

**Report from the 2019 Academic Development Symposium:  
Holistic Academic Development**

**Thursday, 31 October, 2019**

**Victoria University of Wellington, Pipitea Campus**

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Report compiled by Kathryn Sutherland and Linda Bowden (Victoria University of Wellington)  
Symposium organisers: Erik Brogt and Joanna Copley (University of Canterbury), Linda Bowden, Kathryn Sutherland, and Lizzie Towl (Victoria University of Wellington).

The symposium was kindly sponsored by the New Zealand branch of the Higher Education Research and Development Society of Australasia (HERDSA NZ).

Report published online by HERDSA NZ, and available from the symposium website (<https://adsymposium.net/>) and the HERDSA NZ website (<http://www.hersda.org.nz/>). Cover photo taken on the day by Kathryn Sutherland.

## From the Symposium Organisers

In 2019, we held the third annual AD Symposium at Victoria University of Wellington's downtown campus, Pipitea, in Rutherford House, close to the railway station on a sunshiney Wellington day. The symposium brought together academic developers and colleagues from across Aotearoa New Zealand to reconnect, meet new colleagues, share resources, and talk about some of the latest thinking and practice in academic development, on the theme of 'holistic academic development.' This short report summarises the day's proceedings and captures key discussion points.

Thirty eight people attended from seven New Zealand universities, with one Canadian visitor this year. The universities represented were Auckland University of Technology (1), Massey University (2), the University of Auckland (11), the University of Canterbury (4), the University of Otago (4), the University of Waikato (3), and Victoria University of Wellington (12), plus Ontario (1).

Participants roles included:

- academic developer
- academic
- researcher developer
- research developer
- director of a centre
- learning designer
- organisational development (OD) advisor
- OD manager
- senior OD advisor
- OD practitioner
- learning and teaching technology officer.

We hope that this short report will not only provide participants (as well as those who could not attend the event) with a brief recap of the day, but also serve to guide future discussions about academic development in Aotearoa New Zealand. We also wish to record our sincere thanks to the New Zealand branch of the Higher Education Research and Development Society of Australasia (HERDSA NZ) for their ongoing and generous sponsorship of the event.

The symposium organisers:

Kathryn Sutherland, Linda Bowden, Lizzie Towl, Erik Brogt, Joanna Cobley

## Note on Structure

We have structured the report according to the symposium programme (below) and provided summaries from various sections of the day in the following pages. The report ends with an overview of the feedback received from a survey conducted after the event.

### Programme

**09:00 – 09:30:** Coffee and tea

**09:30 – 09:45:** *Mihi*

**09:45 – 10:45:** *Updates from around ngā motu*

- A Pecha Kucha and question & answer session from all seven universities to set the scene

**10:45 – 11:15:** *Resource sharing expo and morning tea*

**11:15 – 12:30:** *What do we mean by holistic academic development?*

- A short presentation from Kathryn Sutherland and Joanna Copley, followed by a plenary discussion

**12:30 – 13:30:** Lunch

**13:30 – 15:15:** *World Café*

- World café session on key issues, including: Developing the whole-academic (teaching, research, service); working with the whole-institution; supporting the whole-person (whole-career, health, well-being); design for learning (or learning design for academic development); and Māori academic development in the next decade.

**15:00 – 15:15:** Afternoon tea

**15:15 – 16:30:** *Developing a research agenda around [holistic] academic development:*

- A discussion of national/collaborative possibilities and funding opportunities

Drinks and nibbles at Vic Books Pipitea Café (sponsored by HERDSA)

## Introductory Remarks

After the Mihi and Welcome – from, respectively, Associate Professor Kathryn Sutherland, Centre for Academic Development and Professor Stuart Brock, Vice Provost Academic, both from Victoria University of Wellington – Kathryn Sutherland highlighted the Symposium’s theme: “Holistic Academic Development”. She emphasised that the day was designed to give everyone the opportunity to connect with each other, particularly (but not exclusively) around the topic of ‘holistic’ academic development. She particularly encouraged people from different universities, and from different roles, to talk with each other throughout the day.

## Updates From Around Ngā Motu

The ‘Updates from Around Ngā Motu’ session showcased key academic development (AD) initiatives being undertaken in each of the seven universities represented at the Symposium. Representatives from the universities gave short Pecha Kucha presentations (comprising 20 slides for 20 seconds, each = 6mins40secs per presentation). The key points from each university’s presentation are outlined below. Please email presenters directly if you wish to view the presentations.

### Centre for Tertiary Teaching & Learning, the University of Waikato

Marcia Johnson and Nicole Pepperell outlined that the Centre:

- has a new physical home, including open plan offices
- is working on supporting the university’s staff at new campuses in China (upping e-learning development for offshore partners)
- is using Epigeum for teaching development course
- has a new position to focus on casual academic staff development
- has created a new assessment mapping tool

### Centre for Academic Development, Victoria University of Wellington

Kathryn Sutherland, Matt Plummer, Beth Smith and Stephen Marshall outlined that the Centre:

- has further developed several of its initiatives mentioned last year, including Ako in Action (student-staff partnership) and Teaching and Learning Circles
- has enjoyed having a broader focus on all aspects of the academic role, including research, particularly with Lizzie Towl’s seconded role of Researcher Development Coordinator
- is working on its ‘hub and hive’ model with CAD staff spending more dedicated time in faculties
- is helping to organise the FLANZ conference

### The Centre for Learning and Teaching, Auckland University of Technology (AUT)

In the absence of staff members from AUT’s CflAT, Anaise Irvine outlined researcher development at AUT, including:

- showing how researcher development is very holistic academic development
- that she runs the Thesis Link blog, with new posts at least twice a week
- that they have created a ‘researcher development planner’

### Higher Education Development Centre, University of Otago

Rob Wass outlined that the Centre:

- has a strong focus on producing high quality educational research, and gave some examples, such as their work on support for refugee students
- was recently reviewed
- is questioning how they communicate who they are to the wider university
- sits on many committees across the university

### **University of Canterbury**

Erik Brogt was joined by Joanna Cobley and Karen Mather this year, and outlined the following news from Canterbury:

- academic development work was reviewed again this year and there is now a stronger focus on staff development and wellbeing, with the arrival of a new Vice Chancellor
- there may be a new 'Centre of Academic Success' coming soon
- one of the roles of academic development at UC is to use institutional research to improve teaching and learning

### **National Centre for Teaching and Learning, Massey University**

Greg Gilbert and Fleur Connor-Davis presented for Massey on the following:

- 'Activate' – a new curriculum development programme at Massey
- described academic development attendees at Massey as like 'The Breakfast Club' – a diverse and eclectic mix of people
- argued that we need to activate courses, curricula and students

### **Centre for Learning and Research in Higher Education, University of Auckland**

Helen Sword and Sean Sturm outlined that the Centre:

- found out ten days ago that CLEAR is going to be restructured out of existence
- has achieved a huge amount in the past seven years, including massive increases in participation, PG Cert graduates, external research funding, tuition and EFTS.

In wrapping up the 'Updates From Around Ngā Motu session, Kathryn noted that 2019 seems to have been a year of review and restructuring for a lot of centres and that universities appear to be asking us all to align our research more with strategic priorities. As Erik Brogt said in his presentation, "we've been doing this, but we have to say it louder now!" Kathryn also noted that the presentations commonly mentioned the importance, but cost, of individual consultations, and the growing recognition of students as academic developers.

### **Resource Sharing: The Academic Development Expo**

The Academic Development Expo, which took place over morning tea, gave participants the chance to discuss the initiatives about which they had heard in the Pecha Kucha presentations during the previous session. Participants were also able to read the collateral – including brochures, posters and guides – provided by some of the centres.

### **What Do We Mean By Holistic Academic Development?**

Kathryn kicked off this session by sharing her perspective on 'holistic academic development'. She drew from her recent paper in the *International Journal for Academic Development*, which people had been encouraged to read before they came, and which is available for free download, here: <https://doi.org/10.1080/1360144X.2018.1524571>.

Joanna Cobley then told her story of researcher development at UC, and emphasised the importance of recognising the wide range of factors that influence academic identity.

In groups, we then generated examples of the kinds of roles, people, and organisations that we have worked with over the past week, and we recorded this on four posters, representing the following levels of activity: micro (individual); meso (programme, department or faculty); macro (university); mega (wider community, national, global). A photo is below, giving an indication of the volume and



spread of these AD interactions. Kathryn Sutherland and Julie Timmermans will work on aggregating and summarising this information.



We also generated a list of what we've been reading lately, which we append for your edification and future reading pleasure. (See Appendix One).

### World Café Session

Erik Brogt introduced this session by explaining that it was designed to give everyone the chance to engage in deeper and longer discussions on key areas of interest to them in relation to the theme of Holistic Academic Development. We split into five table groups, and spent 20 minutes at each table, before rotating twice, thus engaging in three in-depth discussions. The topics were as follows and the following pages provide key points from the table leaders' summaries, shared with all of us at the conclusion of the rotations:

- Table 1: Developing the whole-academic (teaching, research, service) (Anaise)
- Table 2: Working with the whole-institution (other units) (Marcia Johnson)
- Table 3: Māori academic development in the next decade (Meegan Hall)



- Table 4: Supporting the whole-person (whole-career, health, well-being) (Angela Geerts)
- Table 5: Design for learning (or learning design for academic development) (Jonny Flutey)

### **Developing the whole academic**

Anaise Irvine shared that attendees at her table had noted the limits and challenges of the 40-40-20 model of academic work, and said that table participants had thought it should be renamed the 'More-more model'! She talked of hearing various success stories relating to new academic career framework models.

### **Working with the whole institution**

Marcia Johnson reported that the attendees who had joined her world café topic table had engaged in three different discussions, all with a different focus:

- 1) Focused on importance and necessity of organisational structures. Some support and facilitate cross-institution work, and others limit what work can occur.
- 2) Encouraging collaboration across the institution, in spite of the structure – not always possible. Role of supporting staff who are not necessarily in the main institution (e.g. offshore programmes)
- 3) Shifted completely to talk about whole-institution support for research, helping academics understand PBRF across the whole cycle, assisting new academics to understand what they need to be doing across the six years.

### **Māori academic development**

Meegan Hall reported that the attendees at her world café topic table did some 'crystal-ball-gazing' about Māori academic development in 2030, wanting to close the gap between current Māori student numbers and achieve parity with the Māori population. They were encouraged that there are increasing numbers of Māori academic staff, although note there is still plenty of room for improvement. Other points noted:

- developing cultural competence comes with challenges (institutional support, for example – different levels of commitment and resourcing across universities)
- opportunities for Māori AD – 'where' matters – knowing where Māori academics and ADers are from matters, and where AD happens matters (need to be in Māori spaces)
- pukenga (skills) revitalisation around interest in Māori language, pedagogies, skills, etc
- whanaungatanga, creating relationships (MAI and HERD special issues coming up on indigenous higher education)
- mentoring Māori AD staff – 'they coach me back'
- tikanga (values) – DVCs Māori have received funding to develop Māori staff development programme nationally, with Māori values embedded
- importance of humility once we have cultural competence under our belt (we all have much more to learn).

### **Supporting the whole person**

Angela Geertz reported that the attendees who had joined her world café topic table commented on the mismatch within our organisations between the problem (systemic) and the solution (transactional) – workshops will 'fix' you. Working 'at the elbow' creates a human connection. Recognition of the need to provide an evidence-base for system change, instead of simply asking people to do more all the time.

### **Learning design for academic development**

Jonny Flutey reported that the attendees who had joined his world café topic table had commented on the following kinds of things:

- need to practice what we preach in learning design, and understanding who our 'students' are (academics) – the scope and diversity is huge, from age, gender, ethnicity, nationality to social awareness and personality
- have to be diverse in our delivery of learning design courses/offerings. Students get clear pathways for learning, but academics don't for professional development
- culture of organisations rewarding PD is also important: promotions could recognise PD more (e.g. HEA)
- courses often traditionally structured for a non-traditional learner – often the same for academic development. Could be moving more to microcredentials, for example
- change in course delivery for AD could include us pushing more project-based and authentic 'assessment' – wrapping AD around a viable product (a fully redesigned course, a learning object, and new policy, etc.)

In concluding the World Café session, Erik observed that a lot of systemic issues had been identified. Academic developers are one of the few groups in the university who go *everywhere* in the organisation – from micro-level to strategic advice at a very senior level – we can help overcome some of the challenges that silos represent by sharing what we see and hear at all these levels: "If we can't knock down the silos, let's make sure there's a hole in the wall that we can shout through!" He also raised the idea of value-driven AD – how do we stay true to our values and enable the people we're working with to stay true to theirs?

## **Developing a Research Agenda Around [Holistic] Academic Development**

Erik facilitated a group discussion about the kinds of projects and research we could be working on together. The following issues, points, and questions were noted:

- a national survey of all academics is coming from a team of Victoria University of Wellington researchers, and everyone was encouraged to promote this across their universities: <http://nzapiks.com>.
- how do academic leaders make strategic decisions about learning and teaching?
- challenges with getting access to institutional data, especially comparative institutional data; people are proprietary about it
- we will look at aggregating, analysing and sharing the data from the morning session on micro, meso, macro, mega levels
- how do we track what we might be losing/what is already lost with all the change and restructuring that is happening?
- how to track the impact of our design-led interventions?
- how to decrease silos?
- impact of changes in university leadership on culture
- how do we change culture in NZ universities?

Erik then asked, what are our next steps as an AD community? The following points and questions were raised:

- A Facebook page/AD SIG for NZ-only?
- Very few researcher developers in NZ – maybe six in total, all but one are general staff. Nascent community that would be good to support. Who is leading research in researcher development in NZ? Helen Sword is researching the field and models of researcher development (particularly as it relates to academic writing). She has a summer research scholar who will have 10 weeks of full-time work who will look at university websites to see what's being done in researcher development. Others present encouraged her to contact people directly and not to rely only on what was visible on university's websites as much is often on intranets when it is for staff.

- Who was missing from the conversation today? E.g. student and academic services staff.

## Feedback from the End-of-Symposium Survey

Below is feedback from a short, anonymous survey about the symposium sent to attendees about a month after the event. Responses were received from 20 people.

### 1. Overall, I found the symposium:

Very valuable: 15

Somewhat valuable: 4

Undecided: 1

### 2. Responses came from:

Academic Developer: 10

Learning Designer/Technologist: 2

Organisational Developer: 4

Other: 4

### 3. Which aspect(s) of the symposium (if any) did you like best?

The Pecha Kucha sessions to update what the centres are doing in the different universities x 9

The discussion world cafe sessions at the different tables x 7

Networking, catching up, interacting with colleagues x 8

The food was nice and healthy x 2

Making connections with the research developers and organisational developers - it would be good to keep the holistic approach in that respect x 2

Hearing about the challenges and strategies and recognising we are in the "same boat" x 2

The venue was great and easy to get to

Fun, convivial atmosphere, sharing of approaches and experiences

Well run by Kathryn and Erik - keeping it moving between sessions.

The mapping of activities.

The opportunity to interact with academic developers from across the country, and how everything was consolidated onto a single day, so that it was easier to get away from work and still absorb a lot of information.

It was my first time, and the whole event was useful

Being in a room with people and time to soak up all the expertise and shared commitment to our work. Sharing of resources was much appreciated.

It moved fast, good presentations, opportunity for helpful conversations, sense of community of practice and whanau meeting again.

### 4. Which aspect(s) of the symposium (if any) did you like least?

News of CLEAR's disestablishment at the University of Auckland x 3

Tell people first that you do a research project with the data we gave and not after collecting the data

The panel discussion - it would have been better if not everyone had answered every question and if there were fewer panellists.

Would be helpful to have clustered or looked through the activities more intentionally during the session and to be aware of and potentially open to a shared secondary use.

None x 4, it was all very well organised

The table discussions didn't really give me much

I wasn't at all of it but the bits I attended were great

World cafe tables were varied, but that's probably inevitable - I found one extremely valuable, and the others less so, but I don't believe I would want that dimension of the conference removed.

**5. I would like to attend another such one-day symposium in 2021**

Definitely: 15

Possibly: 5

**6. If you have any other feedback on the day, topic ideas for future symposia, or any other suggestions, please feel very welcome to add them:**

Topic to consider - the changing face of academic development

A thoughtfully engaging discussion across roles and layers in which we work.

It was a good day. Thank you!

A specific session for researcher developers please

I know we are all very busy but it would be great if we could continue the conversation and collaborate more closely in some way - let the communities we work with benefit from the shared expertise... depending on my situation next year I have some ideas I could put forward - will get back to you.

Thank you for the invite.

I would like to have seen more conversations about how we could work better together and areas of common interest across our differing expertise.

Story sharing about how and where some Universities are working in a more holistic way and ideas generation for how this could be done.

So much can happen in one year! There may be issues that surface--I would hate Auckland's precedent to spread to other institutions, but one topic might be about survival of fragmentation...

## Appendix One: Reading on Academic Development

Generated by attendees in response to the question, 'What have you been reading [on AD or Higher Education] lately?'

### Books

*Those Winter Sundays: Female academics and their working class parents*

(<https://www.amazon.com.au/Those-Winter-Sundays-Academics-Working-Class/dp/0761829792>).

Helen Sword's book(s): <http://www.helensword.com/books.php>

*The Slow Professor*: <http://theconversation.com/the-slow-professor-could-bring-back-creativity-to-our-universities-121170>

Unstuck (book on writer's block) <https://www.amazon.com/Unstuck-Supportive-Practical-Working-Through/dp/0312339801>

Thinking Fast and Slow <https://www.amazon.com/Thinking-Fast-Slow-Daniel-Kahneman/dp/0374533555>

Deep Work <https://www.goodreads.com/book/show/25744928-deep-work>

How to be a Happy Academic <https://uk.sagepub.com/en-gb/eur/how-to-be-a-happy-academic/book251619>

Distrusting Educational Technology – Neil Selwyn <https://www.routledge.com/Distrusting-Educational-Technology-Critical-Questions-for-Changing-Times/Selwyn/p/book/9780415708005>

Mark Reed's The Research Impact Handbook <https://www.fasttrackimpact.com/research-impact-book>

Tony Harland & Ben Daniel – Research Methodologies in HE <https://www.routledge.com/Higher-Education-Research-Methodology-A-Step-by-Step-Guide-to-the-Research/Daniel-Harland/p/book/9781138556003>

Brene Brown – Dare to Lead <https://daretolead.brenebrown.com/>

"The Gifts of Imperfection" <https://www.amazon.com/Gifts-Imperfection-Think-Supposed-Embrace/dp/159285849X>

Social & Versatility Style from Mulqueen & Collins <https://www.amazon.com/SOCIAL-STYLE-Versatility-Facilitator-Handbook/dp/0615291643>

Amy Cuddy – Warmth & Competence <https://hbr.org/2013/07/connect-then-lead>

Parker Palmer – The Courage to Teach <https://www.amazon.com/Courage-Teach-Exploring-Landscape-Anniversary/dp/0787996866>

<http://www.couragerenewal.org/courage-to-teach/>

Originals (Defining Creativity) book

"Leadership and Self Deception" – The Arbinger Institute

<https://www.google.com.ph/search?q=Leadership+and+Self+Deception%E2%80%9D+%E2%80%93+The+Arbinger+Institute&hl=en&source=univ&tbn=shop&tbo=u&sa=X&ved=2ahUKEwiwvqqEgZjmAhWQF3IKHaSXAf4Qsxh6BAGSEC0&biw=1803&bih=849#spf=1575325579668>

Indigenous Storywork <https://www.ubcpres.ca/indigenous-storywork>

Handbook of Critical & Indigenous Methodologies <https://us.sagepub.com/en-us/nam/handbook-of-critical-and-indigenous-methodologies/book227933>

Decolonising Research Methodologies – Linda Smith et al

[https://scholar.google.co.nz/scholar?q=Decolonising+Research+Methodologies+%E2%80%93+Linda+Smith+et+al&hl=en&as\\_sdt=0&as\\_vis=1&oi=scholar](https://scholar.google.co.nz/scholar?q=Decolonising+Research+Methodologies+%E2%80%93+Linda+Smith+et+al&hl=en&as_sdt=0&as_vis=1&oi=scholar)

Prestige in Higher Education

[https://scholar.google.co.nz/scholar?q=prestige+in+higher+education&hl=en&as\\_sdt=0&as\\_vis=1&oi=scholar](https://scholar.google.co.nz/scholar?q=prestige+in+higher+education&hl=en&as_sdt=0&as_vis=1&oi=scholar)

McLean's OD/HR global practice

<https://www.penguinrandomhouse.com/books/574896/organization-development-by-gary-n-mclean/>

Ahmed On Being Included <https://www.dukeupress.edu/on-being-included>



## Journals

International Journal for Academic Development (IJAD) x 8: <https://www.tandfonline.com/loi/rja20>  
HERD Journal x 4: <https://www.tandfonline.com/toc/cher20/current>  
Teaching and Learning Inquiry (TLI), the ISSOTL Journal x 2: <https://tlijournal.com/>  
Studies in Higher Education x 2: <https://www.tandfonline.com/loi/cshe20>  
Journal of Asynchronous Learning Networks  
[https://secure.onlinelearningconsortium.org/publications/olj\\_main](https://secure.onlinelearningconsortium.org/publications/olj_main)  
MAI Journal <http://www.journal.mai.ac.nz/>  
Australasian Journal of Educational Technology <https://ajet.org.au/index.php/AJET>  
Journal of Computer Assisted Learning <https://www.wiley.com/en-us/Journal+of+Computer+Assisted+Learning-p-9780J>  
British Journal of Educational Technology <https://www.wiley.com/en-gb/British+Journal+of+Educational+Technology-p-9780J>  
Computers & Education <https://www.journals.elsevier.com/computers-and-education>  
Computers in Human Behaviour <https://www.journals.elsevier.com/computers-in-human-behavior>  
Higher Education: <https://link.springer.com/journal/10734>  
Tourism Management: <https://www.journals.elsevier.com/tourism-management>  
HBR <https://hbr.org/>  
Journal of Higher Education Policy and Management: <https://www.tandfonline.com/loi/cjhe20>

## Blogs and websites

Stuff on Connectivism – Siemens, Downes <https://www.learning-theories.com/connectivism-siemens-downes.html>  
SDG 17 goals website <https://www.un.org/development/desa/disabilities/envision2030.html>  
POD wiki (USA): <https://podnetwork.org/>  
EDC website (CAN): <https://edc.stlhe.ca/>  
Slow Academic Blog: <https://theslowacademic.com/2016/11/14/first-blog-post/>  
HERDSA <https://www.herdsa.org.au/>  
Vertigo Ventures Impact blog <https://www.symplectic.co.uk/vertigo-ventures-and-symplectic-to-support-capture-of-research-impact/>  
The Research Whisperer blog <https://researchwhisperer.org/>  
Prosci Change Management blog <https://www.prosci.com/resources>  
Doctoral Writing SIG academic blog  
<https://www.feedspot.com/infiniteress.php?q=site:https%3A%2F%2Fdoctoralwriting.wordpress.com%2Ffeed>  
“Culture University” website – podcasts <https://www.humansynergistics.com/blog/culture-university>  
Sparrowhawk/Kārearea blog <https://sparrowhawkkarearea.com/>  
Faculty focus blog  
Distance learning blog  
Online learning blog  
JISC blogs <https://www.jisc.ac.uk/blog>  
Educause Learning Initiative website <https://www.educause.edu/eli>  
MASS newsletter (Māori Association of Social Science) <http://mass.dev.npmwebprd01.reign.co.nz/>  
Bersin/Deloitte website/reports <https://www2.deloitte.com/us/en/pages/human-capital/topics/bersin-insights-and-services-for-hr.html>  
Educause Review <https://er.educause.edu/>  
Educause website <https://www.educause.edu/eli>  
ABC Learning Design website/blogs <https://blogs.ucl.ac.uk/abc-ld/>  
Communications of the ACM <https://cacm.acm.org/>

Inside Higher Education <https://www.insidehighered.com/>  
Times Higher Education <https://www.timeshighereducation.com/>  
Chronicle of Higher Education <https://www.chronicle.com/>  
Skillsoft <https://www.skillsoft.com/>  
Unijobs.com.au  
Fuel 50 – Career Development <https://www.fuel50.com/>  
Thesislink blog [https://thesislink.aut.ac.nz/?page\\_id=5002](https://thesislink.aut.ac.nz/?page_id=5002)  
Tony Bates' blog – <https://www.tonybates.ca/tag/blog/>  
online learning “Contact North” <https://contactnorth.ca/>  
The Thesis Whisperer x 2 <https://thesiswhisperer.com/>  
Patter PhD Thesis blog: <https://patthomson.net/>  
Doctoral SIG blog  
<https://www.feedspot.com/infiniteress.php?q=site:https%3A%2F%2Fdoctoralwriting.wordpress.com%2Ffeed>  
Freyd – institutional betrayal <https://dynamic.uoregon.edu/jjf/institutionalbetrayal/>

### Specific articles/listens

Developing digital literacies of academic staff – B Newland, F Handley  
<https://journal.alt.ac.uk/index.php/rlt/article/view/1833>  
Three principles of effective online pedagogy- B. Pelz  
[https://scholar.google.co.nz/scholar?q=3+principles+of+effective+online+pedagogy&hl=en&as\\_sdt=0&as\\_vis=1&oi=scholar](https://scholar.google.co.nz/scholar?q=3+principles+of+effective+online+pedagogy&hl=en&as_sdt=0&as_vis=1&oi=scholar)  
Schneider & Preckel, 2017  
[https://scholar.google.co.nz/scholar?q=schneider+preckel+2017&hl=en&as\\_sdt=0&as\\_vis=1&oi=scholar](https://scholar.google.co.nz/scholar?q=schneider+preckel+2017&hl=en&as_sdt=0&as_vis=1&oi=scholar)  
Idea of decolonisation – Homi Babha (3<sup>rd</sup> space) [https://en.wikipedia.org/wiki/Homi\\_K.\\_Bhabha](https://en.wikipedia.org/wiki/Homi_K._Bhabha)  
K Tocker – “Living and Learning as Māori: language stories from three generations” in the Australian Journal of Indigenous Education <https://www.cambridge.org/core/journals/australian-journal-of-indigenous-education/article/living-and-learning-as-maori-language-stories-from-three-generations/4CEB0EE81033263D3A3C5E52366EC20F>  
Sahlins/Obeyesekere debate and surrounding literature – with reference to decolonising curriculum/public history  
[https://www.jstor.org/stable/10.1086/204608?seq=1#metadata\\_info\\_tab\\_contents](https://www.jstor.org/stable/10.1086/204608?seq=1#metadata_info_tab_contents)  
Lead Change with the Brain in Mind – Neuroleadership Journal Issue 4  
<https://membership.neuroleadership.com/neuroleadership-journal/>  
AIM An integrated model of good pursuit  
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Learning analytics:  
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Learning gains in HE - Vermunt et al

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Threshold Concepts – Timmerman & Meyer 2019

<https://www.tandfonline.com/doi/full/10.1080/1360144X.2017.1388241>

Koro-Ljungberg & Knight on experimental qualitative methods

<http://methods.sagepub.com/foundations/experimental-qualitative-methods>

Schneider & Preckel – student engagement meta-analyses: [https://psycnet.apa.org/record/2017-](https://psycnet.apa.org/record/2017-12895-001)

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## Other

LMS reviews & comparisons

Literature on lecture capture pedagogical pros & cons

Learning & Teaching – social work, sport & exercise

NZ National Disaster Management Strategy

Literature on Ngā tairongo in learning

English Medium Distribution Resources

Literature about va as inter-epistemological method

Organisational Development literature

Interview questions for intangibles (e.g. Hunt)

Paper on influence of learning spaces on learning and teaching

Research in Learning Technology

Stuff on metacognition – Havell

Science of E-Learning

Embedded Literacies articles

Students’ assignments and theses – so many interesting insights and avenues to pursue

Literature on slow/deep learning and pedagogies

Evaluation National Association – competencies & ethical guidelines

Learning Analytics journal papers

Fiction books

Institutional policy documents

Local (NZ/AU) papers in academic development

Plato

Heidegger on paideia

Arendt [https://en.wikipedia.org/wiki/Hannah\\_Arendt](https://en.wikipedia.org/wiki/Hannah_Arendt)

Learning analytics literature for Quantext research – machine learning, text analysis

LAK conference proceedings

HERDSA proceedings

Reading about metacognition – journal articles, websites, blogs, etc.

P. Goodyear 2015

PhD thesis – Kovanovic – machine learning to investigate cognitive presence in online discussions

Books, articles on HE methodology, e.g. Akerlind, Daniel & Harland, Miles Huberman

Arendt on individual responsibility under totalitarianism

Papers in researcher development

Agamben on biopolitics

Journal article reviews

Collaborative learning

Communities of practice

Writing – YouTube

Academic self help books



