applied to tailor educator communications, ensuring that messages were more inclusive and resonated effectively with the targeted student groups. This tailoring extended to both general communications and specific academic assessments, refining instructions to make them more accessible and supportive, and reducing the anxiety and barriers that historically underserved students faced in understanding and meeting academic expectations.

The transition to university is a complex process that requires students to adapt to new academic expectations, navigate unfamiliar environments, and cope with the pressures of independence. For marginalized students, these challenges are often intensified due to cultural and socioeconomic barriers, limited access to familial support, and a lack of familiarity with higher education norms (Nelson et al., 2012).
Establishing a sense of belonging is key to academic achievement at the university level (Kift, 2009). It provides students with a supportive environment where they feel valued, understood, and connected, which in turn enhances their resilience, confidence, and ability to overcome academic challenges (Strayhorn, 2019). However, achieving this sense of belonging is particularly challenging for historically underserved students, who may feel alienated within the university setting. Effective communication from educators is essential in bridging these gaps, fostering mutual understanding, and creating an inclusive atmosphere that welcomes all students (Meeuwisse et al., 2010).

While the focus on GenAI tools in higher education had, to date, been disproportionately centred on potential negative implications for academic integrity (Crawford et al., 2023; Perkins, 2023), this initiative aimed to explore GenAI's positive potential. Specifically, it sought to uncover how AI could be leveraged to improve the learning experiences of first-year Otago students from historically underserved populations, including Māori and Pasifika students.

References

Crawford, J., Cowling, M., & Allen, K. (2023). Leadership is needed for ethical ChatGPT: Character, assessment, and learning using artificial intelligence (AI). *Journal of University Teaching & Learning Practice*, 20(3). https://doi.org/10.53761/1.20.3.02

Kift, S. (2009). Articulating a transition pedagogy to scaffold and to enhance the first-year student learning experience in Australian higher education. *Final Report for ALTC Senior Fellowship Program*. Queensland University of Technology.

Meeuwisse, M., Severiens, S. E., & Born, M. P. (2010). Learning environment, interaction, sense of belonging and study success in ethnically diverse student groups. *Research in Higher Education*, 51(6), 528–545. https://doi.org/10.1007/s11162-010-9168-1

Nelson, K. J., Kift, S., & Clarke, J. A. (2012). A transition pedagogy for student engagement and first-year learning, success, and retention. *Engaging with Learning in Higher Education. Libri Publishing.*

Perkins, M. (2023). Academic integrity considerations of AI large language models in the post-pandemic era: ChatGPT and beyond. *Journal of University Teaching & Learning Practice*, 20(2). https://doi.org/10.53761/1.20.02.07

Strayhorn, T. L. (2019). *College students' sense of belonging: A key to educational success for all students (2nd ed.)*. Routledge. https://doi.org/10.4324/9781315297293

Enhancing Tertiary Students' Communication Skills: Developing a Rubric for Interactive Oral Assessments in the Age of AI

Kirsty Williamson, Waipapa Taumata Rau | University of Auckland, kirsty.williamson@auckland.ac.nz
Richelle Hewin, Waipapa Taumata Rau | University of Auckland, r.hewin@auckland.ac.nz

Effectively developing tertiary students' communication skills is a crucial aspect of sustainable educational systems. Written and oral communication competencies are emphasised in tertiary graduate profiles because prospective employers highly value these skills. The Global Skills Gap Report, a report that explored employer expectations around the world, identified communication skills as crucial for graduates, second only to problem-solving abilities (Quacquarelli Symonds, 2019). Tertiary assessments are, therefore, designed to evaluate both oral and written communication skills, ensuring that students develop a comprehensive set of competencies essential for academic and professional success.

However, tertiary institutions are increasingly reducing their reliance on written assessments due to the rise of generative artificial intelligence (AI), which has heightened concerns about academic dishonesty. Consequently, Interactive Oral Assessments (IOAs) are emerging as an alternative way to assess for learning in the age of AI. The shift toward using IOAs has been driven by the belief that these assessments can uphold academic integrity, provide assurance of learning and mimic real-world situations. Yet, despite this shift, academics, experts in their respective fields, frequently feel inadequately prepared to evaluate communication skills (Wingate, 2018).

Our initiative offers a solution for academics in this context - a rubric that can be used to assess professional oral communication skills. The benefits of this rubric are threefold. First, it provides a standardised framework for academics to assess professional oral communication skills, ensuring consistency and objectivity in evaluations. Second, the rubric can support students in identifying specific areas for improvement, providing feedback that enhances the overall quality of their oral communication development. Such feedback not only guides students by highlighting the gap between what they have successfully achieved and what they still need to do, but there is evidence that a stand-alone rubric can also potentially enhance students' mindfulness and engagement in the learning process (Lipnevich et al., 2014). Third, the rubric will facilitate the scaffolding of communication skills across a programme of study, as relevant parts can be used to progressively develop and assess students' abilities throughout their academic journey.

References

Lipnevich, A. A., McCallen, L. N., Miles, K. P., & Smith, J. K. (2014). Mind the gap! Students' use of exemplars and detailed rubrics as formative assessment. Instructional Science, 42(4), 539–559. https://doi.org/10.1007/s11251-013-9299-9

Quacquarelli Symonds. (2019). 2019 Global skills gap report. https://www.qs.com/

Wingate, U. (2018). Academic literacy across the curriculum: Towards a collaborative instructional approach. Language Teaching, 51(3), 349–364. https://doi.org/10.1017/s0261444816000264

Developing Enduring Cognitive Capabilities for Professional Practice

Amanda Wolf, Te Herenga Waka | Victoria University of Wellington, amanda.wolf@vuw.ac.nz

What habits of mind, mental dispositions – cognitive capabilities – make it more likely that professionals can achieve quality practice outcomes in challenging situations? How can these capabilities be fostered, especially with work-experienced learners? And how can this work maximise the 'stickiness' of these capabilities? Professionals address challenges they have been trained and educated to tackle in teaching, advising, designing, innovating, healing, navigating and more. Their work requires various skills and knowledge, which are reinforced over time through experience. Research in various professional contexts highlights the cognitive or mental dispositions associated with superior performance, for example, among top business managers (Helfat and Peteraf, 2015) or clinicians (Kinnear & Wilson, 2018), as well as the deployment of 'fast' and 'slow' thinking (following Kahneman, 2021). There is a wealth of research on pedagogical approaches to develop capabilities, including through casework and authentic assessment (for example, Bloch & Spataro, 2014). However, while ample evidence shows learners can become better at sifting evidence, recognising bias, and generally thinking more clearly, I have found very little research specifically related to how the *objects* of capability-developing exercises contribute to the learning. Since later practice will differ significantly from the learning context, for the sake of stickiness and far transfer, learners must know how they can trigger sense-making functions in the future, and as specifically required by those future needs.

Wolf & Baehler (2018) advanced a case-focused method for policy analysts to learn from comparing cases, which I currently use in a Master's capstone course. Learners analyse an existing policy (source case) and extract its implicit theory of change as a basis for designing a policy for a problematic target case. Case learning helps prepare learners for future challenges by developing their capabilities to select relevant features of a presenting situation (a patient, a classroom, a threat, and so on) and synthesise an understanding or explanation of their observations and interpretations. Critical reflection – done well – assists with 'locking-in' learning but is not enough. I propose two additional, related approaches: a focus on noticing and sense-making capabilities, and attention to the 'role' played by the cases.

The process of actively and iteratively working with cases relies on a range of core capabilities, including critical reflection, but also abductive reasoning (reasoning from observations to possible explanations), phronesis (practical reasoning) and mastering surprise (among others). Overarching all is the meta-capability of casing (capturing the sense that outside the classroom, the case is not available ready-made but requires deployment of core capabilities in an iterative fashion; Wolf, 2023).

References

Bloch, J., & Spataro, S. E. (2014). Cultivating critical-thinking dispositions throughout the business curriculum. *Business and Professional Communication Quarterly*, *77*(3), 249–265. https://doi.org/10.1177/2329490614538094

Helfat, C. E., & Peteraf, M. A. (2015). Managerial cognitive capabilities and the microfoundations of dynamic capabilities. *Strategic Management Journal*, *36*(6), 831–850. https://doi.org/10.1002/smj.2247

Kahneman, D. (2011). *Thinking, fast and slow*. Penguin Books.

Kinnear, J., & Wilson, N. (2018). Assessing the association between thinking dispositions and clinical error. *Postgraduate Medical Journal*, *94*(1107), 3–6. https://doi.org/10.1136/postgradmedj-2017-135088

Wolf, A. (2023). Developing casing capability in professional master's degrees (Poster and Invited Poster Session). *International Society for the Scholarship of Teaching and Learning*, Utrecht, 8–11 November 2023.

Wolf, A., & Baehler, K. J. (2018). Learning transferable lessons from single cases in comparative policy analysis. *Journal of Comparative Policy Analysis*, *20*(4), 420–434. https://doi.org/10.1080/13876988.2017.1399578

Ako Aotearoa Research and Innovation Agenda (AARIA) Information Session: Funding Change Projects in the Tertiary Education Sector

Marvin Wu, Programme Manager, Research and Innovation, Ako Aotearoa, Marvin.Wu@ako.ac.nz

Since 2006, Ako Aotearoa, the National Centre for Tertiary Teaching Excellence, is a government-funded organisation committed to supporting the country's tertiary sector teachers, trainers and educators be the best they can be for the learners' success. We would hereby like to invite you to submit proposals to Ako Aotearoa Research and Innovation Agenda (AARIA) Contestable Funding Round in early 2025. This presentation focuses on: What is AARIA Fund (value, duration, total funding pool)? What are the funding priorities and selection criteria? Dr. Wu will also offer several pointers and examples to help develop an eligible AARIA application.

Showcase

Generative artificial intelligence and self-regulation in academic writing among English-as-foreign-language students

Chunyi Zhao, Ōtākou Whakaihu Waka| University of Otago, zhach109@student.otago.ac.nz
Qian Liu, Ōtākou Whakaihu Waka| University of Otago, qian.liu@otago.ac.nz

Academic writing is a complex task requiring formal structure, critical thinking, and language proficiency, making it particularly difficult for English as a Foreign Language (ELF) students. These students face language barriers, cultural differences, and unfamiliarity with academic norms, which complicate their ability to produce well-organized papers. Key skills like reading, synthesis, and organizing are essential, with self-regulation—setting goals, monitoring progress, and adjusting strategies—being crucial for managing the writing process independently (Abdelhalim, 2024). Generative AI (GenAI) tools, such as AI-based chatbots, have introduced new methods for ELF students to tackle academic writing. These tools assist with idea generation, content creation, and editing, reducing cognitive load and improving productivity (Isiaku et al., 2024). While GenAI is effective in supporting certain writing behaviors, concerns arise regarding its potential to cause over-reliance, which may undermine students' self-regulation. On the other hand, some argue that AI can help students plan and monitor their writing more effectively.

This research explores the impact of GenAI on EFL students' self-regulation in academic writing, focusing on goal-setting, monitoring, and reflection. It also examines whether GenAI supports or impedes independent writing skill development. Using a six-month longitudinal mixed-methods approach, participants will complete questionnaires surveys and semi-structured interviews every two months. In addition, their interactions with GenAI in academic writing will be analyzed and categorized. Both quantitative and qualitative data will be integrated to assess GenAI's influence on students' self-regulated learning (SRL) skills in writing.

The rapid adoption of GenAI tools in higher education, particularly among EFL students, presents a transformative yet complex shift in academic writing practices (Liu et al., 2024). EFL students often face significant linguistic and cultural challenges, including limited vocabulary, unfamiliar syntax, and differing academic conventions. GenAI offers crucial support in helping students address these challenges. However, Gammoh (2024) claims that there is growing concern that over-reliance on these technologies may inhibit the development of essential skills like critical thinking, self-reflection, and independent problem-solving, which are vital for academic success.

The context of this research will be situated within the tertiary education environment, focusing on how EFL students in diverse academic writing settings interact with GenAI tools. By examining the implications of these interactions, this study seeks to understand the role of GenAI on students' capacity for self-regulation. Insights from this research will contribute to the broader conversation about digital literacy, academic integrity, and the ethical use of AI in education, guiding educators and policymakers in developing frameworks that balance technological assistance with the cultivation of autonomous learning skills.

References

Abdelhalim, S. M. (2024). Using ChatGPT to Promote Research Competency: English as a Foreign Language Undergraduates' Perceptions and Practices across Varied Metacognitive Awareness Levels. *Journal of Computer Assisted Learning*, *40*(3), 1261–1275. https://doi.org/10.1111/jcal.12948

Gammoh, L. A. (2024). ChatGPT in academia: Exploring university students' risks, misuses, and challenges in Jordan. *Journal of Further and Higher Education*, *48*(6), 608–624. https://doi.org/10.1080/0309877X.2024.2378298

Isiaku, L., Kwala, A. F., Sambo, K. U., Ukaegbu, F. C., & Isaku, H. H. (2024). Academic Evolution in the Age of ChatGPT: An In-depth Qualitative Exploration of its Influence on Research, Learning, and Ethics in Higher Education. *Journal of University Teaching and Learning Practice*, *21*(6). https://doi.org/10.53761/7egat807

Liu, Y., Park, J., & McMinn, S. (2024). Using generative artificial intelligence/ChatGPT for academic communication: Students' perspectives. *International Journal of Applied Linguistics (United Kingdom)*. https://doi.org/10.1111/ijal.12574