

Australian Tertiary Learning and Teaching Scholarship and Research 2007–2012

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Higher Education Research and Development Society of Australasia

AT A GLANCE



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We trust that readers will find the results as worthwhile and thought-provoking as we have done, and that the findings of this report will be valuable for future research into Higher Education in Australia.

The Research Team, September 2012

SUMMARY

Research into Higher Education is strongly supported in Australia by journals and conferences. Teaching and learning awards, projects and programmes in Australia have gained a significantly larger profile over the last five years thanks, in part, to an imaginative and supportive environment fostered by the federal government through the Australian Learning and Teaching Council (ALTC) and now the Office for Learning and Teaching (OLT).

This project sought to investigate the nature and impact of Australian Higher Education research between 2007 and 2012 by reviewing the research and related publications that have been generated from recent scholarship relating to Australian tertiary education learning and teaching. The project looked for common themes and methodologies and offers some broad insights related to on-going or new tertiary education learning and teaching issues that would warrant further investigation.

The outcomes of this project have been manifold. Sixteen themes have been identified which broadly capture the spectrum of educational research that has been carried out in Australia over the last five years. These themes have been derived from, and are represented in, the journals, conferences and projects sourced from a sample of these items. Journals and ALTC projects have been analysed over the last five years, and conferences over the last three years. Conferences have been analysed over a shorter time period not because of a lack of importance but solely due to time constraints on the project. The educational resources have been analysed primarily from an academic learning and literacy perspective, which looks at academic learning as an issue all students must grapple with regardless of culture and looks to provide an understanding of academic enquiry in academic disciplines.

Chapter One examines three leading higher education journals, specifically Higher Education Research and Development (HERD), Studies in Continuing Education and the Journal of University Teaching and Learning Practice (JUTLP). Original articles published over the last five years that had an Australianbased first author were considered. Editorials, book reviews and other similar works were excluded from analysis. Two hundred and twenty-five articles were identified with more than half of them coming from HERD. The majority of contributions to journals such as HERD were typically single author manuscripts, and focused on important areas such as Student Experience, Learning and Teaching, Research into Higher Education and Work-Integrated Learning. There was a significant cross-disciplinary approach to articles, although business and education were heavily represented as individual disciplines. The majority of research works in these journals were from the eastern states and less than half had a single author. Fifteen authors published in the same journal over the five-year analysis period and five published across journals. We therefore find that contributions to the higher education research landscape are ably lead and supported by key thinkers, but fortunately these leaders do not dominate research output. There is a healthy body of scholars actively participating in the field from across a wide range of disciplines and using a wide range of research methods.

The journals analysed in Chapter One have significant international contributions and, although these do not form part of the analysis, it is important to note that a sound international perspective balances the local publications within these journals.

Keywords relating to the research articles showed a prevalence of the words 'student' and 'academic', but there were over 800 keywords identified from the 225 articles. The articles were therefore classified for analysis by 16 themes identified by the project team. These themes, covering areas such as Work-Integrated Learning and Educational Technology were applied to ALTC projects and conferences in later chapters and may have additional utility in the future. The three most prevalent themes identified were the Student Experience (perceptions), Learning and Teaching and Research into Higher Education. These three themes covered over half of all publications in the five-year analysis period. Conversely, themes such as Critical Thinking, Disadvantage, Transition and Retention achieved relatively little attention. Discussion types of papers, not relying on any form of data collection, were well represented. Research papers that depended on data collection used a wide range of methodologies but were dominated by surveys, interviews and other qualitative approaches.

Chapter One provides an in-depth examination of each of the educational themes derived by the project team and concludes by providing a list of areas not well covered by HERD, Studies in Higher Education and JUTLP. Themes not well addressed in the journals analysed in Chapter One do not imply that these receive no attention in Australia. The opposite may be the case. As an example, Chapter Two discusses the journal *Australasian Journal of Educational Technology* (AJET) that covers the use of educational technology and has significant Australian contributions. Other specialised journals undoubtedly cover other themes.

Chapter Two illustrates that the Educational Technology theme is strongly supported in AJET and by the ASCILITE conference. The articles in AJET all effectively cover this theme and 26 subthemes were identified to allow the articles to be classified and analysed. It was found that Web 2.0 Technologies (including discussion forums, wikis and virtual classrooms), Engagement and Assessment and Feedback dominated the broad range of publication themes. Discussion or review articles also were well represented. Themes such as security, online learning communities, plagiarism, equity and authentic learning received little attention.

Like other Australian journals, AJET has a significant international contribution, comprising some 40% of all articles. Of the Australian articles analysed it was found that, although many disciplines were represented, there was a large number of non-discipline-specific papers, suggesting a healthy generic approach to the issues. Research methodologies within AJET were mainly qualitative, incorporating surveys, interviews and focus groups in many instances

The conclusions of Chapter Two and Chapter Three discuss the contributions of the conferences ASCILITE and HERDSA to the education landscape. Both conferences were analysed over three years with papers (concise or full) being included. Posters, symposia and workshops did not form part of the analysis. This meant that 405 papers were included as part of the ASCILITE analysis and 152 for HERDSA. The project team was interested in looking at conferences to examine potential differences in works presented at conferences and those published in the closely related journals (HERD for HERDSA and ASCILITE for AJET).

As expected, conference papers were more descriptive or discursive than the articles published in the related journal. Whilst many of the themes addressed in the related journals were repeated at the

conference level, there were some notable differences. Educational Technology and Leadership and Professional Development featured more heavily at HERDSA than in HERD and the number of themes addressed was broader. Although trends were hard to identify over only three years of data, Educational Technology appeared to be waning as a theme of interest at HERDSA. This was obviously not the case at ASCILITE, which has a very strong technology focus. Once again the conference showed a more broadly represented thematic content. Web 2.0 technologies and assessment were prevalent themes, but virtual worlds and mobile learning were also notably represented in papers at this conference. It is possible that these conferences provide an indicator of articles to be published in the future. If that is the case, mobile learning and work-integrated learning are potential key areas over the next two years.

Chapter Four examines the grants awarded by the Carrick Institute and ALTC from 2007 to 2012. Over 300 grants were evaluated, including competitive grants, extension projects, priority projects and special projects. There was widespread institutional involvement in these grants and only 28 lead investigators were involved in more than one project. As assessed by measures of impact, these 28 persons made significant impact in other areas such as journal and conference papers. As one might expect, Learning and Teaching was a consistent theme across most grants. Almost one third of the grants related to Assessment and Feedback, with Leadership and Professional Development featuring strongly, as did Work-Integrated Learning, Quality Assurance, and Transition and Retention. The grants revolved strongly around education interventions, including online resources and databases, frameworks, policies and practices. The types of research methods used within the grants involved qualitative and quantitative methods in equal measure.

Chapter Five gathers the opinions of different groups of academics interested in education on Higher Education research. Members of HERDSA, ERGA and HERDSA Fellows were surveyed to identify the journals and conferences they read and actively contributed to, as well as identifying areas in which they felt had been and should be researched thoroughly. Overall, all groups read and made some contribution to similar journals and conferences, with HERD, AJET, JUTLP being featured amongst the journals and HERDSA and ASCILITE being the standout conferences.

Themes perceived as being represented in the literature over the last five years were similar across groups with Assessment and Graduate Attributes featuring strongly with the HERDSA and HERDSA Fellows group. The ERGA group, which could be described as being comprised of those newer to education research, focussed more on Learning and Teaching, Transition and Educational Technology, but also prioritised Assessment. In terms of research areas expected to be important over the next five years, groups identified Assessment, Learning and Teaching, Internationalisation, Educational Technology, Disadvantage, Workplace Learning and Leadership as key areas. Survey participants were also asked about ALTC grants and their impact. Overall, respondents struggled to identify many projects, but those on the First Year Experience, Student Expectations, Assessment and Graduate Attributes did feature strongly.

Key educational figures were also interviewed to obtain their opinions on education research. Mostly they supported the current direction of research and gave cogent reasons why areas of research should be supported, including Assessment, Internationalisation, Leadership and Staff Development, the use of new technologies and Work-Integrated Learning.

This report highlights research areas that appear to be under-represented, such as disadvantage and equity, but readers should also be aware of the solid achievements of the contributors to research into Higher Education over the last five years. It also indicates that research methods could be broadly described as strongly qualitative, relying on surveys, interviews and focus groups and often focusing on individual case studies. The literature is strong in discussion papers, providing useful guidance and 'food for thought'. Overall, there are signs of strength and consistency across the sector in all forms of dissemination and academic thought. We hope that this report provides some insight into future directions for researchers and those who provide leadership in this area. We have solid bedrock on which to build.

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Research rationale

There has been considerable investment in teaching and learning projects and programmes in Australia over the last few years. In some cases, these have generated notable outcomes that are strongly informing subsequent practice, while in others, they have largely passed unnoticed. While some areas or 'themes' have been identified as foci for the ALTC Good Practice Reports, there has been little attempt to review the broader scope and areas of research concentration in tertiary education learning and teaching that have emerged in the Australian Higher Education (HE) sector over the last five years. Neither has there been a review of the emerging issues that should be explored, and the degree to which future activities could complement the knowledge so far accrued.

There is an array of information about completed projects and research outcomes, including ALTC Practice and ALTC Fellowship reports located on the Office for Learning and Teaching (OLT) website for example. A challenge for those wishing to access and use this information, however, is that it can be difficult to locate and identify the most valuable sources from the array available. There is also increasing interest in gauging the effectiveness of HE development research approaches. *What methods do researchers commonly employ? Are they suitable in evaluating the impact of the interventions that have been introduced? Could evaluation practices be improved to better assist the promulgation of outcomes?*

The project

This research project was conducted during the period 1 April – 15 July 2012 (approximately 3.5 months), with the overall goal of contributing to the enhancement of scholarship, research and practice relating to Australian tertiary education learning and teaching. This was achieved by undertaking a comprehensive review of what has been learnt in the last five years to better enable knowledge sharing opportunities to discuss the results and explore future directions. Sources of evidence needed to be diverse to have the best chance of providing a comprehensive picture of the HE research landscape. Sources included projects funded through the ALTC, grants and sponsoring bodies, reports (e.g., the ALTC Good Practice Reports), published papers, conference papers and other sources (including experts, ALTC Fellows and HERDSA Fellows).

Research question, aims and objectives

This project sought to investigate the nature and impact of Australian HE research between 2007 and 2012 (ending 31 May 2012). The leading research question was: *What knowledge and learning have been achieved to date in relation to Australian tertiary education and learning research and scholarship?* The overarching aim of this research project was to examine and capture dominant knowledge and learning areas in Australian HE learning and teaching scholarship and research, with five broad objectives to achieve this goal:

 To review the focus and learnings that have been generated from recent scholarship, research and related publications relating to Australian tertiary education learning and teaching;

- To provide a detailed summary of the knowledge that has been achieved to date in relation to tertiary education learning and teaching research and scholarship;
- To examine the research and scholastic approaches that have been employed over the last five years, with suggestions as to ways these could be enhanced in the future;
- To offer some broad insights related to on-going or new tertiary education learning and teaching issues or themes that would warrant further investigation; and
- To develop and encourage appropriate avenues for the sector to explore and build on those results through scholastic learning and exchange.

Report presentation

This report has been organised into five chapters.

- Chapter One: Review of three Australian journals (HERD, Stud Con Ed, and JUTLP);
- Chapter Two: Review of AJET, and ASCILITE conferences;
- Chapter Three: Review of HERDSA conferences;
- Chapter Four: Review of ALTC Grants; and
- Chapter Five: Surveys and interviews with Australian HE researchers.

Chapter One presents an investigation of the work by Australia-based researchers in the three Australian journals: (1) *Higher Education Research and Development;* (2) *Studies in Continuing Education*; and the (3) *Journal of University Teaching and Learning Practice*. Chapter One describes the broad context for, and an outline of, the nature and direction of this study by elucidating findings derived from these works, such as the main themes and the research-related university populations, disciplinary areas, and presentation styles / methodologies utilised. Further, Chapter One presents a summary of each of the 16 main themes identified in the literature and explicates some of the on-going or new tertiary education learning and teaching issues within those main themes that may warrant further investigation.

Chapter Two is dedicated to a review of the *Australasian Journal of Educational Technology* (AJET) and ASCILITE conferences. With reference to the single theme of 'Educational Technology', this chapter captures similar information to Chapter One, namely, prominent subthemes, research-related disciplinary areas, and methodologies utilised.

Chapter Three is focused on HERDSA conference proceedings between 2009 and 2011, and these were examined for thematic content and research methodology. Only 'full' papers published on the HERDSA conference website were included.

Chapter Four provides a brief overview of grants awarded under the former Carrick Institute (2007) and Australian Learning and Teaching Council (ALTC) grant programs (2008 and 2011). Research explored which topics were deemed important by the awarding agencies, determined prominent scholars and institutions involved with these grants, and ascertained the impact of the various grants on the field of Australian HE.

In order to supplement the information that emerged from exploration of publications and conferences in previous chapters, Chapter Five reports on personal perspectives gathered from scholars active in HE research. A survey was distributed through the HERDSA email list to members and Fellows, as well as to the Educational Research Group of Adelaide (ERGA). In addition, interviews were conducted with seven 'key thought' HE leaders nationally and internationally.

In sum, this report shows the depth and breadth of research into Australian HE learning and teaching scholarship over the last five years and will hopefully pave the way for greater exploration of less prominent research themes over the coming years. This report offers a blueprint for the next stage of this HERDSA-led project in order to provide a strong foundation for future practice, theory and scholarship.

CHAPTER ONE

Background

Chapter One of this report pertains to a review of three leading Australian HE journals, namely: (1) *Higher Education Research and Development* (HERD); (2) *Studies in Continuing Education*; and (3) *Journal of University Teaching and Learning Practice* (JUTLP), to help answer the research question: *What knowledge and learning have been achieved to date in relation to Australian tertiary education and learning research and scholarship?*

These journals were selected because of their distinguished reputation amongst Australian HE researchers. It should be noted that Chapter Two of this report has been allocated to a similar review of the *Australasian Journal of Educational Technology* (AJET) and ASCILITE conferences, which are more focused on the single theme of 'Educational Technology' as opposed to a plethora of other HE related themes that will be discussed in the ensuing presentation of results.

Method

We identified all articles published between 2007 and 2012 (ending 31 May 2012) in the three target journals that had an Australia-based first author; details of these articles were then recorded in an Endnote library. While there were researchers from other countries who collaborated with Australian researchers, note that only the first author was considered for the purposes of counting an article as Australian. In the vast majority of the articles included in the database, the research context was 'Australia', but having an Australia-based first author did not necessarily guarantee this, and there were exceptions.

Articles were then systematically analysed to uncover issues pertaining to the research, such as: (a) common themes; (b) disciplinary areas; (c) university populations; and (d) methodologies. It was envisaged that analysing this data in this way would help provide an overview of the absence and / or prevalence of particular topics and approaches in Australian HE research in recent years. The volumes and issues reviewed in this chapter are listed in Table 1.1 below, and complete reference lists can be found in Appendices A, B and C respectively.

Higher Education Research and Development	Studies in Continuing Education	Journal of University Teaching and Learning Practice
2007 = Volume 26 (Issues 1-4)	2007 = Volume 29 (Issues 1-3)	2007 = Volume 4 (Issues 1-2)
2008 = Volume 27 (Issues 1-4)	2008 = Volume 30 (Issues 1-3)	2008 = Volume 5 (Issues 1-2)
2009 = Volume 28 (Issues 1-6)	2009 = Volume 31 (Issues 1-3)	2009 = Volume 6 (Issues 1-2)
2010 = Volume 29 (Issues 1-6)	2010 = Volume 32 (Issues 1-3)	2010 = Volume 7 (Issues 1-2)
2011 = Volume 30 (Issues 1-6)	2011 = Volume 33 (Issues 1-3)	2011 = Volume 8 (Issues 1-3)
2012 = Volume 31 (Issues 1-2)	2012 = Volume 34 (Issue 1)	2012 = Volume 9 (Issue 1)

Table 1.1 Volumes and issues of three journals included in report

Included in this collection were several special editions that are listed in Table 1.2.

Table 1.2 Special volumes and issues of three journals included in report

Higher Education Research and Development	2007 = Volume 26 Issue 1: higher education governance 2008 = Volume 27 Issue 2: strategic educational development 2010 = Volume 29 Issue 5: work-integrated learning 2011 = Volume 30 Issue 1: scholarship of learning and teaching 2011 = Volume 30 Issue 3: critical thinking in higher education 2011 = Volume 30 Issue 5: internationalising the home student 2012 = Volume 31 Issue 1: 30th anniversary issue
Studies in Continuing Education	2011 = Volume 33 Issue 1: academic practice 2012 = Volume 34 Issue 1: critical perspectives on professional lifelong learning
Journal of University Learning and Teaching Practice	2010 = Volume 7 Issue 2: achieving teaching-research connections in undergrad. programs

Only original articles were surveyed and not editorials, editorial boards, introductions, overviews, invited contributions, invited commentaries, book reviews, points for debate, points of departure and / or miscellany. With this in mind, Table 1.3 indicates the annual number of Australia-based first author articles captured across all three journals between 2007 and 2012 (ending 31 May 2012).

Year	Higher Education Research and Development	Studies in Continuing Education	Journal of University Teaching and Learning Practice	TOTAL
2007	19	7	8	34
2008	15	5	10	30
2009	26	4	10	40
2010	38	4	14	56
2011	28	7	14	49
2012	11	1	4	16
TOTAL	137	28	60	225

Table 1.3 Number of Australia-based first author articles per year

Results

The following results relate largely to the demographic contents of the 225 Australia-based first author articles under review. As previously stated, articles were systematically analysed to uncover issues pertaining to the knowledge and learning that has been achieved to date in relation to Australian tertiary education and learning research and scholarship. Such demographic information has assisted in the presentation of the second half of this chapter, which is dedicated to a much deeper discussion of the absence and prevalence of approaches to researching the main themes found to permeate many of the articles across (a) journals and (b) time.

Australian researchers: prominent 'first' author publishers

For the purpose of this project, all 225 journal articles were uploaded to an Endnote library. Using the library, researchers who published on more than one occasion as first author were easily identifiable. The following is a summary of that information.

a. Higher Education Research and Development

- Lee (Lee, Brennan, & Green, 2009; Lee, Manathunga, & Kandlbinder, 2010);
- Brew (Brew, 2010, 2012);
- Devlin (Devlin & Gray, 2007; Devlin & Samarawickrema, 2010);
- Ellis (Ellis, Ginns, & Piggott, 2009; Ellis, Taylor, & Drury, 2007);
- Green (Green, 2007; Green, Hammer, & Star, 2009);
- Kearns (Kearns & Gardiner, 2007; Kearns, Gardiner, & Marshall, 2008); and
- Willcoxson (Willcoxson, 2010; Willcoxson, Kavanagh, & Cheung, 2011).

b. Studies in Continuing Education

- Lizzio (Lizzio & Wilson, 2007; Lizzio, Wilson, & Que, 2009);
- Manathunga (Manathunga, 2007, 2011; Manathunga, Lant, & Mellick, 2007);
- Mulcahy (Mulcahy, 2007, 2011); and
- Scanlon (Scanlon, 2008, 2009).

c. Journal of University Teaching and Learning Practice

- Arnold (Arnold, 2008, 2010);
- Crisp (Crisp et al., 2009; G. Crisp & E. J. Palmer, 2007);
- Duarte (Duarte, 2009, 2010); and
- Brown (Brown, 2008; Brown & Littrich, 2008).

d. Across more than one journal

- Brew (Brew, 2010, 2012; Brew, Boud, & Un Namgung, 2011);
- Brown (Brown, 2008, 2010; Brown & Littrich, 2008);
- Hopwood (Hopwood, 2010a, 2010b);
- Larcombe (Larcombe & Malkin, 2008; Larcombe, McCosker, & O'Loughlin, 2007); and
- S. Palmer (Palmer, 2011; Palmer, Holt, & Challis, 2011).

Australian researchers: prominent 'other' publishers

As stated above, all 225 journal articles were uploaded to an Endnote library. Using the library, researchers who published on more than one occasion as a non-first author could be identified, but with much greater difficulty. This process had to be conducted manually, thus increasing the chance for error. The following is a summary of that information.

a. Higher Education Research and Development

• Challis (Challis, Holt, & Palmer, 2009; Palmer, et al., 2011);

- Gardiner (Gardiner, Tiggemann, Kearns, & Marshall, 2007; Kearns & Gardiner, 2007; Kearns, et al., 2008);
- Gray (Devlin & Gray, 2007; Gray & Radloff, 2010);
- Green (Green, 2007; Green, et al., 2009; Hammer & Green, 2011);
- Hammer (Green, et al., 2009; Hammer & Green, 2011);
- Holt (Challis, et al., 2009; Palmer, et al., 2011);
- Marshall (Gardiner, et al., 2007; Kearns, et al., 2008);
- Knewstubb (Knewstubb & Bond, 2009; Spencer, Riddle, & Knewstubb, 2012); and
- S. Palmer (Challis, et al., 2009; Palmer, et al., 2011).

b. Studies in Continuing Education

- Lee (Fowler & Lee, 2007; Maher et al., 2008);
- Boud (Boud & Hager, 2012; Brew, et al., 2011); and
- Wilson (Lizzio & Wilson, 2007; Lizzio, et al., 2009).

c. Journal of University Teaching and Learning Practice

• E. Palmer (Crisp, et al., 2009; G. T. Crisp & E. J. Palmer, 2007).

d. Across more than one journal

- Brownlee (Boulton-Lewis, Brownlee, Berthelsen, & Dunbar, 2008; Brownlee, Petriwskyj, Thorpe, Stacey, & Gibson, 2011);
- S. Palmer (Challis, et al., 2009; Palmer, 2011; Palmer, et al., 2011); and
- Sanderson (Bambacas & Sanderson, 2011; Sanderson, 2011).

Australian researchers: overall major contributors

Four Australia-based researchers were found to have contributed more than three articles and across more than one journal under review during the research period 2007 and 2012 (ending 31 May 2012). They were as follows:

- Lee (Lee, et al., 2009; Lee, et al., 2010; Maher, et al., 2008);
- Brew (Brew, 2010, 2012; Brew, et al., 2011);
- Manathunga (Lee, et al., 2010; Manathunga, 2007, 2011; Manathunga, et al., 2007); and
- Brown (Brown, 2008, 2010; Brown & Littrich, 2008).

Australian state / territory representation

All 225 works were categorised according to the state / territory of the educational institution / organisation of the first author. Several researchers were affiliated with more than one intra- or interstate educational institution / organisation and in these cases, once again, only the location of the first listed was recorded. The results are presented in Table 1.4 below.

Australian state / territory	Higher Education Research and Development	Studies in Continuing Education	Journal of University Teaching and Learning Practice	TOTAL
New South Wales	38	14	26	78
Victoria	33	3	10	46
Queensland	32	9	2	43
South Australia	16	1	10	27
Western Australia	12	-	5	17
Canberra	4	1	3	8
Tasmania	2	-	4	6
Northern Territory	-	-	-	-
TOTAL	137	28	60	225

Table 1.4 Australian state / territory representation of articles

a. Higher Education Research and Development

From the 137 Australian works, the majority of articles came from institutions in New South Wales, followed closely by Victoria and Queensland. A total of 55 articles (40%) were single authored, 39 articles (28%) were co-authored, 29 articles (21%) had three authors, and 14 articles (10%) had multiple (more than three) authors. The greatest number of collaborative authors was six. From the 39 articles with two authors, 28 papers (74%) were written by researchers representing the same educational institution / organisation. From the remaining 11 papers, six papers were written by researchers representing different intra- (n=5) and inter- state / territory (n=1) educational institutions / organisations, while five papers were the result of international research collaborations.

b. Studies in Continuing Education

From the 28 Australian works, the vast majority of articles came from New South Wales. A total of 13 articles (46%) were single authored, eight articles (29%) were co-authored, five articles (18%) had three authors, and only two articles had more than three authors. The greatest number of collaborative authors was again six. From the eight articles with two authors, seven papers were written by researchers representing the same educational institution / organisation. The remaining paper was written by researchers representing different intra-state / territory educational institutions / organisations.

c. Journal of University Teaching and Learning Practice

From the 60 Australian works, the vast majority of articles came from New South Wales. A total of 21 articles (35%) were single authored, 22 articles (37%) were co-authored, eight articles (13%) had three authors, and nine articles (15%) had more than three authors. The greatest number of collaborative authors was nine. From the 22 articles with two authors, 15 papers were written by researchers representing the same educational institution / organisation. The remaining seven papers were written by researchers representing different intra- (n=4) and inter- state / territory (n=3) educational institutions / organisations.

d. Across all three journals

With reference to Table 1.4, all six Australian states contributed to the three journals during the research period. The Australian Capital Territory (ACT), but not the Northern Territory also contributed. Overall, 35% of the articles were derived from New South Wales. The Australian state with the second highest contribution was Victoria with 20% of articles, and third place was Queensland with 19%.

Australian educational institution / organisation

As stated above, all 225 articles surveyed throughout the research period were categorised according to the Australian educational institution / organisation of the first author. Several researchers were affiliated with more than one institution, but only the location of the first listed institution was recorded. As presented in Table 1.5, there were 36 different educational institutions / organisations represented of which 32 were universities and the remaining four were: (1) the Australian Council for Educational Research; (2) the Australian Universities Quality Agency (AUQA); (3) the Hunter Institute of Mental Health; and (4) MENTOR Education and Business Management Solutions.

a. Higher Education Research and Development

A total of 33 different Australian educational institutions / organisations contributed to this journal during the research period. The tertiary institution that contributed the most journal articles was the Queensland University of Technology (n=13). In descending order, the institutions that followed were the University of Melbourne (n=10); Griffith University (n=9); the University of South Australia (n=9); and the University of Sydney (n=8).

b. Studies in Continuing Education

A total of 12 different Australian educational institutions / organisations contributed to this journal during the research period. The two tertiary institutions that equally contributed the most journal articles were: the University of Technology, Sydney (n=5); and Griffith University (n=5). These were followed by Macquarie University (n=4); and the University of Queensland (n=3).

c. Journal of University Teaching and Learning Practice

A total of 24 different Australian educational institutions / organisations contributed to this journal during the research period. The tertiary institution that contributed the most journal articles was the University of Wollongong (n=7). This was followed by the University of Western Sydney (n=6); the University of Adelaide (n=5); and the University of South Australia (n=5).

d. Across all three journals

Seven of the 36 different Australian educational institutions / organisations contributed to all three journals. Of the 225 articles, the two tertiary institutions that equally contributed the most journal articles were the Queensland University of Technology (n=15) and the University of South Australia (n=15). In descending order, the institutions that followed were Griffith University (n=14); and the University of Melbourne (n=13).

Australian state / territory	Educational institution / organisation	Higher Education Research and Development	Studies in Continuing Education	Journal of University Teaching and Learning Practice	TOTAL
Canberra	The Australian National University University of Canberra	4 -	- 1	1 2	5 3
New South Wales	Charles Sturt University Hunter Institute of Mental Health Macquarie University Southern Cross University University of New England University of New South Wales University of Newcastle University of Newcastle University of Sydney University of Technology, Sydney University of Western Sydney University of Wollongong	4 - 4 1 5 6 1 8 4 5 -	1 - 4 - - - 2 5 - 2	2 1 1 2 - 3 1 2 6 7	7 1 9 2 7 6 4 11 11 9
Queensland	Griffith University Queensland University of Technology University of Queensland University of Southern Queensland University of the Sunshine Coast	9 13 4 4 2	5 1 3 - -	- 1 - 1 -	14 15 7 5 2
South Australia	Flinders University University of Adelaide University of South Australia	5 2 9	- - 1	- 5 5	5 7 15
Tasmania	University of Tasmania	2	-	4	6
Victoria	Australian Council for Educational Research Australian Universities Quality Agency (AUQA) CQUniversity Melbourne Deakin University La Trobe University MENTOR Education and Bus. Mgt Solutions Monash University RMIT University Swinburne University of Technology University of Melbourne	2 1 6 3 1 4 4 1 10	- - - - 1 - 2	- - 3 1 - 1 - 4	2 1 9 4 5 5 5 13
Western Australia	Curtin University of Technology Murdoch University University of New South Wales, Perth University of Western Australia	6 2 1 3	- - -	2 - - 3	8 2 1 6
TOTAL	36 Australian educational institutions / organisations were represented	137 articles	28 articles	60 articles	225

Table 1.5 Contributing Australian educational institutions / organisations

Australian international research collaborations

As previously stated, only the location of the first author was considered in this study. While there were numerous studies where an Australian researcher featured as an 'other' author, they were beyond the scope of this project. The following discussion pertains to Australia-based first authors who collaborated with international research partners and were included in the research data.

a. Higher Education Research and Development

From the 28 issues of this journal surveyed, 221 articles were published: 137 Australian (62%) and 84 international (38%). Foreign countries that contributed the most articles to this journal were (1) the United Kingdom; (2) New Zealand; and (3) Sweden. From the 137 Australia-based first author articles, five represented international research collaborations that were included in this project:

- Australia + New Zealand (Knewstubb & Bond, 2009; Tynan & Garbett, 2007);
- Australia + United Kingdom (Kiley & Wisker, 2009; Leask & Carroll, 2011); and
- Australia + Vietnam (Hayden & Thiep, 2007).

b. Studies in Continuing Education

From the 16 issues of this journal surveyed, 86 articles were published: 28 Australian (33%) and 58 international (67%). Foreign countries that contributed the most articles to this journal were (1) the United Kingdom; (2) Canada; and (3) Sweden and the United States. From the 28 Australia-based first author articles, only one represented an international research collaboration that was included in this project:

Australia + Sweden (Sin, Reid, & Dahlgren, 2011).

c. Journal of University Teaching and Learning Practice

From the 12 issues of this journal surveyed, 76 articles were published: 60 Australian (79%) and 16 international (21%). Foreign countries that contributed the most articles to this journal were (1) the United States; (2) New Zealand; and (3) Hong Kong and the United Kingdom. From the 60 Australia-based first author articles, there were no international research collaborations.

Other international contributors

Other international contributors published articles in all three journals between 2007 and 2012, but were not recorded to the Endnote library. Table 1.6, however, lists the country and number of articles derived from non-Australian locations as a point of interest. A total of 23 different countries / regions contributed at least once to the three journals under investigation during the research period. While the HERD and JUTLP journals had a stronger Australian presence, the *Journal in continuing education* had almost double the number of international articles. From the grand total of 383 journal articles, 158 (41%) were of an international origin. Overall, the largest contributors were: (1) the United Kingdom; (2) New Zealand; (3) the United States; and in equal fourth (4) Canada and Sweden.

Table 1.6 International journal articles

International contributors	Higher Education Research and Development	Studies in Continuing Education	Journal of University Teaching and Learning Practice	TOTAL
United Kingdom	22	15	2	39
New Zealand	19	3	3	25
United States	8	6	4	18
Sweden	11	6	-	17
Canada	6	10	1	17
Hong Kong (China)	3	2	2	7
South Africa	4	2	-	6
Netherlands	3	2	1	6
Singapore	2	1	-	3
Finland	-	3	-	3
Belgium	1	2	-	3
Japan	1	-	1	2
Denmark	-	2	-	2
United Arab Emirates	1	-	-	1
Taiwan	-	1	-	1
Oman	-	-	1	1
Lebanon	1	-	-	1
Ireland (Dublin)	1	-	-	1
Germany	-	1	-	1
Fiji	1	-	-	1
Czech Republic	-	1	-	1
Brazil	-	-	1	1
Botswana	-	1	-	1
TOTAL	84	58	16	158

Keywords

Keywords from all 225 works were extracted and collated. There were many articles that did not list keywords, but this was not associated with any specific journal edition(s) and / or year(s) of publication. Moreover, many keywords did not appear to sufficiently represent an article to the extent that it could be could be considered a theme and / or subtheme. Some keywords appeared too obvious and / or vague to be noteworthy. For example, 'university', 'teaching', 'learning', 'change', 'importance', 'improvement', 'knowledge' and 'satisfaction'.

Keywords that were distinguishable only by (a) singular and plural forms, (b) capitalisation, and (c) hyphens were considered to be the same. All other words and / or expressions were recorded independently, though they may have had essentially the same meaning. This enabled an overview of

the number and extent of variations among articles. The following discussion provides information pertaining to keyword frequency counts in each of the three journals.

a. Higher Education Research and Development

From the 137 articles, 11 articles did not list any keywords. The remaining 126 articles generated 578 keywords, which were collated and alphabetically arranged to ascertain word frequencies. The 578 keywords were reduced to 434 once repetitions were removed. The list can be found in Appendix F. The keywords with the highest frequency were found to be: higher education (n=12); international students (n=9); work-integrated learning (n=8); graduate attributes (n=7); critical thinking (n=6); professional development (n=6); reflective practice (n=5); and student engagement (n=4). A great many other keywords, appeared on only two or three occasions.

When this process was altered to include expressions that all stemmed from the same first- or rootword, the frequency counts were found to be: academic (n=18); student (n=18); research (n=12); profession (n=8); community (n=7); and learning (n=7). With inclusion of these numbers and their repetitions, the two words 'student' (n=26) and 'academic' (n=20) possessed the highest frequency, as shown in Table 1.7.

Keyword 'student'(n=26)	Keyword 'academic' (n=20)
student administration	academic
student assessment	academic and non-academic teamwork
student diversity [3]	academic and social experiences
student engagement [4]	academic capital
student evaluation	academic development
student experience [3]	academic health
student feedback	academic integrity
student learning experience	academic language and learning
student perceptions [2]	academic learning
student ratings	academic learning
student readiness	academic literacy [2]
student readiness	academic misconduct
student satisfaction	academic outcomes [2]
student voice	academic performance
student work placements	academic requirements
student-centred learning	academic service learning
student-focused approach to learning	academic standards
students' approaches to learning and teaching	academic work
student-teacher expectations	academic writing

Table 1.7 Keywords with highest frequency in HERD between 2007 and 2012

b. Studies in Continuing Education

From the 28 articles, seven did not list any keywords. The remaining 21 articles generated 90 keywords, which were collated and alphabetically arranged to ascertain word frequencies. The 90 keywords were reduced to 86 keywords once repetitions were removed. The list can be found in Appendix G. The keywords with the highest frequency were found to be: lifelong learning (n=3); and workplace learning (n=3). All other words appeared once only.

When this process was altered to included all words related to the first- or root-word of an expression, the frequency counts were found to be: professional (n=5); doctoral (n=3); university (n=3); and work (n=3). With inclusion of these numbers and their repetitions (how many times the same expression appeared), the keyword 'professional' remained at the highest frequency (n=5).

c. Journal of University Teaching and Learning Practice

From the 60 articles, 23 articles did not list any keywords. The remaining 37 articles generated 140 keywords, which were collated and alphabetically arranged to ascertain word frequencies. The 140 keywords were reduced to 131 once repetitions were removed. The list can be found in Appendix H. The keywords with the highest frequency were found to be: critical thinking (n=3); group work (n=3); and teaching-research nexus (n=3). All other words appeared once only. When this process was altered to include all words related to the first- or root-word of an expression, the frequency counts were found to be: research (n=5); student (n=5); teaching (n=5); and peer (n=4). With inclusion of these numbers and their repetitions, the keyword 'teaching' received the highest frequency (n=7).

d. Across all three journals

All 225 articles generated approximately 808 keywords, and once repetitions were removed the number was reduced to approximately 594 as recorded in Appendix I. Overall, the keywords with the highest frequencies were: higher education (n=14); international students (n=10); work-integrated learning (n=10); and critical thinking (n=9). When this process was altered to included all words related to the first or 'root' word of an expression, the frequency counts were found to be: student (n=31); academic (n=23); research (n=22); teaching (n=22); higher (n=20); and professional (n=20).

Research themes

Research themes went beyond the use of keyword frequency counts presented above. The more that articles were read, the more familiarity increased, and the task of recognising common themes became simpler. The hermeneutic back-and-forth checking was constant within and between readings. Analysis involved the progressive refinement of themes that emerged, and these were subject to continual scrutiny until they could accommodate all perspectives indicated by the articles. Great care was taken to ensure consistency of classification across (a) researchers and (b) time. With reference to Table 1.8, 16 main themes were distinguished. During the 'initial' stages of this project, these themes were found to encompass the full range of articles surveyed. Each journal article featured one prominent theme, but often possessed two and no more than three themes in combination.

Table 1.8 Main overarching research 'themes' identified in the literature

- 1. Academic Language & Learning (ALL)
- 2. Assessment & Feedback
- 3. Critical Thinking (CT)
- 4. Disadvantage
- 5. Educational Technology
- 6. Graduate Attributes
- 7. Health & Wellbeing
- 8. Higher Degrees by Research (HDR)

- 9. Internationalisation
- 10. Leadership & Professional Development
- 11. Learning & Teaching (L&T)
- 12. Research into Higher Education
- 13. Student Experience Perceptions
- 14. Student Experience Social
- 15. Transition & Retention
- 16. Work-Integrated Learning (WIL)

All 225 works were categorised according to the 16 themes identified above. As previously stated, articles may have had up to three themes in combination and hence the total did not equal the number of articles published. Moreover, this process was not based on article titles and keywords, but rather on careful reading of the contents of each paper. Importantly, this section of the report was conducted by one researcher, thus enabling consistency across all three journals.

Before the results are discussed in relation to Table 1.9, several notes clarify some patterns that emerged when collecting this data. In no particular order, the following points should be considered:

- When a journal issued a 'Special Edition', the presence of the related theme increased;
- Despite the first author representing an Australian educational institution / organisation, the research context was not necessarily Australia, e.g., Hayden & Thiep (2007) was related to institutional autonomy for HE in Vietnam;
- Australian articles pertaining to Academic Language and Learning issues may have been submitted to the *Journal of Academic Language and Learning* (JALL), but was not included in this research;
- Articles pertaining to Academic Language and Learning issues may or may not have been facilitated by university learning and teaching units, but may have referred to explicit instruction of academic language and learning workshops within discipline-specific units;
- Australian articles pertaining to Educational Technology may have been submitted to the Australasian Journal of Educational Technology (AJET), which is presented in Chapter Two of this report;
- Prevalent thematic pairings included:
- Internationalisation + Student Experience (Perceptions)
- Learning and Teaching + Student Experience (Perceptions)
- Work-Integrated Learning + Student Experience (Perceptions)
- Articles related to Academic Language and Learning (English for academic purposes EAP) were often coupled with Internationalisation (international students);
- Articles related to Transition and Retention were predominantly focused on undergraduate students;
- Articles related to Work-Integrated Learning (WIL) were predominantly focused on final year students;
- Articles related to Work-Integrated Learning (WIL) were predominantly related to the practicum placement of students in Business Studies, Health Sciences and Education i.e., professional occupations;
- The majority of articles related to Health and Wellbeing were focused on mental rather than physical conditions;
- Within Student Experience [Perceptions] were student perceptions only and not those of university staff and / or external stakeholders.

Research themes	Higher Education Research and Development	Studies in Continuing Education	Journal of University Teaching and Learning Practice	TOTAL
1. Student Experience - Perceptions	47 (1st)	13 (1st)	30 (2nd)	90
2. Learning & Teaching (L&T)	32 (3rd)	6	35 (1st)	73
3. Research into Higher Education	38 (2nd)	5	5	48
4. Work-Integrated Learning (WIL)	16	10 (2nd)	1	27
5. Internationalisation	20	-	3	23
6. Academic Language & Learning (ALL)	17	-	4	21
7. Assessment & Feedback	3	1	13 (3rd)	17
8. Health & Wellbeing	11	-	3	14
9. Higher Degrees by Research (HDR)	6	7 (3rd)	1	14
10. Leadership & Professional Development (PD)	6	2	5	13
11. Student Experience - Social	4	-	9	13
12. Graduate Attributes	9	1	2	12
13. Educational Technology	4	-	7	11
14. Critical Thinking (CT)	7	-	1	8
15. Disadvantage	3	3	2	8
16. Transition & Retention	4	-	3	7
TOTAL	227	48	124	399

Table 1.9 Prevalence of the 16 main themes

a. Higher Education Research and Development

All 16 themes were represented in HERD. A total of approximately 227 themes, or an average of almost two themes per article, were recorded for the 137 HERD articles in this study. The most prevalent theme was Student Experience - Perceptions (n=47), which often accompanied (a) Internationalisation, (b) Learning and Teaching, and (c) Work-Integrated Learning. The validity of many university practices was confirmed through solicitation of student feedback, predominantly via surveys, questionnaires and evaluations and / or focus groups / interviews.

The second highest placed theme was Research in Higher Education (n=38), which did not always feature data collection, but rather discussion / debate-type articles and / or university document appraisal and policy reviews. The third highest placed theme was Learning and Teaching (n=32), a collection of studies capturing much data about the teaching practices of academic staff and, as previously stated, most often coupled with students' conceptions of knowledge, teaching and their own learning.

b. Studies in Continuing Education

In this journal, seven of the 16 themes were not considered to be a main theme in any of the 28 Australia-based articles. From the remaining nine themes, a total of approximately 48 themes, or an average of almost two themes per article, were recorded for the 28 articles reviewed from this journal. The most prevalent theme was Student Experience - Perceptions (n=13), which often accompanied the second highest placed theme, Work-Integrated Learning (WIL). In third place, was Higher Degrees by Research (HDR), which was also frequently coupled with Student Experience - Perceptions.

c. Journal of University Teaching and Learning Practice

All 16 themes were present. A total of approximately 124 themes, or an average of over two themes per article, were recorded for the 60 articles reviewed from this journal. The highest placed theme was Learning and Teaching (n=35) which, as stated above, involved a collection of studies capturing much data about the teaching practices of academic staff and, as previously stated, was frequently coupled with students' conceptions of knowledge, teaching and their own learning (Student Experience - Perceptions) that featured second highest (n=30). In third place, with a presence of less than half, was Assessment and Feedback (n=13), which featured poorly within the other two journals.

d. Across all three journals

Across the three journals, the three most prominent themes were clearly determinable. Standing clear in first place was Student Experience - Perceptions (n=90), which featured dominantly in each journal. In second place was Learning and Teaching (n=73), which featured dominantly in two of the three journals. In third place was Research into Higher Education (n=48), which was boosted by a strong presence in HERD.

Discipline areas

When an article specified the disciplinary area in which research was conducted, this information was recorded in Table 1.10. When this information was not stated, no assumptions were made. At times, research was conducted within one disciplinary area and with one particular cohort of students, but at other times, it was conducted across an entire faculty encompassing a number of different subject areas. Due to the many variations in disciplinary names (e.g., business, business studies, business and finance), reasonable accuracy has been maintained in Table 1.10, though there is no distinction between faculties, schools, programs and courses, but rather by subject area alone.

Before the results are discussed in relation to Table 1.10, several notes clarify some patterns that emerged when collecting this data. In no particular order, the following points should be considered:

- Some articles were highly specific in identifying the discipline and course title in which research was conducted, while other articles were much more vague and only indicated the general area, e.g., science;
- When a number (three or more) of vastly different disciplinary areas were listed, the research was considered to be 'cross-disciplinary';
- Some articles that dealt with sensitive issues, such as mental health, were unable to identify the discipline area in which the research data was collected; and

• Despite data not being collected, articles specific to a discipline area were also recorded.

Discipline area	Higher Education Research and Development	Studies in Continuing Education	Journal of University Teaching and Learning Practice	TOTAL
Business / Business Studies / MBA	10	-	5	15
Education	7	2	4	13
Accounting / Accounting & Marketing	4	1	2	7
Health Sciences / Public Health	3	-	4	7
Law / Law & Management / Criminology	4	-	3	7
Science	5	-	-	5
Commerce	2	-	2	4
Social Sciences / Humanities	3	-	1	4
Architecture / Urban Planning	3	-	-	3
Engineering	2	-	1	3
History	-	-	3	3
Psychology	2	1	-	3
Public Relations	2	-	1	3
Communications	2	-	-	2
Economics	-	-	2	2
Environmental Studies	2	-	-	2
Human Development	2	-	-	2
Management	-	-	2	2
Performing Arts	1	-	1	2
Physics	1	-	1	2
Applied Linguistics	-	-	1	1
Arts	1	-	-	1
Behavioural Science	-	1	-	1
Biology	1	-	-	1
Childcare	-	1	-	1
English (NESB)	1	-	-	1
English Literature	1	-	-	1
Film	1	-	-	1
Graphic Design	-	-	1	1
Journalism	-	-	1	1
LOTE (Foreign Languages)	-	-	1	1
Medicine	1	-	-	1
Nursing / Midwifery	1	-	-	1
Physiotherapy	1	-	-	1
Social Work	1	-	-	1
Speech Therapy	1	-	-	1
Veterinary Science	1	-	-	1
Cross-disciplinary (3 or more areas)	21	7	10	38

Table 1.10 Discipline area of research data collection

a. Across all three journals

Taking a holistic view of the results presented in Table 1.10, approximately 30+ different discipline areas were researched across the three journals between 2007 and 2012. From the 225 journal articles, most were considered to be cross-disciplinary, across three or more different subject areas. The second highest frequency count appeared to be in the realm of business, comprising such subjects as business, accounting, commerce, economics, marketing, management and public relations. The third highest count appeared to be in the realm of the 'hard sciences', comprising such subjects as biology, health, medicine, nursing, physics, physiotherapy, psychology, speech therapy and veterinary science.

University population

Before the results are discussed in relation to Table 1.11, several notes clarify some considerations and / or patterns that emerged when collecting this data. In no particular order, the following points should be considered:

- Only articles that collected research data had a corresponding university population(s) from which data were derived;
- Some articles were highly specific in their use of terminology, e.g., 1st Year veterinary science students, or 'broad' in nature, e.g., undergraduate engineering students;
- Most often, 2nd Year students were researched together with 1st Year students and / or 1st through to 3rd Year students, rather than as a stand-alone group;
- Although 3rd and 4th Year students may have also been final year students, no assumptions were made and only the expression used in an article was recorded;
- Early Career Researchers (ECRs) and Early Career Academics (ECAs) were two terms used interchangeably in the literature to refer to the same academic staff;
- Some articles that dealt with sensitive issues such as mental health, were unable to identify the university population(s) from which the research data was collected;
- Some articles referred to postgraduate students as being 'mature-age', i.e., not entering university directly from secondary schooling, but only articles that referred to mature-age students as returning to study from having never studied at the tertiary level and / or when there was a substantial gap from their previous studies were listed as such;
- Some studies involved data collection from family members, community persons, union representatives and / or other external stakeholders, but this was not included in this project. Moreover, data collected from (non-university-based) practitioners' conceptions of work were also omitted;
- Articles related to Transition and Retention were predominantly focused on 1st Year undergraduate students;
- Articles related to Work-Integrated Learning were predominantly focused on final year students; and
- If an article did not stipulate 'local' or 'international' students, then the university cohort was considered to be 'broad'.

University population	Higher Education Research and Development	Studies in Continuing Education	Journal of University Teaching and Learning Practice	TOTAL			
Non-university students							
Year 12	1	-	-	1			
Foundation / transition studies	1	2	-	3			
TAFE	-	2	-	2			
University graduates	2	1	1	4			
University students	University students						
1st Year	20	-	5	25			
2nd Year	8	-	2	10			
3rd Year	5	-	2	7			
4th Year	1	-	-	1			
Final Year	7	1	3	11			
Undergraduates - broad	23	2	21	46			
Undergraduates - international	8	-	1	9			
Undergraduates - local	2	-	1	3			
Honours	1	-	-	1			
Coursework Masters	3	-	1	4			
Postgraduates - broad	8	4	4	16			
Postgraduates - international	4	-	-	4			
Postgraduates - local	1	-	-	1			
HDR - broad	5	3	2	10			
HDR - international	1	-	2	3			
HDR - local	-	-	2	2			
Postdoctorates	-	1	-	1			
Mature-Age / Adult Learners	-	2	-	2			
University staff	-	-	-	-			
University Executives	4	-	-	4			
Early Career Academics (ECAs)	4	-	-	4			
Academic staff - broad	18	4	18	40			
Academic staff - international	1	-	-	1			
Academic staff - local	-	-	-	-			
Professional / general staff	3	-	-	3			

Table 1.11 Target university population for data collection

a. Across all three journals

With reference to a holistic view of the results presented in Table 1.11, undergraduates (n=46) were a university population from which much data were collected, and undergraduates at the 1st Year level were particularly targeted. Survey data from academic staff (n=40) were often collected alongside undergraduate students' to obtain differences in perception of the same experience. Postgraduate
students were also a popular university group to research, and their data was also often collected alongside undergraduate student data.

Article presentation and research methodology

Before the results are discussed in relation to each of the three journals, several notes clarify some of the overall patterns that emerged when collecting data under 'university population'. The following points should be considered:

- While many articles possessed a clearly defined and succinct research methods section, in other articles it was embedded throughout the paper and more difficult to ascertain with as much accuracy;
- There was variation in the number of research methods underpinning the articles. While some research used one methodology, other research reported on wider arrays of methods;
- In most cases, the terminology stated within articles was recorded in Table 1.12;
- The terms 'surveys', 'questionnaires' and 'evaluations' were synonymous;
- Journal reflections, reflection logs, reflective workbooks etc. were synonymous and included both hard and electronic versions;
- One study was conducted over the duration of one year and called itself a longitudinal study, yet other studies that extended for longer periods of time did not call themselves longitudinal;
- Typically, interviews followed questionnaires / surveys / evaluations and were not a standalone research method; and
- If the research was part of a larger study, then only that area of the methodology that was reported in the article was recorded, not the methodology for the wider study.

Presentation-style and research methodology	Higher Education Research and Development	Studies in Continuing Education	Journal of University Teaching and Learning Practice	TOTAL
surveys / questionnaires / evaluations	49	7	32	88
interviews	35	15	10	60
qualitative	35	4	15	54
discussion / debate / argument	22	5	11	38
case study	22	5	6	33
quantitative	12	1	10	23
focus groups	12	2	8	22
conceptual / theoretical framework	9	1	5	15
learning journals / reflection logs / reflective writing	6	1	5	12
observations	3	1	7	11

 Table 1.12 Article presentation and research methodolog(ies) employed

phenomenology	7	4	-	11
exploratory	9	-	-	9
action research	4	1	3	8
autobiographical / memoir / personal narrative	2	2	4	8
diagnostic testing / testing	5	-	2	7
mixed method	6	-	1	7
assessment / academic tracking	3	-	3	6
document appraisal / policy review	6	-	-	6
interpretive	4	2	-	6
literature review	5	-	1	6
factor analysis	5	-	-	5
grounded theory	4	-	1	5
thematic data analysis	1	1	3	5
ethnographic	3	1	-	4
longitudinal	3	1	-	4
roundtable	2	-	1	3
workshops	2	-	1	3
content analysis	-	1	1	2
multiple regression	1	1	-	2
regression analysis	2	-	-	2
curriculum mapping	1	-	-	1
deductive analysis	1	-	-	1
discourse analysis	-	1	-	1
discursive analysis	-	1	-	1
field notes	1	-	-	1
hermeneutics	1	-	-	1
historical discourse analysis	-	1	-	1
multivariate analysis	1	-	-	1
narrative inquiry	-	1	-	1
panel discussion	-	-	1	1
sociocultural theory	-	1	-	1
student records	1	-	-	1
university data	1	-	-	1
written responses	1	-	-	1

a. Across all three journals

With reference to a holistic view of the results presented in Table 1.12, a qualitative research methodology comprising firstly of survey data and often accompanied by ensuing interviews was the most prevalent form of data collection. Next, a common form of article was found to be a discussion-

type paper, without any data collection and distinct from a literature review, in which researchers presented their views and standing in relation to an issue(s). Case studies also received a high ranking and in about one third of those articles, 'case study' was overtly mentioned in the article's title.

A deeper look

The following section provides a summary and commentary of each of the original 16 themes and some of the knowledge and learning that were achieved during the period 2007 and 2012 (ending 31 May 2012). While this discussion is by no means exhaustive, it does elucidate several standout points that may warrant further investigation in the future.

1. Academic language and learning

1.1 Summary

As previously stated, Australian articles pertaining to ALL issues may have been submitted to the *Journal of Academic Language and Learning* (JALL), which was not included in this study. Overall, however, ALL placed sixth out of 16 themes and associated articles pertained largely to first year undergraduate students' capacity to acculturate to academic life, through either (a) a centralised learning and teaching unit, or (b) discipline-specific workshops.

Sample keywords

Research theme	Presence in HERD	Presence in Stud Cont Ed	Presence in JUTLP	TOTAL
Academic Language & Learning (ALL)	17	-	4	21 (6th)

1.2 Commentary

1.2.1 International students

Academic language and learning issues were most often linked to English as a Second Language (ESL) / English as an Additional Language (EAL) students. Much of the related literature explored aspects of international students' language proficiency, predominantly Chinese or Confucian Heritage Culture (CHC) students and their different learning styles and writing values that affect their academic performance in HE. The stereotype favoured by many Australian academics relates

to Asian students with language problems (Green, 2007, p. 340). These students are perceived as struggling the most with meeting the demands of their mainstream university courses and their language skills—or lack thereof—cause frustration for academic teaching staff who then report on related strategies for remedying their writing. If this focus continues, there could be more longitudinal studies tracking the effectiveness and impact of discipline-specific academic acculturation programs for ESL / EAL students over the duration of their degree program.

1.2.2 Local undergraduate students

On the whole, there was an obvious lack of attention paid specifically to local students who may need academic language and learning support. Larcombe and Malkin (2008, p. 320) state in their paper that there needs to be caution against the 'tendency to consider 'international' or overseas fee-paying students as the only cohort in need of, or likely to benefit from, English language development and academic writing programs'. In general, university students tended to be divided into two main group, (1) native speakers and (2) non-native speakers, regardless of the many language-skill variations that may be found along the spectrum. Though some studies conducted diagnostic language testing across the entire cohort of 1st Year students of a university program, it would appear that students identified as ESL / EFL (content issues aside) were recognised and eventually benefited from any assistance offered. Thus, local native speaking students who struggle with the academic discourse demands of their university programs, did not appear to be as identified and / or supported. Moreover, there should be measures that assess the academic skills of all students, not only at the 1st Year level, but also at the commencement of 2nd and 3rd Years for those who may continue to underachieve.

1.2.3 Learning and teaching units

Articles from the perspective of centralised university Writing Centres were non-existent. It is unclear where, how, if, and / or the degree to which they are present and utilised in the tertiary sector. Some papers referred to discipline-specific 'writing programs', but there was little exploration of the value of a general / central writing centre for improving students' academic language and learning techniques. Of interest would be the number of students who access Writing Centres, from what school / faculty they are enrolled, academic teaching staff who actively promote this resource, and whether students feel that these centres improve the quality of their work.

Chanock (2007, p. 273) stated that, 'Whatever their attitude to the 'specialty' of work on writing, lecturers seem to see it as separate from the project in which they themselves are engaged'. Or in other words, 'a matter of 'English', rather than a case of developing disciplinary writing' (Catterall, Ross, Aitchison, & Burgin, 2011, p. 7). While most universities offer support in some form or another, the student-teacher ratio is generally inadequate. Chanock (2007, pp. 272-273) reported that '[i]n about a third of Australian universities, the ALL advisers are classified as general staff; in the other two-thirds, we are classified as academic... ALL advisers cluster at the lower levels of the academic ladder and are rarely promoted to, let alone beyond, level C...' Of interest may be the number of advisers classified as professional / general versus academic staff; where they sit on the academic ladder; and where they are positioned on the campus as being indicative of their

ability to effectively interact with colleagues and students. Greater intra- and inter-institutional demographic statistics may draw attention to any imbalance(s).

1.2.4 Plagiarism

Students in HE receive literature and / or warning advice on plagiarism and the need to acknowledge others' work. Most students should be able to provide an 'adequate-to-good' definition of plagiarism, however, their understandings of the actions that constitute plagiarism may vary considerably. Yeo (2007, pp. 199-200) investigated 'first-year science and engineering students' understandings of the concept and manifestations of plagiarism... and how they apply their understandings in educational situations'. Of equal interest and importance would be the same needs of students across other disciplinary areas. The conventions that underpin academic integrity and scholarly writing are complex and cultural, and may affect all students who find the technique(s) burdensome and incomprehensible. Moreover, students may assume that all plagiarism is an intentional act. The assumption that students have the 'same notions of plagiarism as academics' (Yeo, 2007, p. 202), therefore, is often unrealistic, and greater insight into their notions of plagiarism may be warranted.

According to Devlin and Gray (2007, p. 193), future research should be directed at how students' plagiarism practices alter over time. That is, such behaviour may change over the duration of a student's study program, due, for example, to (a) their acquisition of greater knowledge and / or (b) their confidence in the subject matter. Longitudinal studies investigating the personal epistemological beliefs of students over time as the result of academic experiences may serve to highlight how their personal perception(s) and attitude(s) towards plagiarism and correct referencing mature in line with their acculturation to university life. Also of potential value is the testing of the premise that all academics share a consistent view of plagiarism themselves and can communicate it clearly to students.

1.2.5 Collusion

Forms of collusion resulting in plagiarism may seldom be described as anything more serious than 'working together' (Yeo, 2007, p. 212). While issues surrounding plagiarism were not well represented in the literature, an understanding of general plagiarism techniques such as cutting and pasting may be better understood than those stemming from collusion. Examples demarcating the difference(s) between working together and colluding may be warranted, and while this issue may be largely linked with Confucian Heritage Culture (CHC) students, it should be presented as a broad university-wide concern.

2. Assessment and feedback

2.1 Summary

The presence of journal articles possessing the theme of 'Assessment and Feedback' was lower than had been anticipated. Overall, this theme was positioned seventh out of 16 themes, boosted largely by a strong presence in the *Journal of University Teaching and Learning Practice* (JUTLP).

Most of the associated articles were focused on assessment rather than feedback and were eclectic in nature, including online, self-, peer- and continuous-forms of assessment. Moreover, given: (a) academic time restraints; (b) large student numbers; and (c) students' more product-driven attitudes, summative rather than formative tasks still appeared to dominate curriculum design.

Sample keywords

accreditationguachievementminalignmentoveanonymitypebench markingpobiasprocriteriaqudiagnostic testing proceduressciequitable admissions proceduresstufinal examination / marks / grades / resultstestformative and summativeun	mid-semester test overall performance peer assessment post-diagnostic tasks progress reporting question inventory screening measures student performance test validation / reliability university admissions
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Research theme	Presence in	Presence in	Presence in	TOTAL OUT OF
	HERD	Stud Cont Ed	JUTLP	16 THEMES
Assessment & Feedback	3	1	13 (3rd)	17 (7th)

2.2 Commentary

2.2.1 Student anonymity

Student anonymity in summative assessment tasks is a matter that depends on the capacity of university teachers to apply objective judgement. It seems inherent in human nature that in assessing the value or worth of students' assignments / examination papers, expectations play an anchoring role. According to Brennan (2008, p. 43), '[a] basic premise of the theoretical literature in this area is that knowledge of the identity of the student...has the potential to create bias in the mind of the examiner'. This issue can be addressed to different degrees by anonymising assessment, but how Australian HE institutions are endeavouring to tackle this process remains under-reported.

2.2.2 Formative assessment

Of interest would be a greater focus on formative assessment techniques and practices across specific discipline areas. There were articles that indicated, for example, that academic writing workshops were conducted and surveys were administered to ascertain students' perceptions of the degree to which the extra assistance was considered valuable, but the focus was more on the evaluation than the task itself. Indeed, embedding formative assessment(s) at key points during instruction yields information that teachers can use to identify and respond to problem learning areas, but greater explication of successful task(s) that facilitate a more process-driven approach would be beneficial for shared practice.

2.2.3 English language testing

With an increase in the number of international students attending Australian tertiary instructions, concerns have risen about the academic qualifications being presented for university admission. Discussion and / or comparisons between the many different types of English language tests (e.g., IELTS, TOEFL, TOIEC, GRE, GMAT, Pearson's Test of English) may better elucidate for academic teaching staff the contents, processes and scores perceived to be adequate for entry into university. Discipline-specific programs with a number of EAL students who have gained entrance by completion of IELTS testing, for example, could examine the relationship between entry level scores and subsequent performance at university. Further, the TOEFL is considered to be the most commonly taken international English language test in the world and a survey of academic teaching staff's personal perceptions of the content, structure and quality of this test and the degree to which they consider it to be an appropriate measure of EAL students' ability to cope with their own teaching programs would be engaging.

2.2.4 Non-written forms of assessment

Oral presentations are increasingly used in tertiary programs because the ability to present information orally is essential in many working environments. Oral presentations, however, are more prevalent in some courses (e.g., education) than others. It would be useful to investigate university-wide application of oral assessment measures in order to address issues of consistency. That is, the transient nature of presentations (unless recorded) means that distractions such as the student's voice, appearance and manner may consciously or unconsciously affect judgement. In addition, it can be hard to give full attention to a number of presentations delivered in succession. How academic teaching staff cope with more visual forms of assessment would be of interest as this, and other forms of non-traditional written assessment, were largely under-examined.

3. Critical thinking

3.1 Summary

The articles on Critical Thinking (CT) in HERD were linked to the Special 2011 Edition = Volume 30 Issue 3 titled 'Critical thinking in higher education'. Most of those papers involved implementing critical thinking activities / strategies into curricula to better provide an educative environment where students can hone their critical skills. Articles agreed that tertiary educators need to immerse students in an educative community of CT in order to: (a) encourage a deeper understanding of subject matter; (b) challenge and transform students' epistemic conceptions; and (c) cultivate critical dispositions. How to design appropriate learning experiences that develop students' critical thinking skills is still a matter for experimentation, debate, reflection and shared dialogue. While it was initially thought that there was going to be a mass of articles on CT, beyond the special edition, there were few works that were focused around this theme.

Sample keywords

arguments	inference
beliefs / bias	inquiry
community of inquiry	intellectual autonomy / empathy
creative problem solving	opinion vs. fact
critical reading and writing	Problem-Based Learning (PBL)
critical researcher	questioning and reasoning
critique / analysis	reflective practice
debate	subjective vs. objective
dialectical thinking	surface vs. deep-level learning / thinking
dialectical thinking	subjective vs. objective
ethics	surface vs. deep-level learning / thinki

Research theme	Presence in	Presence in Stud	Presence in	TOTAL OUT OF
	HERD	Cont Ed	JUTLP	16 THEMES
Critical Thinking (CT)	7	-	1	8 (14th)

3.2 Commentary

3.2.1 Curriculum design

Critical Thinking (CT) appeared to be viewed as the 'key' educational factor of tertiary curriculum design. CT articles emphasised the idea that: specific reasoning skills undergird the curriculum as a whole; the purpose of HE generally is to foster critical thinking; and the skills and dispositions of CT must infuse learning and teaching at all levels. At times the assumption appeared to be that programs infused with CT would inevitably be successful. There needs to be caution, however, that recognition of students' individual characteristics such as previous learning experiences, levels of cognitive development, degree of comfort in the environment, and multiple intelligences as examples, also have as strong an influence on student learning as embedding CT into curriculum design and assessment.

3.2.2 Net generation

There is an underlying assumption in modern teaching that the Net Generation learn differently from their predecessors. This generation is unique in that it is the first to grow up with digital and cyber technologies, and is generally acculturated to the use of technology. Having been raised in an age of media saturation and convenient access to digital technologies, Net Geners may have distinctive ways of thinking, communicating, and learning. WebQuests, blogs, wikis and other multimedia pedagogical approaches appear to be more appealing to them and demonstrate ways in which HE educators can use technology to better incorporate autonomous learning activities that also help foster information literacy and higher-order critical thinking skills. The article by Kek and Huijser (2011) touched on these issues, but greater sharing of how HE educators are finding ways to exploit the skills Net Geners develop outside of class without accommodating their possible habits of instant gratification is becoming important as is literature which challenges the concept of the Net Generation.

4. Disadvantage

4.1 Summary

Disadvantage did not have a strong presence in the three Australian journals surveyed during the research period in articles authored by Australia-based researchers. There may be other Australian or non-Australian academic journals focused on issues pertaining to HE disadvantage, but a greater presence in the mainstream is warranted, as it placed second-to-last of the 16 themes. Apart from Scull and Cuthill's (2010) article on Pacific Islander immigrant communities in southeast Queensland, there was little reference to the implementation of institutional strategies to help increase access to HE by specific equity groups.

Sample	keywords
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access / limited access community engagement disability distance students diversity enabling education programs equity / equity groups / sub-groups ethnic minorities Fairway schools female academics first-generation flexibility gender differences gradients of disadvantage higher education access illiteracy / literary rates Indigenous learners / students	low educational outcomes mature-age students non-traditional students outreach personal disadvantage primary caregivers reducing disadvantage refugee students remote candidature / rural and isolated students simultaneous equity group membership social inclusion / social justice socio-economic deprivation socioeconomic issues Socio-Economic Status (SES) under-representation unemployed
Indigenous learners / students	unempioyeu

Research theme	Presence in	Presence in Stud	Presence in	TOTAL OUT OF
	HERD	Cont Ed	JUTLP	16 THEMES
Disadvantage	3	3	2	8 (15th)

4.2 Commentary

4.2.1 Indigenous students

Participation of Indigenous students has consistently been seen as a major issue for the Australian university sector; however, few articles focused on their presence or progress through the tertiary system. From the 225 articles, only two were associated with Indigenous students and / or Indigenous issues, namely Edwards and Coates (2011) and McGloin, Marshall and Adams (2009). In addition, of the 594 different keywords across all three journals, the terms 'Indigenous' and 'Indigenous studies' featured only once each. Overall, how HE institutions across Australia are reflecting, valuing and incorporating Indigenous knowledge into curriculum and teaching methodologies was lacking.

4.2.2 Refugee students

There was a paucity of research related to students from refugee backgrounds. In particular, there was a lack of literature on: (a) African; and (b) Middle Eastern students. Despite relatively good levels of spoken English, many students from these (and other refugee) backgrounds experience difficulty transitioning to HE. Some of the challenges include: (a) developing a more critical and reflexive learning style; (b) balancing learning with earning; and (c) adapting to Australian values. Programs and teaching methodologies that facilitate refugee students into becoming active members of an initially foreign learning community and that enable them to develop a sense of belonging to the Australian culture should be addressed. Equally scarce were articles addressing specific tailored programs of induction and services for these students. Refugee students who may be academically under-prepared require a different orientation into university and its knowledge communities to those from more traditional entry pathways so that they are strategically positioned to meet the challenges of university life. Little research has been conducted on contributing factors that may influence these students' performance and integration into the Australian HE system.

4.2.3 First-generation students

Considering that the size and proportional representation of first-generation students at university campuses across Australia is expected to grow over the next decade, it is surprising that they did not feature in any of the 225 research articles. First-generation students differ in many educationally important ways from the students HE has traditionally served and because of the different characteristics and experiences they may be perceived as being 'at risk'. They are a group in need of greater research and administrative attention if they are to survive and thrive at university.

4.3.4 Feeder secondary schools

While post-secondary education may be more accessible today than it was a generation ago, the system is not necessarily more equitable or meritorious and the existence of inequalities is still a cause for concern. There was no information pertaining to feeder secondary schools that have traditionally had little student representation at the university level, or what institutions across Australia may be doing to address this situation. Reports on institution policies and processes of outreach that encourage applicants from schools with historically low rates of application are warranted.

4.2.5 Mature-age students

Increasingly, mature-age students are undertaking undergraduate study via non-traditional modes of entry, yet overall, there was a general paucity of research on the experiences of mature-age students in HE. From the total of 594 keywords, 'mature-age' and 'adult education' featured only once each. Those articles that were focused on mature-age students tended to isolate and analyse this group as a separate entity rather than in relation and / or comparison to other students in the university community. Moreover, associated articles focused on mature-age students as largely a group of disadvantaged persons from low socioeconomic (SES) regions and a background of burden, rather than those who may have chosen to return to study to further their career.

4.2.6 Other minorities

Australian universities have become increasingly accessible to minority ethnic and cultural groups, women, and students from low-income SES families. However, in terms of enrolment and retention rates at post-secondary institutions, these groups of students still lag behind those of their non-minority peers. Apart from continual distinction between 'Asian' [Chinese] students and 'Australian' [local] students, there was little recognition of other minority groups of students. In general, students depicted in the literature tended to be 'broad' (refer to Table 1.11), that is, school-leaver-aged, capable, white Anglo-Saxon native English speakers who are enrolled full-time.

5. Educational technology

5.1 Summary

Educational technology did not feature prominently across the three journals, but the research plan was to include analysis of works from AJET and ASCILITE dedicated to this single theme. Overall, it placed thirteenth across the three journals and associated articles were not overly technical. That is, they tended to refer to the more common forms of technology implemented in university programs, such as online reflection logs / blogs and other online information / workshop-type activities. In other words, the focus of these articles was more on the learning and teaching strategies that incorporated technology, rather than on the technology itself. From the list of subthemes (keywords) found in AJET and ASCILITE works as presented in Chapter Two, the depth and breadth of articles here was far less innovative.

Sample keywords

analytics	information literacy
assessment / assessment ePortfolios	learning ePortfolios
asynchronous / synchronous discussion	multimedia
blogging	multiple-owner ePortfolios
computer assisted learning	offshore studies
data mining / data protection	online contextualised learning activities
digital futures	online courses / learning / surveys
discussion boards	outreach
distance education	personal development ePortfolios
e-assessment	presentation ePortfolios
eAssessment / eLearning / ePortfolios	rich media technologies
file sharing	simulations
flexibility / flexible learning	social media
games / gamification	virtual reality
immersive environments	Web 2.0 / Web 3.0 / Web apps / Web3D

Research theme	Presence in	Presence in	Presence in	TOTAL OUT OF
	HERD	Stud Cont Ed	JUTLP	16 THEMES
Educational Technology	4	-	7	11 (13th)

5.2 Commentary

5.2.1 Technological acronyms

Acronyms abound in HE, but journal articles describing the language of IT / ICT in terms of their shifting, emerging and varied understandings institutionally and nationally would be highly advantageous. Tech-savvy academics may take for granted that these concepts are well known and may therefore not define them adequately. It is important to explicate the many terms for greater clarity and ease of reference in the HE community.

5.2.2 eLearning

The language of IT / ICT in education varies greatly, although commonly used terms are 'eLearning' and 'online learning'. Other terms include 'blended learning', 'open learning', 'multimodal learning', 'distributed learning' and 'telematics'. Different and often contradictory meanings are ascribed to these terms, relating to whether or not distance education forms part of the meaning, the term relates to networked computers or stand-alone computers, or even to computers at all. As with technological acronyms, it would seem important to explicate the many terms for greater clarity and ease of reference in the HE community.

5.2.3 High-tech cheating

While the advantages of the utilisation of technology for educational purposes are apparent, such as convenience, flexibility, efficiency, immediate feedback, and electronic completion tracking, unintended outcomes, such as plagiarism and other types of academic dishonesty, may also have proliferated. Ensuring academic honesty in today's technologically-rich environment is a critical issue for universities, and how they are facing this challenge is an indispensable issue.

5.2.4 Computer self-efficacy

Computer self-efficacy (CS-E) pertains to the user's self-confidence in performing tasks and perceived ability to apply skills related to computers and other ICTs. Staff and students' current and prior experiences, coupled with the support, encouragement and success they perceive in its use, may all be associated with their CS-E (Pillay, Irving, & Tones, 2007, p. 219). It may be fair to say that staff and students with a longer history of computer use are more likely to agree that computers are useful in learning. Studies exploring staff and students' online readiness according to demographic characteristics of age and gender may be of interest.

5.2.5 Assistive technologies

No research literature delved into assistive technologies and programs that are designed to put students with learning disabilities on a more even ground with their peers. For example, there was no research identifying the types of educational technology (hardware and software) provided to post-secondary students with dyslexia. Those assessing and supporting students often have anecdotal evidence concerning the provision of such technology, its perceived value and the take-up of training. Empirical data, however, is required to support informed debate on the support of students with dyslexia in HE. Greater studies could seek to: (a) identify equipment recommended for such students; (b) obtain students' perceptions of that equipment's utility; and (c) investigate up-

take of academic and / or professional staff training that would enable effective use of assistive technologies.

5.2.6 Social disadvantage

Today, aside from Technical Skills (TS), access to appropriate infrastructure and associated educational technology is important for all students. Some students may be disadvantaged if they live in regions with poor connectivity or have software that is incompatible with institutional software, or if they do not have access to any technology at all (Pillay, et al., 2007, p. 219). Thus, a significant proportion of Australian students may be educationally disadvantaged in online learning for example, as difficulties associated with resolving infrastructure, access and other technical problems are often significant factors in the decision to drop out or disengage with course content.

6. Graduate attributes

6.1 Summary

Graduate attributes featured 12th out of 16 themes and were largely associate with Work-Integrated Learning (WIL). That is, academic outcomes, graduate capabilities, work preparedness, and employability were all linked. What constitutes employability and which graduate attributes are required to foster employability in tertiary students, was a common driving research question. And, as stated by Bridgstock (2009), this issue must involve more than mapping generic competencies onto existing curricula. It should involve partnerships between faculties, careers services and employers to develop and implement programs that address, for example, career management competence and instil a sense of 'lifelong' learning. This was certainly the aim amongst articles addressing this theme.

Sample keywords

academic outcomes career management career readiness / workplace readiness curriculum mapping employability expectations generic skills graduate capabilities / outcomes / skills	lifelong learning preparedness self-efficacy standards of achievement student outcomes transferable / key / core / generic / lifelong skills university graduates
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Research theme	Presence in	Presence in	Presence in	TOTAL OUT OF
	HERD	Stud Cont Ed	JUTLP	16 THEMES
Graduate Attributes	9	1	2	12 (12th)

6.2 Commentary

6.2.1 Non-WIL related programs

As stated in the summary, many of the articles dealing with Graduate Attributes also dealt with Work-Integrated Learning and students who are studying in programs leading specifically to a professional career. It is logical that each discipline be responsible for conceptualising, mapping, designing, implementing and assessing its own graduate attributes, but of interest would be the generic skills and student outcomes of discipline areas that do not necessarily lead down a specific career path and how they may differ. Further, the issue of trying to instil and prolong an attitude of 'lifelong' learning in university students before and after they graduate remains a challenge and warrants further and deeper exploration, perhaps several years post-graduation and with the assistance of industry leaders.

7. Health and wellbeing

7.1 Summary

Health and Wellbeing did not feature as high as was anticipated and most associated papers dealt with mental health conditions rather than physical circumstances. Indeed, universities committed to the principles of health for all can be a tremendous asset to their staff and students, to the communities in which they are located, and to the wider society where their students and trainees will eventually assume professional roles. However, as will be seen in Chapter Four, a survey of HERDSA members and Fellows (65 respondents in total), found that 'Health and Wellbeing' was considered to be of least importance over the past five years and anticipated to be of least importance over the next five years. With this in mind, it may not be surprising that HE researchers are choosing to sidestep this issue. The articles that did focus on this theme were extremely interesting and provided a welcome addition to the HE research mix.

Sample keywords

academic health	lived experiences
anxiety / stress / depression	maturation
apathy / motivation	mental health
Asperger Syndrome	morale and distress
campus security	Obsessive Compulsive Disorder (OCD)
chronic fatigue	OH&S
confidentiality	physical / learning disabilities
counselling / consultations	procrastination
disability services	resilience
dyslexia	social support networks
emotional intelligence	Student Learning Disorders (SLDs)
hearing and visual impairment	support services
hearing and visual impairment	support services
institutional policies and practices	time management skills
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Research theme	Presence in	Presence in Stud	Presence in	TOTAL OUT OF
	HERD	Cont Ed	JUTLP	16 THEMES
Health & Wellbeing	11	-	3	14 (8th)

7.2 Commentary

7.2.1 Disability services

There were no articles in these journals written from the Disability Service of any tertiary institution. Nor were there papers related to a school / faculty / discipline working with their institution's Disability Service to ensure that appropriate arrangements relating to teaching and assessment are made for students with disabilities, whilst maintaining the academic integrity and core requirements of the individual courses. Academic teaching staff appear to be reporting on the majority students in their programs. Of interest would be the students who are falling through the cracks and are unable to access, participate in, and succeed at university due to some form of impairment.

7.2.2 Students with disabilities

Despite growing interest in issues of inclusion, the voice of disabled students themselves was rarely reported in these journals. By listening to the voice of disabled students as they reflect on their learning experiences in HE, valuable information may be gathered about this topic. While there is pressure for universities to respond to the principle of equal opportunities, how and to what extent they are implemented in practice remains largely unspecified.

Students with disabilities are not a heterogeneous group and program modifications that change some portion of a university's program / course in a manner that makes it easier for these students to succeed have not been well represented in the literature. Of interest would be case studies showing performance before and after a treatment intervention; and designs that compare the performance of students with disabilities receiving services with those students who have chosen not to take advantage of available services. Research that examines intervention procedures for students with disabilities within a single institution and across Australian institutions would be of great benefit.

7.2.3 Mental health

There appeared to be two articles based on student mental health issues in the tertiary sector, namely, those by Martin (2010) and Stallman (2011). Anxiety, stress and depression are conditions that exist across all university settings, but the degree to which they exist may not be proportionally represented in the literature. It would be interesting to note which university programs / courses are considered stressful and the reasons why, as well as any correlation with student attrition rates in those programs / courses.

7.2.4 Student learning disorders (SLDs)

Articles based on Student Learning Disorders (SLDs) were largely non-existent in these particular journals. Transitioning from senior schooling—that recognises every conceivable ailment—to university may pose a challenge for students who do not know if or how they can seek support with their studies. Information pertaining to the extent to which academic and professional staff are actively promoting their institution's support services at the commencement of the academic year,

thus helping to mitigate problems these students may face throughout the year(s), should be articulated.

It is reasonable to assume that university students with SLDs experience increased levels of stress because their academic studies demand more time, greater effort, and constant self-regulation. However, few studies examined what academic strategies and learning techniques these students use and how they cope. Researchers should be encouraged to investigate these learning strategies, as well as various teaching methods and special conditions designed to help them adjust to HE. Few institutions appear to be systematically monitoring these students' academic performance, graduation and / or attrition rates. What little information there is in this literature indicates some reason to be concerned about degree completion. Moreover, sensitivity to the spectrum of ability, gender, ethnic / minority status and low SES represented by students with SLDs is also critical to their success.

7.2.5 Dyslexia

There were no articles on dyslexia. While diagnosis of dyslexia should entitle a student to use appropriate assistive technologies, there was no reporting of these issues in these journals. Additionally, there needs to be coverage of accredited training programs for academic teaching staff that help improve their ability to facilitate learning to students with dyslexia and which should be of interest to all educationalists.

7.2.6 Work-related health and wellbeing

Kearns and Gardiner (2007) reported on a study that attempted to evaluate work-related morale and work-related distress among academic teaching staff at a medium-sized research-intensive university. They used Hart et al.'s (1996) 14-item scale whereby participants were asked to rate the frequency of a number of different feelings while at work over the period of a month. In brief, seven emotions reflected work-related morale (e.g., enthusiastic, proud), while seven reflected work-related distress (e.g., tense, unhappy). Their questionnaire was also designed to measure demographic information (e.g., age, gender, type of position). In agreement with their final recommendation, future studies should employ larger sample sizes and be conducted across diverse faculty / school / discipline areas to gauge general and more specific sentiments about university-wide work-related morale and distress levels.

7.2.7 Campus security

The main article related to campus security was authored by Nyland, Forbes-Mewett and Marginson (2010). This article, however, was focused on university campus security and wellbeing as related to the promotion of Australia as a safe study destination for international students, rather than for students as a whole. According to Nyland, Forbes and Marginson (2010, p. 89), '[a] reputation for being able to provide a safe study environment is a valuable asset in the international education market'. Indeed, this issue should be a fundamental concern of all Australian HE institutions and research should not be fuelled by international students and their home governments as the primary means of securing Australia's share of the international education market.

8. Higher degrees by research (HDR)

8.1 Summary

This theme appeared in ninth place. Associated articles were largely based on PhD studies and the pedagogy of supervision from the perspective of academic teaching staff and not the candidates themselves. Other articles dealt with programs to better assist PhD candidates with coping with the demands of their program (i.e., time management skills, thesis planning, seeking assistance, and setting realistic expectations) and associated student feedback was most often a one-sided and positive view of their perceptions.

Sample keywords

doctoral supervisionprofedoctoral supervisionqualidoctoral writingresetdoctorateself-cEarly Career Researchers / Academics (ECAs)self-cemerging scholarsself-cHonours / Mastersself-cjournal editingself-cknowledge creationstresslifelong learningsupeoral defencethesiPhD / professional doctorateswritirprocrastinationwritir	ty assurance arch students / skills / training letermined learning lirected study efficacy evaluative processes sabotage s and time management rvision / pedagogy of supervision s examination s submission g programs g support / group
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Research theme	Presence in HERD	Presence in Stud Cont Ed	Presence in JUTLP	TOTAL
Higher degrees by research (HDR)	6	7 (3rd)	1	14 (9th)

8.2 Commentary

8.2.1 Relationships

Predominantly, studies pertaining to HDR issues were focused on the supervisory role and the 'pedagogy of supervision' pre-examination. As stated by Wright (2003 cited in Hopwood, 2010b, p. 104), 'we must move beyond a focus on the supervisor and seek to understand the student in a sociocultural context in which other relationships are seen as significant, including those with friends and family'. Indeed, there may be a plethora of other relationships— academic, personal and professional, as well as intellectual, pragmatic and emotional—which HDR students develop during their candidature, and deeper sociocultural studies of these other influences may thus be beneficial (Hopwood, 2010b, p. 109).

8.2.2 Thesis examination

From the student's perspective, one of the most important ingredients of the doctoral experience is the examination process, which determines whether or not the degree is awarded. Little research on this topic was reported in these journals, apart from some reference to thesis examiners' reports by Kiley and Wisker (2009). It would seem necessary to update existing research in this area and to explore the current state of doctoral examination in Australia with respect to (1) the process (how the work is examined) and (2) the focus (precisely what is examined).

Research into the issues surrounding thesis resubmissions / failures, rather than withdrawals / non-completions, should be more openly addressed and shared among academic teaching staff as a means of potentially preventing similar circumstances from occurring. How and why some theses fail, in general and in relation to specific discipline areas, would be of immense interest. Relatedly, there appeared to be no studies in these journals directed at the potential psychological damage that failing a PhD thesis may have on candidates who have dedicated prolonged periods of physical and emotional energy to this academic endeavour.

8.2.3 Distinction between professional doctorate and PhD

There was one research paper that examined the difference between a professional doctorate and a PhD (Lee, et al., 2009). While there may be hundreds of students enrolled in professional doctoral programs in Australia, a clear matter of concern for institutions should be the widely held student view that a professional doctorate lacks the international currency and status of the PhD and is of lesser quality and standard. Questions about the comparability of standards between the traditional PhD and the professional doctorate often revolve around the contrast between the single focus of the PhD thesis and the plurality of learning outcomes which characterises the professional doctorate. Potential doctoral candidates may see the traditional PhD as too discipline-bound and inflexible. More research could be focused, therefore, not only on clarifying the distinctive features of professional doctorates, but also on (a) developing a profile of which universities are offering professional doctorates and in which subjects; (b) identifying the rate of growth of professional doctoral programs; and (c) studying students', lecturers' and employers' perceptions of the value of a professional doctorate as compared to a PhD.

Few studies were reported of the motivations of doctoral students and, on the whole, attention was focused predominantly on those pursuing the 'traditional' PhD. In-depth longitudinal studies of professional doctoral students and their careers could make an important contribution to understanding this form of professional development. Moreover, the range of expertise and skills required to supervise a professional doctorate is somewhat different from those required for PhD supervision. In the case of professional doctorates there may well be good reasons for using external supervisors who are based in the profession or workplace of the student. However, the complications which can arise for the university are not to be ignored. It would be advantageous to have some rigorous research undertaken in this area.

8.2.4 International HDR students

Related works appeared to be focused on English as an Additional Language (EAL) international HDR students, with little or no reference to local HDR candidates. It is assumed in some articles that EAL HDR students struggle significantly more to articulate their research and to successfully prepare a thesis for examination. Further, there appeared to be much more assistance given to EAL students and the need to ascertain their student experience as opposed to the trials and tribulations of their local counterparts, or even to international students who speak English as a first language.

The number and presence of international students studying in Australia is well documented. Of interest however, would be the number of international HDR students who: (a) voluntarily return to their homeland; (b) are mandated to return to their homeland; and (c) who decide to apply for Australian permanent residency through the Skilled Migration Program. As Benzie (2010) stated, '[t]he 'repositioning' of the role of international students from receivers of aid or candidates for professional training to customers in an economic transaction has many implications for universities', and quantitative data addressing international student movement post-examination may elucidate how many graduates are educated in Australia and then seek to contribute to Australian society.

9. Internationalisation

9.1 Summary

The theme of Internationalisation was well represented in two of the three journals surveyed. As the HE context is increasingly characterised by global competition in which knowledge is a prime factor for economic growth, internationalisation has become more market-oriented, aiming to attract talented students and highly skilled workers as key resources for the knowledge economy. Associated articles were predominantly focused on facilitating the transition of international (e.g., Chinese) students into Australian HE, typically in the discipline area of business studies. Aspects of the enculturation / acculturation, social adjustment and learning difficulties experienced by international students were extensively researched. Other more general articles tended to distinguish what percentage of the demographic data was representative of international students, as though to suggest that the research may have been significantly different with / without such an international presence. This may have been correlated to perceived differences in approaches to [Australian] teaching methods and learning style preferences between local and international (e.g., Confucian Heritage Culture) students.

Sample keywords

Asia / Asian students attitudes / belief systems Confucian Heritage Culture (CHC) cross-cultural issues cultural and linguistic diversity educationally diverse enculturation / acculturation English language proficiency ESL / EFL / NESB / TEFL ethnocentricity exchange programs / global tours global issues / global economic crisis Global Nomads (GNs) global skills shortage globalisation intercultural intercultural competency / understanding intercultural student interaction	international education / students internationalising the curriculum joint programs language education / support / testing language intercultural proficiency migration multicultural / multilingual national bias offshore programs racism / discrimination / prejudice refugee students skilled migration sociocultural adjustment study tours Third Culture Kids (TCKs) TOEIC / TOEFL / IELTS transnationalism / transnational students
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Research theme	Presence in HERD	Presence in Stud Cont Ed	Presence in JUTLP	TOTAL
Internationalisation	20	-	3	23 (5th)

9.2 Commentary

9.2.1 Chinese students

Many articles commenced with the term 'international students' but inevitably turned their focus to Chinese students with little recognition of other Asians. As stated by Healy (2009b cited in Gamble, Patrick, & Peach, 2010, p. 536), 'China and India continue to provide Australia with the largest sources of international students'. Two articles did address Indian student issues (Johnson & Kumar, 2010; Nyland, et al., 2010), but the vast number of papers dealt with the experiences of Chinese international students. There was continual focus on the challenges they face in attempting to make sense of disciplinary requirements, as well as their perceived passive nature (related to their Confucian Heritage Culture) in classroom settings in vast contrast to their openness amongst each other in social settings. Observations suggested that overall, Chinese students must participate more fully in order to make them more valued members of the HE community, which would seem to be insensitive to individual personalities and preferences. Moreover, fostering intercultural interactions between academic teaching staff and students needs careful planning and monitoring, rather than being a naïve expectation.

9.2.2 Transnational students

Transnational students are those of any age or ethnicity who have lived a significant part of their developmental years in one or more countries outside their passport country because of a parent's occupation. Without a fully developed identity and corresponding cultural patterns to use as a base for interacting with their host culture, they may find that both home and host cultures offer significant input, but their development is primarily influenced by the patterns of an international

lifestyle. In a sense, these students are living at the forefront of globalisation and may be regarded as 'prototype' citizens of the 21st Century, but much research on them has been autobiographical and pragmatic, rather than related to any conceptual framework. This has the disadvantage of drawing at random on the circumstances and experiences of a relatively small group of people who are atypical in relation to the majority of the world's young people. How Australian tertiary institutions are acknowledging the special status of these individuals would be of increasing value.

9.2.3 Global exchange programs

For some time now Australian universities have been endeavouring to encourage more students to go overseas on exchange for a period of their study, an opportunity which is becoming increasingly relevant to the fast-growing need for students to become globally competent. Recently there has been a far greater focus on the desirability of increasing Australian student mobility and this has been recognised by government statements with funding to assist those wishing to study overseas. 'Expanding Australian students' experiences of the social, economic and political systems of other countries is crucial in building Australia's capacity to engage in the international market and establish relationships with people and organisations in other countries. Such skills are invaluable in terms of Australia's trade, foreign relations and security interests' (DEST, 2004). Most of the research under the theme of Internationalisation, however, was focused on international students venturing to Australia to pursue their studies. Investigation into the extent to which exchange programs affect the academic and professional career of Australian (outward bound) students and / or graduates was entirely absent. Further analysis could be undertaken to consider the effects of different types of experiences, such as (a) short- versus long-term programs; and (b) English-speaking versus non-English speaking destinations.

9.2.4 Foundation studies

Foundation Year Programs provide another university pathway that bridges the gap between school and 1st Year for international students entering the Australian HE sector. In many cases, graduating students must pass English and achieve 50% or higher in at least three other subjects to pass the program. If they complete the prerequisite subjects and have reached the university's minimum entry score, then they are guaranteed a place at the university, but the degree to which Foundation Year Programs are adequately preparing EAL students for university study in comparison to other pathways has received little attention.

10. Leadership and professional development (PD)

10.1 Summary

This theme featured in tenth place and was mainly focused on 'leadership' issues rather than 'professional development'. Of interest were the papers related to 'mentoring' and 'peer observations', particularly when part of a well-established institution-wide strategic approach to enhancing the overall quality of learning, teaching and scholarship. Mentoring was often associated with introductory or foundation-type inductions for new staff and as an element in accredited postgraduate programs in HE. Indeed, major theories of career development have

directly or indirectly implicated the importance of older adults contributing towards the personal and professional development of those beginning careers, but greater clarity of who, when, where and how mentors are chosen and perform their duties is needed. That is, the literature on mentoring new staff was scattered, little known and largely conjectural. Further, the one-on-one interaction of the dyadic relationship formed between mentors and mentees has many possibilities to enhance 'both' individuals' growth and advancement and should be viewed as a partnership that simultaneously enables leadership and professional development.

Sample keywords

academic board	professional autonomy
career advancement	professional growth plans
change and innovation	project leadership / management
educational development	promotion
governing bodies	reward and recognition
leadership vision and mission	roles and responsibilities
management	staff development program
mentors / mentoring	strategic leadership
organisational management	teaching grants
peer assessment	tenure
peer coaching / partnership / support	trustees
peer-to-peer learning	university council
power	vice-chancellors

Research theme	Presence in HERD	Presence in Stud Cont Ed	Presence in JUTLP	TOTAL
Leadership & Professional Development (PD)	6	2	5	13 (10th)

10.2 Commentary

10.2.1 Leadership and emotional intelligence

Emotional intelligence has become increasingly popular as a measure for identifying potentially effective leaders, and as a tool for developing effective leadership skills. Despite this popularity, however, there was little empirical research to substantiate the efficacy of emotional intelligence in these areas. This relative neglect is not surprising as the leadership / organisational literature is typically dominated by a cognitive orientation, with feelings being ignored or being seen as something that 'gets-in-the-way' of effective decision-making. At a minimum, emotions and emotional intelligence are worthy of consideration in the leadership domain; investigating how leaders' emotional intelligence contributes to their effectiveness certainly seems worthy of future empirical research and theorising.

10.2.2 Mentoring and academic staff retention

The research did not provide definitive evidence of the value of mentoring programs in keeping new academic staff from leaving the profession, but it did reveal that there is enough promise to warrant significant further investigation. At the very least, educational leaders and policymakers should consider investing more time and resources into developing carefully controlled studies to better identify the links between mentoring and academic staff retention. Future research could examine the unique advantages that different types of mentors provide and perhaps, the differences between mentoring functions provided by mentor-bosses rather than 'distant' senior members could also be explore. Rewards and incentives should play a part in strengthening faculty development programs as considering service as advisers to new faculty when making 'leadership' decisions is perhaps the most powerful way to recognise the contributions of involved faculty.

11. Learning and teaching (L&T)

11.1 Summary

The theme of Learning and Teaching (L&T) placed second from 16 themes and featured high in two of the three journals surveyed. When reading through the literature, it felt as though the vast majority of articles touched upon learning and teaching elements to some degree. Associate articles were largely linked with Student Experience - Perceptions (student feedback questionnaires), rather than the sharing of both successful and unsuccessful teaching strategies across small and large cohorts of students. L&T articles collected much student data and that data was often the catalyst for curriculum design changes. Certain discipline areas, namely Business Studies, Health Sciences and Education were very well represented, but the degree to which pedagogical practices could be transferred across to other disciplines seemed limited as the focus was more on the student data as opposed to the techniques employed to encourage improved student feedback.

Sample keywords

andragogy / pedagogy	inquiry-based programs
AUQA / TEQSA	learning and teaching centres
benchmarking	learning and teaching policy
blended learning	lifelong learning
collaborative learning	performance / performativity
conceptions of learning	program / course conception
content analysis	psychology of learning
course design	reflection
cross-disciplinary learning and teaching	research-led teaching
curriculum / curriculum development	Scholarship of Teaching & Learning (SoTL)
curriculum improvement	student engagement
curriculum planning / mapping / design / redesign	student-centred / teacher-centred approach
disciplinary discourses	teacher-as-learner
discipline-specific	teaching critical thinking
educational design / planning	teaching methods / responsibilities / approaches
effective teaching	teaching quality
flexible delivery	team teaching
flexible delivery	team teaching
Indigenous content	unit / course / program planning

Research theme	Presence in HERD	Presence in Stud Cont Ed	Presence in JUTLP	TOTAL
Learning & Teaching (L&T)	32 (3rd)	6	35 (1st)	73 (2nd)

11.2 Commentary

11.2.1 Student ability

When teaching difficulties arise, often the first rationalisation revolves around student ability. This has a resulting effect on course content, as academic teaching staff may begin to think that they cannot possibly deliver their course as planned. If students are not required to perform to high standards and expectations, however, then they will not do so. How academic teaching staff are attempting to maintain high standards without lifting the bar to attainable heights, needs further exploration. That is, what is considered reasonable and / or unreasonable at the undergraduate versus postgraduate levels. And, how often do different cohorts of students attain uniformly or remarkably different standards and challenge the curriculum? How often do academic teaching staff modify or completely rewrite their programs as a means of challenging existing teaching approaches and the students who undertake their courses?

11.2.2 Asian [Chinese] learning preferences

Studies on the learning style preferences and approaches to learning of international students from Asian backgrounds, mainly Chinese, as compared with the learning styles of Australian students, abound. There were many examples / case studies in the literature that promoted stereotypical views of the strengths and weaknesses of international students. Popular among the views were perceptions of Asian students as 'rote-learners', relying more on memorisation than understanding, adopting mainly surface approaches to learning, and being textbook dependent. Many studies hypothesised that such differences could be influenced by the fact that Australia and other similar Western countries generally adopt an individualistic model in their social structures, whilst the Confucian cultures adopt a more 'corporate identity'. Caution, however, needs to be observed in making persistent generalisations about Asian students' learning behaviours.

11.2.3 Reflective practice

As was previously stated, many of the articles that incorporated this theme also incorporated Student Experience - Perceptions through the use of surveys / questionnaires and evaluations. Qualitative student data appeared to drive changes to programs / courses, rather than academic teaching staffs' own reflective practices. Studies seeking to investigate how often staff endeavour to proactively improve their own L&T practices despite student feedback would be worthy. That is, how often do staff engage in critical reflection to interrogate their skills or teaching methods, and even their own subject knowledge. Autobiographical accounts of how academics think about and understand their own practice through purposeful reflection would be insightful, as well as if there are differences / influences on self-reflection as related to gender, age and / or professional experience in the sector.

11.2.4 Engaging students at a distance

Quality in distance education should include appropriate training for distance educators, including casual or contract teachers who partake in such programs. Training should go beyond the technological skills required for online delivery to include the subtle and more difficult art of engaging students at a distance (Forsyth, Pizzica, Laxton, & Mahony, 2010, p. 26). Because more

online courses will invariably be offered in the future, some assurance must be provided that distance education will meet expectations for a good education. Not only will students expect an education that is equal in quality to that provided by traditional offerings, they will expect a studentcentred learning environment designed to meet their individual needs. Yet, there were few studies on the relationship of learning styles to student success in a distance learning environment and the processes by which instructors can effectively create a sense of community and establish a culture that fosters online collegiality and interaction.

12. Research into higher education

12.1 Summary

This theme featured third from the list of 16 themes. Many of the associated articles did not collect data, but were rather focused on local and national issues such as: academic development; a changing HE context; knowledge landscapes; competition in global HE; integrating teaching and research; and university mission and identity statements. As will be described in the 'Recommendations' section of Chapter One, another potential theme, which did not have a strong presence at this point in time, was 'External Stakeholders', i.e., parents, community members, industry partners, union representatives, and other non-university staff. Some research articles within this theme collected data from such parties, but as such data was not linked with any university population (Table 1.11), it was not recorded.

Sample keywords

Research theme	Presence in HERD	Presence in Stud Cont Ed	Presence in JUTLP	TOTAL
Research into Higher Education	38 (2nd)	5	5	48 (3rd)

12.2 Commentary

12.2.1 International rankings

The article by Marginson (2007, p. 118) examined two systems of global university rankings, namely: (1) Times Higher Education Supplement (THES); and (2) Shanghai Jiao Tong (SJTU), and where Australian tertiary institutions were positioned on both listings. Of interest would be a

critique of other systems of global university rankings, such as those listed below, and how, where and why Australian tertiary institutions are featured.

- Academic Ranking of World Universities by SJTU;
- G-Factor International University Rankings by Google Search;
- Global University Ranking by Wuhan University, China;
- Performance Ranking of Scientific Papers for World Universities by HEEACT;
- Professional Ranking of World Universities by MINES Paris Tech;
- The Times Higher Education QS World University Rankings;
- Top 100 Global Universities by Newsweek; and
- Webometrics: World Universities' Ranking on the Web by Cybermetrics Lab.

Most academics know that research carries the most weight in defining the best institutions across the nation. Of interest, however, would be other indicators that, taken together, give a reasonable approximation of accomplishment and strength relative to the best universities in the world. Other criteria may include:

- books borrowed from the library per student;
- facilities and services for the handicapped;
- Nobel Prizes and other field medals;
- number of academic staff with PhDs;
- number of international exchange programs;
- personal computers per student;
- proportion of international faculty;
- proportion of international students;
- rate of growth of postgraduate students;
- ratio of postgraduate students to total number of students;
- students per instructor; and
- contribution to the community.

The final point, 'contribution to community', may be considered as the degree to which academic teaching staff share their insights, knowledge and research with the general public. This factor can be measured by the frequency of academic appearances in the media, the number of extension courses offered, patents, membership in governmental committees, and articles written for newspapers and magazines.

13. Student experience - perceptions

13.1 Summary

This theme ranked the highest of all. Many research articles had a student survey / questionnaire / evaluative component. It is evident that the need for greater accountability and improvement in the quality of teaching has become a major issue in Australian HE in recent years. Hence, this theme was coupled with many other themes as a means of providing diagnostic feedback to staff about

the effectiveness of their teaching and to validate to the HE sector that teaching performance is being carefully monitored. The standard structure of associated research articles tended to be: (1) the introduction of a modified or 'new' teaching method; (2) questionnaires distributed amongst students via lecture presentations; and (3) focus groups with less experienced university students and interviews with more confident and / or experienced undergraduates and especially postgraduate-level students.

Sample keywords

Research theme	Presence in HERD	Presence in Stud Cont Ed	Presence in JUTLP	TOTAL
Student Experience - Perceptions	47 (1st)	13 (1st)	30 (2nd)	90 (1st)

13.2 Commentary

13.2.1 Student evaluations

The assumption underpinning the use of student evaluations is that since teaching is primarily undertaken to benefit students, they are best placed to judge its effectiveness. Student evaluations appear to have become, however, more of a tool to (a) evaluate the performance of teaching staff and identify poor teaching for remediation, and (b) attempt to validate and prove to the research community the enormous effort and success that has been achieved through one's own teaching program / unit. Indeed, it is essential that the analysis of student responses is as much about the students' engagement with the course and the success of their learning as it is about the lecturer's role in teaching and supporting learning. An over-reliance on student perceptions and reporting of that data dominated the literature on this theme.

13.2.2 Mature-age students

There is substantial literature on the experiences of undergraduate students in HE, but the majority of studies ignored the age of participants as an important social variable. First, this may have methodological consequences in so far as it makes it impossible to tell whether descriptive categories that have been derived from the study of young adults are being inappropriately applied to older individuals. Second, this may have serious theoretical consequences in so far as age is an important differentiating variable in the case of many social phenomena. And third, this may have

serious policy consequences in so far as research results may lead to proposals or interventions that affect school-leavers and mature students in a differential manner.

14. Student experience - social

14.1 Summary

Originally, this theme was joined to Theme 13 above and referred to holistically as the 'Student Experience'. Increasingly it was seen, however, that there were two important facets to students' university life. Evaluations based on students' learning and teaching experiences were distinct from their social experiences, which often had more personal links with transition and retention. In comparison to Student Experience - Perceptions (n=90), articles related to the Student Experience - Social (n=13) appeared significantly fewer times.

Sample keywords

clubs and societiesperempathyperenculturation / acculturationperextra-curricular activitiespergroup work / skillsperinformal learning spacesperintegration and isolationsetinteractionssetintercultural competencesetlocal and international students interactionsetparticipationsetper learningsetper learning supportsetpeer observationtupeer partnershipver	peer relations peer review peer support peer assessment peer-to-peer learning perceived effectiveness sense of belonging social choice social inclusion social media social media social networking social relationships student engagement study groups utorials volunteerism
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Research theme	Presence in HERD	Presence in Stud Cont Ed	Presence in JUTLP	TOTAL
Student Experience - Social	4	-	9	13 (11th)

14.2 Commentary

14.2.1 Refugee students

Students from refugee and disadvantaged backgrounds frequently find the culture of tertiary institutions alienating, and experience difficulties in forming social bonds. The physical and social setting, including the teaching styles and support provided by staff, the behaviour of other students, and the norms and expectations inherent in the setting may be overwhelming. Refugee students may find universities a culturally alienating place and yet they must somehow acquire the capacity to participate in the discourses of an unfamiliar knowledge community. Specific tailored induction programs have not been reported in the literature and where institutions are strategically positioned and equipped to meet these challenges is unknown.

14.2.2 Emotional intelligence and group work

There is a compelling relationship between 'emotional intelligence' and one's ability to work effectively within a team. That is, emotional bonding that exists between team / group members has a profound effect on the work produced and the overall success of projects. Teams / groups that care about each other at least at the professional level are more likely to be successful than teams that ignore the importance of the relationship. Developing positive relationships where team members are aware of the impact their emotions can play on the effectiveness and success of the team should be the aim of each student member, enabling a positive emotional climate, but what does an emotionally intelligent group look like? As the construct of emotional intelligence is still relatively difficult to measure, there has been no work examining the influence of a group's emotional intelligence composition on its work processes or outcomes.

15. Transition and retention

15.1 Summary

This theme featured last from the list of 16 themes investigated in this literature review. As will be seen in Chapter Four, this is in vast contrast to HERDSA members viewing this issue as being in the Top 10 count of topics / themes over the past five years and into the next five years. Similarly, HERDSA Fellows also viewed this topic / theme to be in the Top 10. While research into 'transitions' may be easier to report, articles based on retention rates may be more problematic. That is, research into retention rates may involve some negative connotations—signs of program or institutional weakness—and researchers may choose to avoid reporting on such occurrences.

Sample keywords

acculturationhigh sat-risk studentsinstituattendance ratesisolatiattrition / attrition preventionprepacourse selectionsocialexpectationsstudentfailure ratestime nfirst year / first year experienceunder	chool performance tional effectiveness on / isolation vs. engagement redness / self-efficacy networks nt experience nanagement graduates
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Research theme	Presence in HERD	Presence in Stud Cont Ed	Presence in JUTLP	TOTAL
Transition & Retention	4	-	3	7 (16th)

15.2 Commentary

15.2.1 Attrition levels

As stated by Danaher, Bowser and Somasundaram (2008, p. 278), '[c]omparative analysis across organisational and disciplinary units provides another window into exploring and extending the understanding of student departure'. Danaher's (2008) article took an intra-organisational comparative approach through the examination of faculty and program attrition rates of students

who joined an Australian university in the first term of 2004. The faculty with the highest attrition had a rate two and-a-half times that of the faculty with the lowest rate. Indeed, there is the risk that staff will be unwilling to engage with data that provides internal comparisons, through a reluctance to be seen as critical of their peers and thereby engendering disharmony. Nevertheless, it seems necessary for institutions to explore the causes of variations in attrition rates within their institutions (Danaher, et al., 2008, p. 278).

Research suggests that a wider range of factors impact upon 1st Year student retention and that they are more likely to leave HE if they: (a) lack commitment to the institution; (b) lack commitment to a specific career direction or degree; (c) were not well advised about enrolment options; or (d) if they feel socially disengaged (Willcoxson, 2010, p. 627). Withdrawal in the later years, however, is said to be related to more 'personal' aspects—health, finance, social integration, clarity of career direction and self-efficacy in relation to academic capacity—although institutional commitment, accessibility of teaching staff and helpfulness of feedback have also had some influence on decisions to withdraw. Research directed at 2nd and 3rd Year students should be focused on areas more problematic to them. Examination of correlations with reference to year of study will validate the need for retention programs that target more than just 1st Year students.

16. Work-integrated learning (WIL)

16.1 Summary

This theme was well represented in the literature, particularly in the journal *Studies of continuing education*, where 36% of the articles incorporated this theme. Australian universities have demonstrated heightened investment in the concept of WIL as a strategy for enriching student experiences while providing pathways leading to better employment opportunities. Indeed, there was a wealth of information on work experience, work placement, workplace learning, work readiness, work-based pedagogies, workers as learners, worker identities, and workplace-based courses and assessment. Most of the associated articles collected data from discipline areas with direct links into a profession, such as Business Studies, Education and Health Sciences.

Sample keywords

Research theme	Presence in HERD	Presence in Stud Cont Ed	Presence in JUTLP	TOTAL
Work-Integrated Learning (WIL)	16	10 (2nd)	1	27

16.2 Commentary

16.2.1 Workplace assessment

Whilst there appears to be a growing consensus on the value of student workplace learning, the supposed pedagogic benefits are not always accompanied by a clear and coherent approach to assessment. That is, how should work undertaken by students in formal work placements be academically assessed and by who? Should assessment focus on: (a) the student's ability to perform typical professional workplace tasks; (b) the student's capacity to exercise judgement in the professional workplace; or (c) the student's capacity to critically reflect on their professional experience of practice? And who is better equipped to assess and judge that performance; workplace managers or university supervisors? As Trede (2010) stated, '[p]rofessional bodies are interested in technical competence and professionalism, whereas universities cultivate theoretical reasoning and ethical practice'. This issue is indeed a complex one, given the many and varied learning outcomes and the diverse perspectives and capabilities of the players, but greater investigation into vibrant, healthy and strong tertiary-industry assessment practices would be encouraged.

16.2.2 Other professions

As stated above, most of the associated articles dealt predominantly with professions stemming from the disciplines of Business Studies (accounting), Education (preservice teacher training), and Health Sciences (nursing). Of interest would be a range of other work placements from discipline areas not commonly reported on, such as the performing arts (dancers and musicians), journalists, architects, radiologists, vets and counsellors to name but a few. This would enable a broader perspective from which to gauge the benefits and also the complexities of enabling students to undertake a range of unique and differentially experienced work assignments across Australia as well as internationally.

Summary of research gaps in the literature

The discussion on the previous pages was by no means an exhaustive list. Table 1.14 followinglists the same and other research gaps that may warrant further investigation in the future.

Research themes	Presence / Prevalence	Research gaps
Academic Language & Learning (ALL)	Chinese students' English ability EAL diagnostic testing International EAL students Writing genres	Learning and teaching units Local students and EAP Oral and aural-genre Plagiarism / collusion Writing centres
Assessment & Feedback	1st year students Diagnostic testing Summative assessment practices Writing genres	Assessment bias Assessment rubrics Formative assessment International English language tests (IELTS, TOEFL, TOIEC) Non-writing forms of assessment Online assessment Oral and aural-genre Student anonymity
Critical Thinking	Confucian heritage culture Critical reflection Deep vs. Surface-level thinking Online critical thinking activities	Disciplinary activities Group work Net generation

Table 1.14 Summary of the topics covered within the 16 main research themes

Disadvantage	Low SES mature-age students	Ethnic minority groups Feeder secondary schools First-generation students Indigenous students Intergenerational cultures of social disadvantage Refugee students Women
Educational Technology	ePortfolios Online reflection logs / blogs	Assistive technologies Disadvantage High-tech cheating Net generation Staff and student computer self-efficacy Technological acronyms Technological acronyms
Graduate Attributes	Business studies Global skills shortage Graduate employability / graduate work readiness Health sciences PhD students and employability Preservice teacher training Undergraduate students' graduate attributes	HDR students' graduate attributes Non-WIL related programs
Health & Wellbeing	Campus security Mental health	Disability services Dyslexia Family-work [study] -life balance Healthy research cultures Hearing and visually impaired students Student learning disorders (SLDs) Thesis failure / resubmission psychological implications University work-related stress
Higher Degrees by Research (HDR)	HDR writing for academic publication HDR writing programs / workshops / writing groups International / Chinese HDR candidates PhD candidature completion PhD final year students PhD pedagogical issues of power PhD pedagogy of supervision	HDR scholarships Honours and masters students Other social networks PhD and professional doctorate distinction Professional doctorate pedagogy of supervision Psychological student issues Student community of practice

	PhD quality of supervision PhD supervisor-student dyad	Supervision training Thesis examination / failure / resubmission process
Internationalisation	Chinese international students Confucian heritage culture Global skills shortage	Cross cultural students / transnational students / TCKs Foundation studies entry Global exchange programs / study tours International practicum placements Non-Chinese international students University exchange programs
Leadership & Professional Development	Mentoring Distributive leadership	Leadership and emotional intelligence Mentoring and staff retention Mentor training
Learning & Teaching (L&T)	Curriculum design Focus groups Lecture-genre Problem-based learning (PBL) Student feedback / evaluations Undergraduates	Adult learning Artist-academics Casual teachers / tutoring Early career researchers Foreign languages / LOTE Foreign languages education Multiple intelligences Performing arts education / audition process Reflective practice Tutorial-genre
Research into Higher Education	Teaching-research nexus	AUQA reports Autobiographical writings Key performance indicators (KPIs) National and international university rankings Retirement Teacher quality Union relations University acronyms

Student Experience - Perceptions	Experiential narratives Focus groups Student feedback / evaluations Undergraduate students' course evaluations Undergraduates	Honours / masters / HDR exit surveys Reflexive self-authoring
Student Experience - Social	Group work International and local student interaction	Family commitments and employment status Informal social learning spaces (SLS) Minority ethnic groups Refugee students University clubs and societies Volunteerism
Transition & Retention	1st year students Undergraduate students	1st year HDR candidates 2nd year students Attrition levels Degree transfer students Honours and masters students
Work-Integrated Learning (WIL)	Accounting / finance Business studies Global skills shortage Teacher training / preservice teacher placement University-industry partnerships	Real clients Workplace assessment

Chapter One summary

Research challenges

The 225 journal articles reviewed for this chapter of the report were broad in nature and it took a considerable time to read and review them for content. This process, however, was conducted by one researcher and was highly consistent. Some of the research challenges included:

- Not all journal articles possessed keywords for ease of reference;
- While all journal articles indicated the educational institution / organisation of the lead researcher, there were many instances where the Australian state was not recorded and / or the campus / branch of the institution was not easily identifiable;
- While most journal articles indicated the educational division / department the lead researcher was based, there were many instances when this information was omitted and a more consistent approach would be advantageous;
- Different educational institutions call their programs and courses by many and varied titles that hindered the process of collecting information pertaining to the disciplinary areas from which research data were collected, e.g., Business, Business Studies, Business & Management, Business Communications, Business & IT etc;
- Acronyms were plentiful and pervaded articles such that one needed to remember some less than common phrases. A list of acronyms extracted from the 225 journal articles is presented in Appendix I;
- Learning & Teaching (L&T) is lexically different to the Scholarship of Teaching & Learning (SoTL), and word orders (and their accompanying acronyms) throughout different articles were inconsistent;
- Other synonymous or similar terminology was plentiful and needed to be navigated, e.g., reflective journals, reflective writing, reflection logs, reflection blogs, reflection workbooks, learning logs, learning journals, journal writing, and reflective learning logs;
- Research method sections varied from the succinct and easy-to-find, to the convoluted and deeply buried;
- Research populations too varied from the explicit to the vague and / or uncertain; and
- While most articles had prominent and straightforward theme(s), other articles blurred them (the goal was to limit each article to a maximum of three themes) and may have required an educated 'guess'.

Future recommendations

The major challenge of Chapter One was to identify the common and main overarching themes found in the literature. Originally the themes were interpreted broadly and were evolving entities. As will be seen, there are some differences in terminology throughout this project. The number of themes was originally 15, and while 16 themes were later identified, several additional themes are hereby recommended as seen at the conclusion of this chapter's data collection. Two changes (and one future possibility) are hereby recommended.
Increasingly, it was found that 'Staff Experience - Perceptions' was indeed a main theme and distinct from 'Student Experience - Perceptions'. Often, staff and student experience data via surveys and / or interviews were collected and then compared in relation to perceived differences between these key HE groupings. Moreover, there were several articles based on academic staff autobiographical accounts that also could not be placed amongst articles pertaining to 'Student Experience'. Using the same thematic heading seemed ever more inappropriate and associated data then had nowhere to be placed. Having completed the literature review of 225 articles, it appeared that 'Staff Experience - Perceptions' needed to be included as an independent theme with its own standing and pertinence in HE research.

Sample keywords

- In terms of Learning and Teaching (L&T), it was found that there were two distinct (sub)groups under this thematic heading. First, there were a great many articles based largely on evaluations through the process of applying student feedback so as to make improvements that facilitate improved learning for students. These articles were based more on the evaluative process rather than explication of the learning and teaching practice that was being evaluated. On the other hand, there were much fewer articles pertaining to shared practice, that is, theoretical and instructional ideas that may be implemented across other disciplinary areas and with little or no evaluative component. The focus of both (sub)groups is distinctly dissimilar.
- Another potential theme, which did not have a strong presence at this point in time, was 'External Stakeholders', i.e., parents, community members, industry partners, union representatives, and other non-university staff. Few articles incorporated data collected from these external persons, but as per Staff Experience described above, that data had nowhere to be placed. Perhaps, with continued research growth, this theme may also need to be included as an independent theme with its own standing and pertinence in HE research.

Sample keywords

immigrationwork managerindustry partnerswork placementmediaworkers	human resources work experience	government agencies work colleagues	family and friends volunteerism	employers / employees union representatives	children clubs community community leaders / members customers employers / employees family and friends government agencies human resources immigration industry partners	parents partners real clients societies suppliers union representatives volunteerism work colleagues work experience
employers / employeesunion representativesfamily and friendsvolunteerismgovernment agencieswork colleagueshuman resourceswork experience	employers / employeesunion representativesfamily and friendsvolunteerismgovernment agencieswork colleagues	employers / employees union representatives volunteerism	employers / employees union representatives		customers	suppliers
customerssuppliersemployers / employeesunion representativesfamily and friendsvolunteerismgovernment agencieswork colleagueshuman resourceswork experience	customerssuppliersemployers / employeesunion representativesfamily and friendsvolunteerismgovernment agencieswork colleagues	customerssuppliersemployers / employeesunion representativesfamily and friendsvolunteerism	customers suppliers union representatives	customers suppliers	community leaders / members	societies
community leaders / memberssocietiescustomerssuppliersemployers / employeesunion representativesfamily and friendsvolunteerismgovernment agencieswork colleagueshuman resourceswork experience	community leaders / memberssocietiescustomerssuppliersemployers / employeesunion representativesfamily and friendsvolunteerismgovernment agencieswork colleagues	community leaders / memberssocietiescustomerssuppliersemployers / employeesunion representativesfamily and friendsvolunteerism	community leaders / memberssocietiescustomerssuppliersemployers / employeesunion representatives	community leaders / members societies suppliers	community	real clients
communityreal clientscommunity leaders / memberssocietiescustomerssuppliersemployers / employeesunion representativesfamily and friendsvolunteerismgovernment agencieswork colleagueshuman resourceswork experience	communityreal clientscommunity leaders / memberssocietiescustomerssuppliersemployers / employeesunion representativesfamily and friendsvolunteerismgovernment agencieswork colleagues	community community leaders / membersreal clients societiescustomerssuppliersemployers / employeesunion representativesfamily and friendsvolunteerism	community community leaders / membersreal clients societiescustomerssuppliersemployers / employeesunion representatives	community community leaders / membersreal clients societiescustomerssuppliers	clubs	partners
clubspartnerscommunityreal clientscommunity leaders / memberssocietiescustomerssuppliersemployers / employeesunion representativesfamily and friendsvolunteerismgovernment agencieswork colleagueshuman resourceswork experience	clubspartnerscommunityreal clientscommunity leaders / memberssocietiescustomerssuppliersemployers / employeesunion representativesfamily and friendsvolunteerismgovernment agencieswork colleagues	clubspartnerscommunityreal clientscommunity leaders / memberssocietiescustomerssuppliersemployers / employeesunion representativesfamily and friendsvolunteerism	clubspartnerscommunityreal clientscommunity leaders / memberssocietiescustomerssuppliersemployers / employeesunion representatives	clubspartnerscommunityreal clientscommunity leaders / memberssocietiescustomerssuppliers	children	parents

With these points in mind, the 16 themes could be altered to include an additional two themes, bringing the number to 18 themes, which were indeed present across the broad spectrum of HE research articles.

Table 1.15 Revised listing of main overarching research 'themes' identified in the literature

1.	Academic Language & Learning (ALL)	10. Leadership & Professional Development
2.	Assessment & Feedback	11. Learning & Teaching - Evaluations
3.	Critical Thinking (CT)	12. Learning & Teaching - Shared Practice
4.	Disadvantage	13. Research into Higher Education
5.	Educational Technology	14. Staff Experience - Perceptions
6.	Graduate Attributes	15. Student Experience - Perceptions
7.	Health & Wellbeing	16. Student Experience - Social
8.	Higher Degrees by Research (HDR)	17. Transition & Retention
9.	Internationalisation	18. Work-Integrated Learning (WIL)
iis re	port does not present an exhaustive list of	keywords for each research theme, and it may be

This report does not present an exhaustive list of keywords for each research theme, and it may be noticed that the same and / or similar keywords have been recorded under different themes. For example, Educational Technology [flexible learning] and Disadvantage [flexible learning]. Keywords must, therefore, be considered in the context of the overarching theme.

CHAPTER TWO

AJET and ASCILITE

Background

Before the findings from the *Australasia journal of educational technology* (AJET) and the ASCILITE conferences are discussed, it is important to point out that the researchers of this chapter uncovered 26 'Educational Technology' subthemes they were relatively consistent across both sources. Subthemes went beyond the use of keyword frequency counts.

The hermeneutic back-and-forth checking was constant within and between AJET and ASCILITE readings. Analysis involved the progressive refinement of the subthemes that emerged, and these were subject to continual scrutiny until they could accommodate all perspectives indicated by all the articles under the umbrella of 'Educational Technology'. Great care was taken to ensure consistency of classification across time and across researchers. With reference to Table 2.1, 26 subthemes were distinguished and these were used to analyse the results presented in this chapter.

Table 2.1 Subthemes of educational technology found in AJET and ASCILITE

- 1. Analytics
- 2. Assessment & Feedback
- 3. Authentic Learning
- 4. Collaboration
- 5. Engagement
- 6. ePortfolios
- 7. Equity, Disability, Disadvantage
- 8. Framework, Tpack
- 9. Gaming
- 10. Institution Impact / Change Management
- 11. Interactive Whiteboards
- 12. Internationalisation
- 13. IT Skills

- 14. Learning Styles
- 15. LMS
- 16. Mobile Learning
- 17. Online Learning Communities
- 18. Plagiarism
- 19. Preservice Teachers & ICT
- 20. Primary Schooling
- 21. Professional Development
- 22. Reviews
- 23. Role Playing
- 24. Self-efficacy
- 25. Virtual Worlds
- 26. Web 2, Blogs, Wiki, Discussion Forum, Virtual Classroom

PART A: AJET articles 2007 and 2012

Method

AJET articles between 2007 and 2012 (ending 31 May 2012) were systematically analysed to uncover issues pertaining to the research, including: (a) common themes; (b) disciplinary areas; and (c) methodologies. It was envisaged that this data would help provide an overview of the absence and / or prevalence of subthemes and approaches to research in Australian HE that have been employed over the past five years in the field of Educational Technology. The volumes and issues reviewed in this chapter are listed below, and a complete reference list can be found in Appendix D.

- 2007 = Volume 23 (Issues 1-4);
- 2008 = Volume 24 (Issues 1-5);
- 2009 = Volume 25 (Issues 1-5);
- 2010 = Volume 26 (Issues 1-8)
- 2011 = Volume 27 (Issues 1-8); and
- 2012 = Volume 28 (Issues 1-4).

From within these volumes and issues a great number of Australia-based researchers and international contributors published works and a total of 316 articles were generated with an overall 41% Australian presence, as presented in Table 2.2.

Year	AJET (Australia-based first authors)	AJET (NON-Australia-based first authors)	TOTAL	Australian presence
2007	15	15	30	50%
2008	18	24	42	43%
2009	24	21	45	53%
2010	29	42	71	41%
2011	29	57	86	34%
2012	15	27	42	55%
TOTAL	130	186	316	41%

Table 2.2 Number of Australia-based first author articles per year

Australia-based researchers: prominent 'first' author publishers

For the purpose of this project, all 130 Australia-based first author articles were uploaded to an Endnote library. Using the library, researchers who published on more than one occasion as first author were easily identifiable. The following is a summary of that information.

- Birch (Birch & Burnett, 2009; Birch & Volkov, 2007);
- Davies (Davies & Dalgarno, 2009; Davies, Pantzopoulos, & Gray, 2011);
- Debuse (Debuse, Hede, & Lawley, 2009; Debuse, Lawley, & Shibl, 2008);
- Goold (Goold, Coldwell, & Craig, 2010; Goold, Craig, & Coldwell, 2007);
- Hannon (Hannon, 2008, 2009);
- Neumann (D. Neumann, Neumann, & Hood, 2011; D. L. Neumann & Hood, 2009);
- Robertson (Robertson, 2007, 2008);
- von Konsky (B. R. von Konsky, Ivins, & Gribble, 2009; B. R. von Konsky & Oliver, 2012);
- Weaver (Weaver, Spratt, & Nair, 2008; Weaver, Viper, Latter, & McIntosh, 2010); and
- Wood (D. Wood & Friedel, 2009; D. Wood & Willems, 2012).

Australian researchers: prominent 'other' publishers

As stated above, all 130 Australia-based first author articles were uploaded to an Endnote library. Using the library, researchers who published on more than one occasion as a non-first author could be

identified, but with much greater difficulty. This process had to be conducted manually, thus increasing the chance for error. There appeared to be 18 researchers who published two works. Namely,

•	Gardner, P.	Goold, A.	Grant, S.
•	Gray, K.	Gregory, S.	Hamilton, M
•	Holt, D.	Ladyshewsky, R. K.	Lawley, M.
•	Lee, M. J. W.	Litchfield, A.	Oliver, B.
•	Phelps, R.	Philip, R.	Raban, R.
•	Tynan, B.	Willems, J.	Williams, B.

There was only one researcher who published three articles in AJET, namely Dalgarno, B.

Subthemes

As shown in Table 2.1 above, it was found that 26 subthemes spanned across all AJET and ASCILITE works surveyed during the research period (ending 31 May 2012). Table 2.3 below indicates the total number of times each subtheme was featured in AJET only, and the list has been arranged in descending order from most to least prevalent.

Educational Technology 'subthemes'	2007	2008	2009	2010	2011	2012	TOTAL
web 2, blogs, wiki, discussion forum, virtual classroom	5	5	5	11	7	2	35
engagement	1	4	6	10	6	3	30
assessment & feedback	3	2	5	8	6	-	24
review	3	2	3	-	11	4	23
institution impact / change management	5	1	5	2	4	1	18
professional development	2	3	3	3	4	1	16
collaboration	2	-	2	2	4	1	11
IT skills	3	3	2	2	-	-	10
interactive whiteboard	-	-	1	7	1	1	10
framework, Tpack	2	-	3	-	3	1	9
primary school	1	-	-	4	1	2	8
virtual worlds	-	-	1	-	2	5	8
learning styles	1	1	1	1	3	-	7

Table 2.3 Presence of educational technology subthemes in AJET between 2007 and 2012

LMS	-	1	2	1	1	1	6
preservice teachers & ICT	-	-	3	2	1	-	6
analytics	1	-	-	-	2	1	4
ePortfolio	1	-	-	-	1	1	3
mobile learning	1	-	-	-	-	1	2
gaming	-	-	-	-	1	1	2
role playing	-	1	-	-	-	1	2
authentic learning	1	1	-	-	-	-	2
equity, disability, disadvantage	-	-	-	-	-	1	1
internationalisation	1	-	-	-	-	-	1
plagiarism	-	1	-	-	-	-	1
self-efficacy	-	-	-	-	-	1	1
online learning communities	-	-	-	-	-	-	-
TOTAL	33	25	42	53	58	29	240

With reference to Table 2.3 above, three distinct bands of results will now be discussed: (1) Above 10 occurrences; (2) Between 5 and10 occurrences; and (3) Below 5 occurrences.

Above 10 occurrences

- Web 2.0 associated papers and student engagement with educational technologies dominated the research publications overall during the period analysed. There are also a high number of technology facilitated assessment and feedback studies taking place;
- Reviews generally refer to papers that were orientated towards communicating the benefits of a product or process, and were listed as having the fourth highest number of occurrences;
- Institutional impact or change management, and professional development, also ranked in the third highest band. This may be reflective of the transition occurring across educational institutions; and
- Research publications on collaboration could also be regarded as relatively high. Many of the Web 2.0 papers also included collaboration as a theme. There is also a category for online communities (which did not have any occurrences in the review for AJET, but did in ASCILITE); however, efforts towards student collaboration could arguably have involved a level of community building.

Between 5 and 10 occurrences

- The categories of IT skills and interactive whiteboard had the same number of occurrences, although these were mutually exclusive categories in all cases. There were a large number of publications revolving around the use of interactive whiteboards, 70% of these existing within the year 2010, perhaps coinciding with grants encouraging interactive whiteboard use. Frameworks such as TPACK (technological, pedagogical, and content knowledge model) that assist in analysis of a system or situation also appeared high within the middle band;
- Primary schools and preservice teachers both appeared in the middle band. Although some preservice teachers were soon to be employed in primary schools, and some primary school teachers may have recently been students, these categories were separated to distinguish studies regarding university-context perceptions from studies regarding work-place perceptions;
- Also falling within the middle band are studies on Learning Management Systems (LMS) and studies on Virtual Worlds. This is interesting as it illustrates that the same research effort being applied to a specific and relatively new learning technology is being applied to major backbone eLearning infrastructure; and
- The middle band also includes studies on learning styles, such as investigations into how differing learning styles may be leveraged via varying technologies.

Below 5 occurrences

 Three specific learning and teaching methods that appear in the lower band of categories are Authentic Learning, Role Playing, and Gaming. Technology specific items appearing in the lower band are Mobile Technology, ePortfolio and Analytics. The remaining categories relate to people-orientated issues and include Equity, Disability & Disadvantage, Internationalisation, Plagiarism, and Self-efficacy.

Discipline areas

When an article specified the discipline area in which research was conducted, this information was recorded in Table 2.4. When this information was not stated, no assumptions were made, but this too was recorded as 'Non-Discipline Specific'.

Discipline area	TOTAL
Education	13
Arts	7
Language	7
Business	6
Medical	5
Business Information Systems	4
Physiotherapy	3

Table 2.4 Disciplinary areas found in AJET articles 2007 and 2012

Astronomy	2
Economics	2
Engineering	2
Health	2
Information Technology	2
Law	2
Mathematics	2
Pharmacy	2
Physics	2
Psychology	2
Architecture	1
Communications	1
Environment	1
Finance	1
Hospitality	1
Journalism	1
Media	1
Music	1
Occupational Therapy	1
Paramedic	1
Philosophy	1
Physical Education	1
Research Methods	1
Veterinary	1
Non-Discipline Specific	50

Research methodolog(ies)

Table 2.5 presents the results of examination of each of the articles' methodology. The same methodology have been used in analysis of the ASCILITE conferences in the next section.

Methodology	2007	2008	2009	2010	2011	2012	TOTAL
survey	3	10	11	14	14	8	60
interview, focus group	3	4	4	9	14	4	38
reflective	4	7	8	15	11	3	48
analytic	3	4	3	3	3	3	19
discussion	2	-	4	3	2	1	12
descriptive	-	-	-	-	-	-	-

Table 2.5 Research methodolog(ies) in AJET articles 2007 and 2012



Figure 2.1 Diagrammatic representation of data presented in Table 2.5 of the main methodologies utilised in AJET between 2007 and 2012

AJET findings

- The focus of Educational Technology appears to be shifting and highlighting more of the impact of technology on wider lifestyle issues (e.g., anytime, anywhere, social media, social networking, flexibility, real-time);
- The majority of articles were focused on the technology itself (e.g., software applications / functionality), while the minority were focused 'through' the technology, that is, the technology was rather irrelevant and certainly not the key focus of the study;
- Graduate Attributes was under-represented, except for in the area of communications and group work via web 2.0 technologies;
- There were no articles encompassing the theme of Health and Wellbeing;
- Only a few articles compared different perceptions of learning technologies between staff and students;
- No articles investigated IT security issues such as the risk of losing files, stolen information, identity theft, and other risks associated with technolog(ies) in learning and their impact;
- There was an underlying belief that Net Generation students are more 'tech-comfy' rather than 'tech-savvy'. In other words, they may appear to be fluent in web 2.0 technologies, they do not necessarily leverage this ability in their learning;

- Other papers noted that students engaged with 'high social media usage' may be less engaged learning via web 2.0 technologies where their expectations of the technology is higher than that provided by HE institutions;
- The need for greater semi-automated feedback of higher 'quality' was expressed in a number of articles, but what constitutes 'quality' in an online/blended environment was and is still required;
- Disadvantage was unrepresented, considering the potential for technology to enable learning and teaching with otherwise disadvantaged students (e.g., assistive technologies, technologies to deliver to regional areas). In particular, there are no articles on firstgeneration or mature-age students;
- There were no articles on Student Learning Disorders (SLDs), though a few that did promote non-traditional ways of representing curriculum content (e.g., visualising mathematical equations, physics phenomena, and interactivity with these visualisations);
- There were two articles that touched upon Indigenous issues, but one was author by a non-Australian;
- Issues pertaining to plagiarism were lacking, aside from 'review' of automated plagiarism detection software;
- No articles on Transition and Retention;
- Only one paper suggested using Educational Technology for summative assessment purposes.

PART B: ASCILITE conferences 2009 and 2012

Method

Each concise or full paper presented at ASCILITE and present in the electronic proceedings was considered for analysis (ending 31 May 2012). The abstract was read and where necessary details from within the paper were examined to elucidate key subthemes, and research methodolog(ies) where appropriate. Rather than repeating often used words such as 'case study', 'mixed methods' and 'action research', the details of the methodology were extracted. Where the paper was more descriptive or discursive, this was identified. There were 139 papers examined for 2009, 117 for 2010 and 149 for 2011.

Results

Overall, the range of articles presented at ASCILITE conferences was broad and unless specified, educational technology can be assumed to be the main theme of each paper. There appeared to be little variation over the last three years in the types of subthemes most often addressed, and their listing and presence is indicated in Table 2.6.

Educational Technology 'subthemes'	2009	2010	2011	TOTAL
web 2, blogs, wiki, discussion forum, virtual classroom	20	14	14	48
virtual worlds	12	10	9	31
framework, Tpack	9	6	10	25
assessment & feedback	5	13	6	24
professional development	1	7	15	23
ePortfolios	12	3	7	22
mobile learning	10	6	6	22
engagement	5	6	11	22
LMS	9	4	8	21
IT skills	3	3	12	18
equity, disability, disadvantage	4	2	9	15
online learning communities	3	3	7	13
gaming	3	2	6	11
collaboration	2	3	4	9
institution impact / change management	2	1	3	6
primary schooling	1	1	3	5
authentic learning	1	4	-	5
internationalisation	3	1	1	5
learning styles	1	1	2	4
role playing	-	1	3	4
preservice teachers & ICT	-	-	-	-
interactive whiteboards	-	-	-	-
reviews	-	-	-	-
analytics	-	-	-	-
self-efficacy	-	-	-	-
plagiarism	-	-	-	-

Table 2.6 Presence of ASCILITE subthemes 2009 and 2011

The key methodologies for investigating the themes are presented in Table 2.7 and, as previously stated, are the same as those used for analysis of AJET articles. Large numbers of papers presented at ASCILITE were descriptive or discursive in nature. The research techniques used to support the other kinds of papers were predominantly based on survey results, with many also using other techniques such as interviews, focus groups and analytics of some kind. There were less than five papers using pre- and post-testing, controlled studies or longitudinal studies of the area they were reporting on. There were also few review articles in a field where such input may be very important in guiding the direction and shape of technology in education, although most papers were placed well in the context of the

literature. These types of articles are possibly better placed in a journal context and AJET has included 23 of these types of article over the last five years (Table 2.3)

Methodologies	2009	2010	2011	TOTAL
survey	55	35	62	152
descriptive	60	37	30	127
interview, focus	18	17	24	59
discussion	13	10	19	42
analytics	15	10	13	38
reflective	6	7	4	17

Table 2.7 ASCILITE conference methodologies 2009 and 2011

CHAPTER THREE

HERDSA conferences 2009 and 2011

Method

Papers presented at HERDSA conferences between 2009 and 2011 were examined for (a) thematic content and (b) research methodology. Only full papers published on the HERDSA conference website were included, thus, posters, symposia and workshops were not included in this study. The sample of 152 papers comprised the following: 2009 = 64 articles; 2010 = 55 articles; and 2011 = 33 articles.

Results

The key areas of Educational Technology; Learning and Teaching (L&T); Student Experience; Transition and Retention; Research into Higher Education; and Work-Integrated Learning (WIL) were well represented, although Educational Technology, Transition and Retention, and WIL have decreased since 2009. Areas receiving little attention within this sample were Disadvantage and Health & Wellbeing. Overall, papers were primarily descriptive or discussion works, with surveys, focus groups and interviews providing evidence to support arguments.

Research themes	2009	2010	2011	TOTAL
Educational Technology	16	6	1	23
Leadership & Professional Development (PD)	3	9	5	17
Learning & Teaching (L&T)	5	7	4	16
Research into Higher Education	5	5	6	16
Student Experience - Perceptions	7	4	4	15
Work-Integrated Learning (WIL)	10	3	2	15
Transition & Retention	8	5	1	14
Higher Degrees by Research (HDR)	6	1	3	10
Internationalisation	1	4	4	9
Student Experience - Social	5	2	2	9
Academic Language & Learning (ALL)	3	5	-	8
Graduate Attributes	4	3	1	8
Assessment & Feedback	3	3	1	7
Critical Thinking	-	2	3	5
Disadvantage	-	1	-	1
Health & Wellbeing	1	-	-	1

Table 3.1 Presence of research themes

Table 3.2. Presence of research methodolog(ies
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Methodologies	2009	2010	2011	TOTAL
survey	22	27	14	63
interview, focus, observation	14	21	10	45
descriptive	22	14	8	44
discussion	3	8	7	18
analytics	6	5	4	15
case study	6	3	1	10
reflective	4	4	-	8
student outcomes	4	2	1	7
student work	2	2	1	5
action research	1	2	-	3

CHAPTER FOUR

Report on Carrick Institute / ALTC Grants 2007 to 2012

Background

This chapter provides an overview of grants awarded under the former Carrick Institute (2007) and Australian Learning and Teaching Council (ALTC) grant programs (from 2008 to 2011). The aim is to explore which topics were deemed important by the awarding agencies, determine the prominent scholars and institutions involved with these grants and ascertain the impact of the various grants on the field of HE. Grants have a significant impact on publication and research citation indices. For example, in the Australian Research Council report on the impact of supported research on journal publication output 2001-2005, 60% of the highest impact publications in electrical and electronic engineering are associated with ARC-funded research (Australian Research Council, 2009). However, in comparison to fields like engineering, very few ARC grants are awarded to researchers in education and even fewer to researchers in HE. For example, the 2011 ARC competitative grants in all categories totalled 129 for research in engineering, while only 20 were awarded in education (Australian Research Council Website, 2012). Although the Carrick/ALTC awards focus on the scholarship of teaching rather than on research, the large grants awarded through these programs are likely to have an impact both on the scholarship of teaching in HE and on the research field of HE in general. Therefore, in this chapter we also evaluate the publication and citation impact of the grants. The methods used by the investigators are detailed. This chapter also explores areas of increasing importance and recommendations are made on areas of future research.

Methodology

In total, 338 grant projects were evaluated. These included:

- Competitive Grants (2007-2010);
- Extension projects and Legacy Networks (2011);
- Innovation & Development Grants (replacing Competitive Grants and Priority Projects in 2011);
- Leadership for Excellence in Learning and Teaching Grants (2007 and 2011);
- Legacy Projects (2011);
- Priority Projects (2007 and 2011);
- Special Initiatives (2010);
- Special Projects (2007 and 2011); and
- Strategic Priority Projects (2010).

A breakdown of the different types of grants in each year is provided in Table 4.1 below.

Year	Program Type	Number
2007	Leadership for excellence in learning & teaching	3
2007	Competitive grants	28
2007	Priority projects	13
2007	Special initiatives	2
	-	
2008	Leadership for excellence in learning & teaching	17
2008	Competitive grants	17
2008	Priority projects	22
2008	Special initiatives	-

Table 4.1 Breakdown of grant programs

2009	Leadership for excellence in learning and teaching	13
2009	Competitive grants	19
2009	Priority projects	19
2009	Special projects	2
2010	Leadership for excellence in learning and teaching	10
2010	Competitive grants	20
2010	Priority projects	30
2010	Special projects	2
2010	Special initiatives	2
2010	Strategic priority projects	10
2011	Leadership for excellence in learning and teaching	9
2011	Innovation and development grants	45
2011	Special initiatives	6
2011	Legacy networks	25
2011	Legacy projects	3
2011	Extension projects	16
2007 and 2011	TOTAL GRANTS	338

An Endnote entry was made for each of the grant projects and the following information recorded:

- Name of investigator(s): The principal investigator was listed first, followed by the names
 of all investigators given in either the Final Report or Carrick / ALTC reports for the
 relevant year. In some of the grants, not all investigators were named, but all available
 information was recorded;
- The year: The year in which the grant was first awarded was given;
- Title of grant: The title in the initial grant application was given. In some cases, the title of the grant changed by the time of the final report. In these cases, the new title was recorded under the Research Notes section;
- Activity location: The lead institution was listed;
- Sponsoring agency: Either Carrick Institute or ALTC was listed;
- Amount received: The amount awarded to the grant recipients was provided where known;
- Status: Grants were described as either 'Completed' (if a final report was provided, the grant was recorded as completed on the Office of Learning and Teaching website and the initial completion date was passed), 'Completed?' (if the initial completion date was passed by more than a year, but no final report could be found) and 'In progress' (if the

grant was recorded as ongoing on the OLT website and no more than a year had passed from the proposed completion date);

- Funding type: The program under which the grant was awarded;
- Original grant number: The grant number assigned by Carrick / ALTC if found;
- Review date: The original projected completion date;
- Reviewed item: The method used by the investigators to complete the project was detailed;
- Label: Key terminology identified in the literature related to the project was given;
- Key words: The key words provided by the investigators were given;
- Abstract: The investigator's original abstracts (provided in the Carrick / ALTC Year Reports) and / or Final Reports were given;
- Notes: the partner institutions were listed; and
- Research notes: The final reports, resources, journal / conference publications and conference presentations related to the grant project were listed or commented on. In some cases there were numerous publications and the rider 'etcetera, etcetera' was added. The impact of each grant on the field of HE was also described as either 'High Impact', 'High Disciplinary Impact', 'Moderate Impact', 'Moderate Disciplinary Impact' or 'Low Impact'. The criteria for this grading are described in greater detail later in this chapter.

Data for the Endnote library was collected from the Office of Learning and Teaching website under the 'Resources' section and also using a general search of the site. Final reports, Carrick / ALTC yearly reports and special resources related to the grants were all consulted. Three search engines were used to gauge the impact of each individual grant on the field of HE: Google Scholar, EBSCO Host and Web of Science (in order to capture discipline-based citations).

The individual Endnote references were grouped according to the 16 major themes identified by the project team in the target journals (HERD, Stud. Cont. Ed., JUTLP, AJET). Two additional themes were highlighted. Additional subthemes / terminology identified from the target journals were noted under 'label' in each Endnote reference. However, a number of terms that occurred frequently in the key words and in the HE literature have also been added. In the following section, the grants are thematically discussed.

Thematic analysis

The grants were grouped in Endnote according to the 16 main themes identified from the literature (refer to Chapter One). An additional two themes were added to this list. 'Quality Assurance' featured prominently in the grants with 47 of the grants emphasizing the development of standards, policies related to standards and compliance with quality regulators (e.g. AUQA / TEQSA). Moreover, at least 20 grants focused explicitly on Aboriginal students and / or staff and / or on indigenising curricula or materials. These are reported under the 'Learning and Teaching' and 'Leadership and Professional Development' themes, but are also discussed under a separate 'Indigenous' theme. Most grants addressed more than one, but no more than three, of the 18 themes identified.

Table 4.2 Main overarching research themes identified in the literature

- 1. Academic Language & Learning (ALL)
- 2. Assessment & Feedback
- 3. Critical Thinking (CT)
- 4. Disadvantage
- 5. Educational Technology
- 6. Graduate Attributes
- 7. Health & Wellbeing
- 8. Higher Degrees by Research (HDR)
- 9. Indigenous

- 10. Internationalisation
- 11. Leadership & Professional Development
- 12. Learning & Teaching (L&T)
- 13. Quality assurance
- 14. Research into Higher Education
- 15. Student Experience Perceptions
- 16. Student Experience Social
- 17. Transition & Retention
- 18. Work-Integrated Learning (WIL)

1. Academic language and learning

Only four of the grants related explicitly to the theme of ALL (Campbell, Catterall, Yang, Davis, & Brennan-Kemmis, 2009; Dunworth, 2011; Peterson, 2007; Rochecouste & Oliver, 2007). This is surprising, since members of the Association for Academic Language and Learning (AALL) feature prominently in the Carrick / ALTC grant teams. However, perhaps this is because the work of academic language and learning practitioners is embedded into every level of HE.

Sample keywords

diagnostic testing language proficiency language support language testing

All three grants were judged to have a high impact, with conference presentations at important Australian conferences (AALL, HERDSA, NCVER) and important local (e.g. *Journal of Academic Language and Learning* (JALL) and international (e.g. *Journal of educational research*) journals.

2. Assessment

Assessment and feedback was a major theme identified in the grants, with 102 grants focusing explicitly on assessment.

Sample keywords

accreditation	examination
assessment / assessment policy	feedback / formative assessment
authentic activities	generic skills assessment
benchmarking	language testing
comparability	moderation
competencies assessment / framework	online assessment
curriculum renewal	peer-assessment
diagnostic assessment	performance
diagnostic testing procedures	professional competency standards
ePortfolio	question inventory
equivalence	self-assessment
evidence-based practice	summative assessment
evidence-based practice	summative assessment

Despite the importance assigned to this theme, there is still room for much more research into assessment. Examiner bias, consistency and moderation have only been touched upon. Cultural bias and fairness in the examination of diverse learners also requires further attention with only two grants (Sanderson, 2011; Sanderson, Yeo, & Mahmud, 2008) addressing this issue.

3. Critical thinking

Surprisingly, considering the attention that critical thinking is given in the general HE literature, critical thinking did not feature strongly in the grants. Only five grants (Karantzas, 2011; Macfarlane, 2008; Whitelaw et al., 2008; Vu, Rigby, Mather, & Wood, 2008; Wilson, 2011) referred explicitly to critical thinking. This suggests that the field of HE in Australia has moved away from narrow definitions of critical thinking towards an understanding that so-called 'critical thinking' is embedded in disciplines. Many of the disciplinary grants confirmed this by referring to specific ways of thinking within disciplines. For example, two grants referred to 'clinical reasoning' as part of the professional learning needed in Health Sciences (Hoffman, 2011; Levett-Jones, 2008). Keywords included: 'academic literacy', 'problem-solving' and 'reflective practice'.

4. Disadvantage

Only seven grants addressed issues of disadvantage. Three of these grants focused on equity and access for students with a disability (Kilham, Klham, & Briggs, 2010; Mahoney, 2007; Payne, 2007), while three emphasised access and equity for students of low socio-economic status ('Effective teaching and support of students from low socioeconomic backgrounds: resources for Australian higher education'; Godfrey & King, 2008; Palermo, 2011) and one focused on refugees (Silburn, Earnest, Mori, & Butcher, 2007). Perhaps this lack is because this theme overlaps to a certain extent with that of Transition and Retention. However, even that theme had comparatively few grants (n=35). Considering the emphasis on overcoming disadvantage and widening participation in HE in recent government policy, this appears to be an important area for future grants.

Sample keywords

access disability educationally diverse engagement equity nclusive curriculum	low socio-economic status outreach social inclusion support tracking cohorts
--	--

5. Educational technology

Educational technology was a particularly prominent theme in the grants, with 138 grants explicitly referring to the use of educational technologies. However, fewer of these grants were exclusively focused on the technologies alone. Rather, technology has become embedded in most learning and teaching projects and it appears that this trend is likely to continue in future.

Sample keywords

immersive environmentsvirtual patientslearning spacesvirtual realitymultimediaweb 2.0 / web 3D	3D virtual learning environments accessibility blended learning computer assisted learning computer-assisted instruction data mining eLearning ePortfolio games human patient simulation immersive environments learning spaces multimedia	multi-user virtual environment online assessment online learning personal digital assistance remote laboratory rich media technologies social network software delivery synchronous & asynchronous discussion virtual microscopy virtual patients virtual reality web 2.0 / web 3D
--	--	--

6. Graduate attributes

Although comparatively few of the grants explicitly focused on Graduate Attributes (n=21), these have generally had a significant impact on the field of HE, most notably Barrie et al. (2009). Like educational technology, although many grants did not explicitly focus on graduate attributes, these were referred to indirectly.

Sample keywords

capstone courses curriculum mapping employability generic skills assessment

global competence graduate outcomes professional competencies

7. Health and wellbeing

Health and wellbeing was another relatively unexplored area in the Carrick / ALTC grants of the period. Only nine grants explicitly referred to issues related to student or staff health and wellbeing. Six of these focused on the development of personal qualities as part of professional training. The remaining three grants focused on the health and safety of students within professional practice. This is an area that warrants further attention, as health and wellbeing are issues that impact significantly on both students and staff. The subthemes of reflective practice, resilience and empathy relate to these grants.

8. Higher degrees by research

Only nine grants related to higher degrees by research (HDR) students. This is a notable gap since the literature reflects a far greater interest in HDR students and matters. The bi-annual Quality in Postgraduate Research (QPR) conference in Adelaide is also well attended and HDR matters have a significant presence in HERD and Studies in Continuing Education. Perhaps this is because there is still an entrenched view among many academics that research supervision is not teaching. A greater focus on this important type of teaching and learning is recommended.

articulation coursework masters doctoral education higher degrees by research honours

PhD research education research supervision research training and supervision

9. Indigenous

As noted in the methodology section, references related to Indigenous students can be divided chiefly into two themes: Leadership and Professional Development and general Learning and Teaching matters. There are also grants related to Transition and Retention and Work-integrated Learning, the latter especially where it relates to professional communication with Indigenous people and intercultural communication. There were 18 grants that explicitly focused on Indigenous matters. It is also noteworthy that none of the grants on Disadvantage specifically mentioned Aboriginal people. However, as with the low socio-economic status cohort, it would be useful to see more grants focusing on widening participation.

Sample keywords

capacity building	Indigenous health
closing the gap	Indigenous knowledge
cross-cultural learning	Indigenous students
cultural competence	intercultural leadership
diversity	mentoring
Indigenous content	rural and remote education
Indigenous content	rural and remote education
Indigenous education	transition
-	

10. Internationalisation

Predictably, most of the 21 grants on internationalisation focused on student learning and on facilitating the transition of international students into Australian HE and disciplinary cultures. However, it was heartening to see a broader view of internationalisation in some of the grants, with five of the grants focusing on transnational teaching and learning (Mazzolini, 2009; Pyvis, 2011; Sanderson, 2011; Sanderson et al., 2008; Tamatea et al., 2010), one on re-entry of students into their home educational environments (Gothard & Butcher, 2010) and three on internationalising local Australian students (Baillie, 2010; Bentley et al., 2010; Mak et al., 2010). The broader perspective on internationalisation is likely to become more important in future with fewer international students attending Australian institutions and more offshore collaborations occurring.

Sample keywords

distributed leadership diversity equivalence global competence inclusivity interaction with domestic students intercultural competency international students internationalisation	language testing NESB offshore programs social justice student exchange study abroad transnational transnational education
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11. Leadership and professional development

Leadership and professional development was a major theme in the grants, with 95 of them specifically referring to leadership and / or professional development of university staff. This is unsurprising since the Carrick / ALTC grants had a specific 'Leadership for excellence in learning and teaching' program from 2007 and 2011. A number of aspects of professional development from sessional teaching to research development were addressed, while leadership at all levels from the coal-face to the senior management level were explored. This theme was substantially addressed by the grants. However, as it is a multi-facetted topic, it is likely to continue to be of importance in future.

Sample keywords

academic boards academic development academic leadership associate deans capacity building career advancement collaboration course coordinator cultural change distributed leadership early career researchers governances graduate certificate in higher education grant applications institutional leadership intercultural leadership	just in time / just for me just in time leadership development learning & teaching sustainability mentoring peer networks peer review professional development project leadership / management school-based leadership sessional staff skills transference strategic leadership subject coordinators succession planning turn-around leadership workload models

12. Learning and teaching

The vast majority of grants (300) fitted into this category. This is not surprising, since the Carrick Institute / ALTC specifically set out to develop the scholarship of learning and teaching. A vast range of subthemes / keywords related to this topic, most of which have already been highlighted in the first two chapters of this report. However, Table 4.8 below summarises some particularly relevant themes that were repeated in a number of the grants.

The first year cohort (either in undergraduate or postgraduate coursework) received particular emphasis; however, a number of grants also addressed retention and attrition in the later stages of study. Indigenous students and international students were other featured cohorts. Only nine grants addressed the issues of HDR students. Curriculum development and curriculum renewal featured strongly. The phrase 'best practice' was used in 41 of the grants. However, as this seems quite vague and includes a number of difference practices, it is not included in the following sample of keywords.

Sample keywords

g learning npus learners ogical practices earning aduate coursework ative skills ch skill development & assessment ch students ce banks rected learning t social networks t sustainability logy integration

13. Quality assurance

Forty-four of the grants explicitly addressed issues of standards and quality assurance. Although these issues were embedded in some of the other themes (e.g. quality assurance of learning and teaching or the quality of HE leadership / professional development or assessment practices), there was still a distinctly different emphasis in these grants. Instead of merely focusing on 'good practice' in professional development or learning and teaching, these grants had an outward focus towards benchmarking and external standards with quality assurance agencies and disciplinary networks.

Sample keywords

AUQA benchmarking capstone courses course evaluation disciplinary networks excellence networks governance international networks	leadership for excellence program quality project leadership project management quality assurance quality indicators standards TEQSA	
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14. Research into higher education

Ironically, considering that the Carrick Institute / ALTC grants were launched to develop the Scholarship of Teaching and Learning (SoTL), only six grants explicitly addressed this issue. This we believe is a clear growth area. The field of HE remains poorly defined. *What kind of knowledge counts? What areas of research require further attention? What methods / theoretical frameworks provide the best insights into issues in HE?* These are all areas for future research.

Sample keywords

ALTC FellowsleadersALTC grant schemepublicationcapacity buildingresearchdissemination of researchTEQSA	hip tion h scholarship of teaching & learning
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15. Student experience: perceptions

Due to the increasing importance of the 'student experience' in HE discourse and literature, this issue was divided into two major categories: perceptions (focusing on how students view and evaluate their experience) and socialisation (how students become part of the academy and / or interact with each other. Sixteen grants were identified under the 'perceptions' group.

Sample keywords

course evaluation course experience questionnaire evaluation methods student evaluation of learning and teaching student perceptions tracking cohorts

There are still far more areas for exploration in this theme. What kind of learning environments result in positive student perceptions? Do perceptions vary in different cohorts? Are successful assessment outcomes necessarily linked to positive perceptions? These and many other issues require further investigation.

16. Student experience: socialisation

Twenty-eight grants relating to the socialisation of students into the academy and their disciplines were found. These addressed a variety of issues including the physical (or virtual) learning environment; support provided to facilitate learning; cultural, social and linguistic issues affecting socialisation; student-to-student interaction; and disciplinary ways of being and how they affect socialisation. The latter is an area for future research as this was investigated within only a few disciplines in the grants. It is also of interest to explore in more detail how student socialisation is affected by social, cultural and linguistic background, and how and to what degree learning spaces actually facilitate effective learning and teaching.

Sample keywords

academic development academic efficacy assessment attrition collaborative learning commencing students computer-assisted learning curriculum development first year experience group work inclusivity intercultural competence international students international isation of the curriculum learning spaces	online learning peer assessment professional development professional learning professionally relevant learning resilience retention self-directed learning social media socialisation student experience support team building team skills teamwork
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17. Transition and retention

A healthy number of grants (34) addressed the issues of transition and retention. These addressed diverse issues including ascertaining reasons for attrition in specific cohorts; generic and disciplinary support to facilitate retention; and pedagogies and curricula facilitating retention. Pathways and effective articulation were also addressed. However, despite the useful work undertaken in these grants, further fine-grained research on transition and retention would be useful, particularly for the transition of alternative pathway students, undergraduate students later on in their degrees, postgraduate coursework students and postgraduate research students, all of which remains relatively unexplored.

Sample keywords

academic integrity	international students
academic literacy	low socioeconomic status
access	mentoring
alignment	pathways
articulation	resilience
attrition	retention
double degree	support
engagement	tracking cohorts
equity	transition
equity first year experience gender inclusivity	VET widening participation

18. Work-integrated learning

Work-integrated learning was another significant theme in the Carrick Institute / ALTC grants. Eighty-six grants explicitly referred to work-integrated and / or professional / work-based learning. A range of disciplines were covered including Engineering / Architecture, diverse Health Sciences, Law, Education and Business. Issues of professional communication, personal characteristics, manual and intellectual skills and personal safety and ethical practice were all covered. The use of technology for professional interactions, portfolios, reflective praxis and even the reproduction of professional environments was prominent in this theme. Further research on this theme could involve previously unexplored disciplines,

levels of study (e.g. HDR students) and more fine-grained research on already explored disciplines such as the actual impact of simulations or virtual reality on praxis.

Sample keywords

clinical learning	professional communication professional teaching
clinical learning	standards
clinical skills	professional competencies
clinical supervision	professional competency standards
community of practice	professional learning
curriculum development	project-based learning
ePortfolios	reflective practice
evidence-based practice	remote education
experiential learning	simulation
practicum placements	virtual community

Research methods

Despite the extreme diversity of the Carrick Institute / ALTC grants, the range of research methods used in these grants was actually quite limited. Perceptions of stakeholders (students, staff, administrators, industry etc.) of interventions, resources, curricula and pedagogy were highlighted in the form of interviews, surveys (with quantitative and qualitative data), focus groups, symposia and workshops. These data were used to inform framework, policy, curriculum, pedagogy, and resource development. Ways of mapping issues, fields of research or so-called 'best practice' were also emphasised. These included literature review, consultation of stakeholders, curriculum mapping, data mining and benchmarking.

The strongest focus was on the development of interventions. These included frameworks (models and principles), policies (local (disciplinary and university) and national), networks, curricula, pedagogical practices and resources, particularly online resources and databases. Dissemination of frameworks, policies, resources, assessment tools and resources through workshops, curricula interventions and symposia was also detailed. Action research and narrative analysis were the only named research methodologies.

Table 4.3 depicts the major research methods used in the grants and the number of grants related to each methodology. Most of the grants utilised more than one of the different methodologies. Further investigation of alternative methodologies would, we believe, enhance the impact of the grants on the field of HE, since without a more rigorous theoretical framework and methodologies, publication of grant outcomes in high ranking academic journals is limited.

Table 4.3 Grant methodologies

Method	Number						
Perceptions							
interviews	23						
surveys	20						
focus groups	13						
Mapping							
benchmarking	42						
mapping of practice	33						
literature review	23						
symposia	13						
curriculum mapping	3						
Intervention							
framework development	115						
resource development	101						
network development	49						
curriculum development	20+						
policy development	8						
assessment development	5						
Dissemination							
workshops	60						
symposia	13						
Overarching research methodologies							
qualitative analysis in general	21						
action research	20						
quantitative analysis in general	18						
narrative analysis	3						
data-mining	1						
Evaluation							
evaluation of resource	5						
evaluation of curricula	3						
evaluation of framework	1						

Influential scholars associated with the grants

Since not all investigators were named in the available reports or on the OLT website, only principal investigators were considered in this section. Many of the principal investigators had led more than one Carrick Institute / ALTC grant team. In many cases these scholars had also been influential in the field of HE in general. Some of them had had a significant impact in the scholarship of learning and teaching

within their discipline, while others had only had a moderate or low impact despite receiving more than one grant.

	Name of principal investigator	Number of grants/ Years	Impact	Other grants as co-investigator
1	Boud, D	2 (2010, 2011)	High impact	Yes
2	Carbone, A	2 (2011, 2011 – Network)	High impact – grant Network – unable to assess	Yes
3	Colbran, S	3 (2007, 2009, 2010)	Moderate impact x 2 Low impact x 1	Not found
4	Hajek, J	2 (2010, 2011)	Moderate disciplinary impact x 1, Unable to assess x 2	Not found
5	Hallam, G	2 (2007, 2008)	High impact x 1 Moderate impact x 2	Not found
6	Hancock, P	3 (2009, 2011, 2011-network)	Moderate impact x 1 High impact x 1 Unable to assess x 1	Not found
7	De La Harpe	3 (2009, 2011, 2011- network)	Moderate disciplinary impact x 2 High disciplinary impact x 1	Yes - 3
8	Holmes, J	2 (2011, 2011 – network)	Unable to assess x 2	Yes - 2
9	Holt, D	2 (2007, 2010)	High impact x 2	Yes - 2
10	Jones, S	2 (2009, 2011)	High impact x 2	Not found
11	Keppell, M	2 (2011- good practice report, 2011- network)	High impact x 1 Cannot be assessed x 1	Yes - 2
12	Kiley, M	2 (2009, 2010)	High impact x 2	Yes - 1
13	Krause, K-L	2 (2008, 2010)	High impact x 2	Yes - 1
14	Levett-Jones, T	2 (2008, 2010)	High disciplinary impact x 2	Yes - 1
15	Mills, J	2 (2008, 2010)	Moderate disciplinary impact Low impact	Not found
16	Nelson, K	2 (2010, 2011)	High impact	Not found
17	Rice, J	2 (2009, 2011)	Moderate disciplinary impact	Yes - 1
18	Roberts, S	2 (2008, 2010)	Moderate impact Low impact	Yes - 1
19	Ryan, M	2 (2009, 2011)	High impact x 2	Not found
20	Scott, G	2 (2008, 2011)	High impact Unable to assess	Not found
21	Smigiel, H	2 (2008, 2011)	Moderate impact Unable to assess	Yes - 1

Table 4.4 Scholars participating in more than one project as lead investigator

22	Smith, C	2 (2011, 2011- network)	High impact Unable to assess	Not found
23	Stupans, I	2 (2008, 2011)	High disciplinary impact Unable to assess	Not found
24	Vilkinas, T	3 (2008, 2009, 2011)	Moderate impact x 3	Yes - 3
25	Willcoxson, L	2 (2007, 2011)	High impact x 2	Not found
26	Williams, A	3 (2007, 2009, 2009)	Moderate disciplinary impact x 1 High disciplinary impact x 2	Not found
27	Willison, J	2 (2009, 2011)	High impact x 2	Not found
28	Wood, D	3 (2007, 2008, 2011)	High impact x 2 Moderate impact x 1	Not found

Table 4.4 above summarises scholars who featured more than once in a grant as principal investigator, the number of grants they led and an analysis of the impact they have had on the field of HE in Australia. 'High impact' was determined in terms of those grants that have featured in the target journals, in highly ranked international journals in the field of HE, and / or been presented at key Australian conferences such as ASCILITE, HERDSA etc. High disciplinary impact relates to those grants that have been presented in highly ranked disciplinary journals (both in Australia and abroad) or at major disciplinary conferences related to teaching and learning. Grants with moderate impact have been disseminated, but not in highly ranked outlets.

In the case of grants ranked as 'low impact', no relevant references could be found using the search engines and methods described in the methodology. In some cases (the 2011 grants) it was not possible to assess the impact of a grant as there has been little opportunity for dissemination. The data indicated that authors who are the principal investigator of more than one project do not necessarily have a high profile in either HE in general or in their disciplinary scholarship of learning and teaching.

The following authors had a high impact on HE in general, in terms of publications and presentations at high profile conferences and can be seen as leaders in the field: Boud, D., Holt, D., Jones, S., Kiley, M., Ryan, M., Scott, G., Willcoxson, L., Williams, A., Willison, J., Wood, D., and De La Harpe, B.

Institutions

Although as noted in the ALTC reports (2008, 2010) there was a wide institutional spread of eligible institutions participating as either lead or partner institution in Carrick Institute/ ALTC grant projects, some institutions did dominate. Table 4.5 provides information on eligible HE institutions and the number of grants they were awarded each year (2007 and 2011) as either lead or partner institution. The top four recipient institutions are as follows: The University of Queensland (57 grants), Queensland University of Technology (55), The University of Sydney (53) and Curtin University (53). Interestingly two of these institutions are in Queensland. Further research on the conditions that facilitated successful grant applications from these institutions and other highly awarded institutions would be of interest to further develop the scholarship of learning and teaching.

Eligible institutions	2007 LEAD	2007 PARTNER	2008 LEAD	2008 PARTNER	2009 LEAD	2009 PARTNER	2010 LEAD	2010 PARTNER	2011 LEAD	2011 PARTNER	TOTAL LEAD	TOTAL PARTNER	TOTAL
Australian Catholic University	0	1	0	3	1	3	2	4	1	1	4	12	16
Avondale College	0	0	0	0	0	1	0	1	0	0	0	2	2
Bachelor Institute of Indigenous Tertiary Education	0	0	0	0	0	0	0	0	0	2	0	2	2
Bond University	0	1	0	0	0	0	0	1	0	0	0	2	2
Charles Darwin University	0	0	1	1	0	2	0	3	0	3	1	9	10
Charles Sturt University	1	2	2	4	0	7	0	7	1	9	4	29	33
Christian Heritage College	0	0	0	0	0	0	0	0	0	0	0	0	0
CQ University	0	2	0	4	1	2	0	3	0	4	1	15	16
Curtin University	1	6	4	4	1	8	2	10	5	12	13	40	53
Deakin University	1	1	2	2	1	2	3	6	4	10	11	21	32

Table 4.5 Funding as lead or partner institution in Carrick / ALTC funded projects

Edith Cowan University	0	1	0	5	0	4	2	6	2	9	4	25	29
Flinders University	0	3	1	2	0	4	1	6	1	5	3	20	23
Griffith University	0	2	4	3	2	2	4	5	5	7	15	19	34
Holmesglen Institute of TAFE	0	0	0	0	0	0	0	0	1	0	1	0	1
James Cook University	1	0	0	4	0	4	0	4	1	6	2	18	20
La Trobe University	0	1	2	6	0	3	0	5	0	6	2	21	23
Macquarie University	1	4	3	1	2	1	1	5	2	5	9	16	25
Melbourne College of Divinity	0	0	0	0	0	0	1	0	0	0	1	0	1
Monash University	2	5	0	7	1	5	2	7	5	10	10	34	44
Murdoch University	2	2	2	0	2	7	2	5	3	4	11	18	29
Queensland University of Educational Technology	1	5	5	3	4	4	4	12	5	12	19	36	55
RMIT University	0	6	0	6	3	7	1	6	5	6	9	31	40
Southern Cross University	0	2	0	1	1	0	0	0	0	4	1	7	8

Swinburne University of Educational Technology	0	0	1	1	1	1	0	1	1	3	3	6	9
Tabor College Inc (SA)	0	0	0	0	0	0	0	1	0	1	0	2	2
Tabor College Inc (Vic)	0	0	0	0	0	0	1	1	0	0	1	1	2
The Australian National University	1	1	1	0	0	0	2	7	2	7	6	15	21
The University of Adelaide	2	2	0	1	5	3	2	3	2	6	11	15	26
The University of Melbourne	4	3	2	9	3	4	2	6	3	12	14	34	48
The University of New South Wales	3	7	2	1	2	2	4	5	3	8	14	23	37
The University of Newcastle	1	3	1	3	2	2	4	5	0	7	8	20	28
The University of Notre Dame Australia	1	0	0	0	0	1	0	2	1	1	2	4	6
The University of Queensland	2	6	3	7	4	6	4	11	3	10	16	40	56
The University of Sydney	4	5	3	6	2	8	3	6	5	11	17	36	53
The University of Western Australia	2	2	0	1	2	5	2	8	2	7	8	23	31
University of Ballarat	0	1	0	2	0	1	0	0	0	0	0	4	4

University of Canberra	1	1	0	2	0	1	4	0	1	6	6	10	16
University of New England	3	1	0	1	3	1	4	3	2	3	12	9	21
University of South Australia	1	6	6	2	0	5	4	4	1	8	12	25	37
University of Southern Queensland	1	3	1	4	1	2	1	6	1	6	5	21	26
University of Sunshine Coast	1	1	0	1	0	0	0	1	2	2	3	5	8
University of Tasmania	1	3	1	5	1	6	2	3	4	8	9	25	34
University of Educational Technology Sydney	4	2	2	8	2	3	2	5	3	7	13	25	38
University of Western Sydney	0	2	1	4	1	3	2	8	4	10	8	27	35
University of Wollongong	1	3	2	3	4	3	4	5	1	5	12	19	31
Victoria University	0	1	3	3	0	3	0	1	1	6	4	14	18
Other organisations as lead									7				
YEAR TOTAL	43		55		52		72		90				1085

Recommendations for further research

Although many grants have been awarded on the themes of Assessment and Feedback, Educational Technology, Leadership and Professional Development, Learning and Teaching and Work-Integrated Learning, more fine-grained research on these topics would still be useful. As identified, most of the other themes were under-researched. With the growing impetus towards 'widening participation' more grants on Transition and Retention, Student Experience, Academic Language and Learning, and Health and Wellbeing would be of particular interest. In addition, Higher Degrees by Research students have received very little attention from the grant awarding bodies, despite the prominence of this area in the HE literature.

PART A: Survey presented to HERDSA

Background

In order to supplement the information emerging from our exploration of publications and conferences, the research team sought some personal perspectives from scholars active in the area of HE research.

Method

The research team distributed a survey through the HERDSA email list (40 respondents), emailed direct invitations to current HERDSA Fellows (25 respondents), and interviewed some leading figures in the HE sector (seven respondents). The aim was to identify the Australian journals that academic staff regularly read, the Australian journals they published in, and the Australian conferences that they attended and presented at. In addition, the research sought to identify both what they saw as the key research topics in HE over the last five years, and what they would anticipate to be the key topics over the next five years.

Results: HERDSA members

The results of the survey showed HERD, by a clear margin, as the lead journal of choice of reading. Of the 59 journal reading choices nominated by the 40 respondents, 35 (50%) were for HERD. AJET and JUTLP were in equal second place with nine nominations (15%) each, but all those who read AJET and JUTLP also read HERD. Surprisingly, the Australian-based *Studies in Continuing Education*, an ERA 'A' ranked journal in previous years, was nominated by only two respondents. Even more disturbingly perhaps, five respondents nominated no Australian journals at all.

Journal	Number reading this journal
HERD	35
JUTLP	9
AJET	9
Studies in Continuing Education	2
JALL	2
Other: ➤ Australian universities review (AUR) ➤ Distance education	2

Table 5.1 HERDSA members: Australian journals read

Publications showed a different distribution. The 40 respondents reported 30 publications in Australian journals, including nine in HERD, nine in AJET and four in JUTLP. Not surprisingly, the participants reported reading the journals they published in.
Table 5.2 HERDSA members: Australian journals published in

Journal	Number publishing in this journal
HERD	9
AJET	9
JUTLP	4
Studies in Continuing Education	1
JALL	1
Other: > Advances in physiology of education > Australian universities review > Education > International journal of innovation in science and mathematics > Journal for teaching and learning for graduate employability > Journal of higher education policy and management	6 (1 in each journal)

Of these, a number of people had published in more than two of the listed journals during the last five years.

- AJET + JUTLP (x2);
- HERD + AJET (x2);
- HERD + AUR;
- HERD + JALL;
- HERD + Journal of Higher Education Policy and Management; and
- HERD + JUTLP.

As one may expect, of those who had published in the listed journals, most also listed that journal as one they read. The only exceptions were:

- one who had published in HERD did not report this as a journal they read; and
- one who had published in JALL did not report this as a journal they read.

In terms of conference attendance (Table 5.3) and conference presentations (Table 5.4), HERDSA was also the standout choice with 31 respondents (77.5%) attending and 26 (65%) presenting there. ASCILITE was the second most commonly attended conference (12 respondents, of whom 10 also presented), while eight respondents attended Assessment and Evaluation in Higher Education (two presented there), and five attended 1st Year Experience (one presented there). Only two respondents attended and presented at AALL. Most of those who attended other conferences also attended HERDSA. Indeed, there was a close relationship between the conferences attended and those where respondents presented (i.e., many academics are required to present at conferences if they are to get institutional support to attend those conferences). The list of other conferences attended appeared to reflect the various disciplinary interests of HERDSA members, with a degree of focus on educational aspects of those disciplines, but no other repetitions or patterns emerged from this limited data.

Table 5.3 HERDSA members: Conference attendance

Conference	Numbers attended	Notes
HERDSA	31	
ASCILITE	12	10 of whom also listed attendance at HERDSA
Assessment & Evaluation in Higher Education	8	5 also listed attendance at HERDSA
1st Year Experience	5	2 also listed attendance at HERDSA
AALL	2	Neither listed attendance at HERDSA

Other:

- ≻ AARE
- ALTC forums on various topics
- > ATN assessment conference
- > Australasian association for engineering education
- > Australian conference on science and mathematics education
- > Australian council of deans of science education conference
- Blackboard summit
- > DEHub forum
- > Flexible learning
- Informa conference on HE regulation
- > IRU symposium
- > ODLAA
- Perth teaching & learning forum

5.4 HERDSA members: Conference presentation

Conference	Numbers presented
HERDSA	26
ASCILITE	10
AALL	2
Assessment & Evaluation in Higher Education	2
1st Year Experience	1
Other:	

> AARE

- ACEN (x2)
- Assessment conference
- > ATN (x2)
- > Australian conference on science and mathematics education
- > ODLAA

In response to the question about what they saw as the most important topics in HE over the past five years (choosing five themes from the list of topics generated by the systematic review of journals described in Chapter One), Assessment was chosen most often (28 times, i.e., 70% of respondents chose this), followed closely by Graduate Attributes (chosen 26 times, i.e. by 65% of respondents). Learning & Teaching appeared in third place (21 times, or 53%), while Educational Technology and Internationalisation appeared equally often (both 17 times, or 43%).

Research theme	Number of times chosen
Assessment	28
Graduate Attributes	26
Learning & Teaching (L&T)	21
Educational Technology	17
Internationalisation	17
Transitions & Retention	16
Research into Higher Education	14
Critical Thinking	10
Workplace Learning	9
Disadvantage (first in family, equity etc.)	9
Student / Professional Experience	9
Leadership & Staff Development	6
Socialisation (group work, interactions etc.)	5
Higher Degrees by Research (HDR)	4
Health & Wellbeing	1

Table 5.5 HERDSA members: Topics listed as amongst the five most important for Australian HE in the past five years

Other:

> Communities of practice

> Corporatisation

➢ HE regulation & standards

> Managerialism

Scholarship of T&L (SoTL)

Comments:

It doesn't work for me to have Research into HE as a separate topic; research happens in all the topics?

In attempting to predict what they expected to be the most important topics in HE in the next five years (using the same list), a shift can be discerned: Assessment retained its position as the most commonly chosen topic (but chosen only 20 times, i.e., 50% of respondents still nominated this), but Graduate Attributes slipped off the 'Top Five' choices. Instead, Disadvantage is expected to become a greater focus in the next five years (chosen 18 times), followed closely by Workplace Learning (chosen 17 times). Educational Technology was still in fourth place (chosen 15 times), and Learning and Teaching was in fifth place (chosen 14 times). Internationalisation also slipped off the top five to become the eighth most commonly chosen topic (12 times, or chosen by only 30% of respondents). In both time frames, Higher Degrees by Research and Health and Wellbeing remained in second to last and last places, respectively. When invited to predict any other issues that might become important over the next five years, no strong trends emerged.

Research theme	Number of times chosen
Assessment	20
Disadvantage (first in family, equity etc.)	18
Workplace Learning	17
Educational Technology	15
Learning & Teaching (L&T)	14
Transitions & Retention	13
Student / Professional Experience	13
Internationalisation	12
Leadership & Staff Development	12
Graduate Attributes	11
Research into Higher Education	11
Critical Thinking	10
Socialisation (group work, interactions etc.)	7
Higher Degrees by Research (HDR)	6
Health & Wellbeing	3

Table 5.6 HERDSA members: Topics predicted to be amongst the most important for Australian HE in the next five years

Other:

- > Community engagement and participation learning
- Corporatisation
- > Curriculum
- English language proficiency
- Learning analytics
- Learning standards
- > Managerialism
- Scholarship of T&L (SoTL)
- Standards

While it is important not to make too much of these results collected from a small group of respondents, the increasing concerns about Disadvantage and Workplace Learning might well be in response to broader policies of greater inclusivity and widening participation in HE, as well as a greater awareness of how this needs to intersect with more flexible delivery of programs and recognition of how university education can remain relevant to our society's needs and expectations. That the topic of Graduate Attributes is not predicted to retain its current importance might signify that work in this area has been effective in shifting the emphasis of university staff and administration to more transparent and considered articulation of precisely what is learned in a university degree, and is now commonly accepted practice.

The decreased interest in or concern surrounding Internationalisation is harder to explain. Perhaps it indicates a belief that numbers of international students will decrease; that these students are now effectively incorporated into the general student population or at least provided with the appropriate services to ensure their success; that universities have succeeded in internationalising their curricula; or

simply that Internationalisation is not a topic in and of itself, but merely a standard part of the university environment that is integrated throughout all other issues relating to HE.

Table 5.7 below shows a comparison of HE themes rated by HERDSA members as among the five most important in Australian HE over the past five years and in the next five years.

Research theme	Past 5 years: number of times chosen	Next 5 years: number of times chosen	TOTAL
Assessment	28 (1st)	20 (1st)	48
Graduate Attributes	26 (2nd)	11	37
Learning & Teaching (L&T)	21 (3rd)	14	35
Educational Technology	17	15	32
Internationalisation	17	12	29
Transitions & Retention	16	13	29
Disadvantage	9	18 (2nd)	27
Workplace Learning	9	17 (3rd)	26
Research into Higher Education	14	11	25
Student / Professional Experience	9	13	22
Critical Thinking	10	10	20
Leadership / Staff Development	6	12	18
Socialisation	5	7	12
Higher Degrees by Research (HDR)	4	6	10
Health & Wellbeing	1	3	4

Table 5.7 HERDSA members: Past (five years) and future (five years) topics listed as amongst the five most important for
Australian HE

The final survey question invited HERDSA members to nominate which ALTC projects they regarded as having the most influence or highest impact in the last five years (project titles were not provided as a prompt). A broad range of grants and projects were referred to, with only 4 / 40 answers (10%) registering 'Don't know' or 'Not sure'. The two that were nominated by more than one participant were (1) Beverley Oliver's work on Graduate Attributes, and (2) Geoffrey Crisp's work on Assessment. Some grants were mentioned by name, but others were referred to more generically. The inability to name the ALTC work may be partly because it is not always remembered as being ALTC funded, although the information is nevertheless disseminated generally through the academic community.

Question: Apart from grants you have personally been involved with, what do you see as the most influential / highest impact ALTC grant in the last five years?

1. Beverley Oliver ALTC National Teaching Fellowship - Benchmarking Partnerships for Graduate Employability.

- 2. Caught between a rock and a hard place Educating the Net generation.
- 3. Cross cultural learning studies.
- 4. Depends very much how impact and influence are measured. In terms of familiarity, perhaps the national GAP project (Barrie et al.). In terms of actually bringing about significant change, it's difficult to know what has made a difference, in what ways.
- 5. e-assessment.
- 6. Faculty Scholars (Green report?)
- 7. Geoffrey Crisp's work on e-Assessment had the greatest impact on me personally his research and demonstrations opened my eyes to a wide range of different possibilities I hadn't considered before. I haven't come across many others.
- 8. Graduate Attributes.
- 9. Graduate Attributes Bev Oliver.
- 10. I think that it has put teaching and learning on Universities' research agenda although often ALTC money was not considered the same as ARC. It has meant that important research around teaching and learning has been conducted and hopefully that has contributed to improved learning outcomes for students and better teaching experiences for academics.
- 11. In relation to my work I couldn't isolate one grant. There are so many that I constantly refer to.
- 12. The 'leadership' one with Geoff Scott if that was ALTC?
- 13. Networking people and ideas; Sharing resources; Creating an integrated HE culture.
- 14. OLT strategic initiative grants because these are designed to synthesis extant work.
- 15. Peer review of teaching.
- 16. PEI, Beverley Oliver's Fellowship: Assuring Graduate Outcomes, Distributed Leadership.
- 17. The Discipline Scholars' work on threshold learning outcomes / standards workintegrated learning - Carol-joy Patrick and Stephen Billet's work grad caps - Beverley Oliver's work.
- 18. Not sure.
- 19. Not sure.
- 20. Don't know.
- 21. Don't know.

Results: HERDSA Fellows

Of the 25 Fellows who responded to the survey, 19 (76%) read HERD on a regular basis, while four read Studies in Continuing Education and four read JUTLP. Only one from this group read JALL, the same respondent who was the only one to report reading all four journals. This group also indicated a

range of 14 other journals they read regularly in the area of HE. In this group, five had published their own work in HERD, three in Studies in Continuing Education and three also in JUTLP. Not surprisingly, the list of other publication sites closely matched the journals these individuals reported reading on a regular basis.

Journal	Number reading this journal
HERD	19
Studies in Continuing Education	4
JUTLP	4
JALL	1
AJET (not listed as an option in this survey)	-
Other: > A range based on Indigenous education > AJET > Assessment and evaluation in HE > Australia & NZ journal of statistics > Australian journal of teacher education > Ergo > FOHPE > IJSoTL research in learning educational technology > International journal for academic development > Journal of mathematical thinking > Journal on excellence in college teaching studies in HE (x2) > OZCOTS proceedings > Vocations and learning: studies in professional and vocational education	14 other options (only 1 listed twice)

Table 5.8 HERDSA Fellows: Australian journals read

Table 5.9 HERDSA Fellows: Australian journals published in

Journal	Number publishing in this journal
HERD	5
Studies in Continuing Education	3
JUTLP	3
JALL	-
AJET (not listed as an option in this survey)	-
Other: > AJET Australian ed researcher > Australian journal of teacher education > Ethics education > FOHPE > International journal for academic development > International journal of innovation in science and mathematics education > Journal of Australian chemical education > Journal of pedagogies and learning > OZCOTS proceedings > Vocations and learning: studies in professional and vocational education	

Conference attendance and presentation again approximately mirrored each other for this group, not surprisingly. HERDSA was by far the most commonly attended conference for this group (15, or 60%), with only two attending AALL and three each for ASCILITE and 1st Year Experience, while five (20%) reported attending Assessment and Evaluation in Higher Education.

Conference	Numbers attended
HERDSA	15
Assessment and Evaluation in Higher Education	5
ASCILITE	3
1st Year Experience	3
AALL	2
Other: > 2x EDUCAUSE > 5x ASCILITE > ACDS > ANZAHPE (formerly ANZAME) > AUQF > Australasian computing education	 FOHP Internationalisation OZCOTS QPR ERGA STLHE TERNZ SEDA RACI Chemical Education T&L Forum UniServe / ACSME

Table 5.10 HERDSA Fellows: Conference attendance

Table 5.11 HERDSA Fellows: Conference presentation

Conference	Numbers presented
HERDSA	15
ASCILITE	3
Assessment and Evaluation in Higher Education	3
1st Year Experience	2
AALL	-
 Other: Conferences that relate to Indigenous education in a higher education context, e.g. WIPCE ACDS ANZAPHE Australasian Computing Education EDUCAUSE ERGA FOHPE 	 OZCOTS RACI Chemical Education SEDA STLHE T&L Forum TERNZ TERNZ UniServe / ACSME

In the responses to the questions inviting a listing of the five most important topics in HE over the past five years and next five years, some slightly different priorities appeared in the data collected from HERDSA Fellows compared to the general HERDSA membership. Assessment remained top of the list for the Fellows across the two time periods, however, being selected by 17 respondents (68%) as an

area of importance during the last five years, and a further 14 (56%) expected it to remain a high priority in the forthcoming five years.

Graduate Attributes also remained high on the list in second place across both periods. In assessing the concerns of the past five years, the Fellows' responses followed the same trends as the general membership, listing Learning and Teaching in third place, and Educational Technology in fourth place. At the next level, though, the Fellows chose Transitions and Retention in equal fifth position with Student / Professional Experience, rather than Internationalisation; for members, Transitions and Retention was ranked sixth, but Student / Professional Experience was ranked in eleventh position.

Research theme	Number of times chosen
Assessment	17
Graduate Attributes	15
Learning & Teaching (L&T)	14
Educational Technology	11
Student / Professional Experience	9
Transitions & Retention	9
Research into Higher Education	8
Workplace Learning	7
Leadership / Staff Development	7
Internationalisation	5
Critical Thinking	4
Socialisation (group work, interactions etc.)	3
Higher Degrees by Research (HDR)	3
Disadvantage (first in family, equity etc.)	2
Health & Wellbeing	1

Table 5.12 HERDSA Fellows: Topics listed as amongst the five most important for Australian HE in the past five years

Other:

- Indigenous education
- Personal epistemologies
- Scholarship of Learning & Teaching (SoTL)
- Student agency (i.e. students' agentic learning)

Comments:

Indigenous education (why am I not surprised this isn't on the list... and, no, it's not 'disadvantage')

Over the next five years, this group sees Assessment and Graduate Attributes as remaining the most important topics for HE, but expect Leadership / Staff Development to become more important than previously (matching Graduate Attributes). Learning and Teaching and Educational Technology are predicted to become less important as topics in themselves (perhaps as they become generally more

integrated into approaches to HE), while Workplace Learning and Student / Professional Experience are predicted to work their way up the list in importance.

Research theme	Number of times chosen
Assessment	14
Graduate Attributes	12
Leadership / Staff Development	12
Internationalisation	10
Transitions & Retention	9
Student / Professional Experience	9
Educational Technology	8
Workplace Learning	8
Learning & Teaching (L&T)	7
Research into Higher Education	6
Critical Thinking	5
Higher Degrees by Research (HDR)	4
Socialisation (group work, interactions etc.)	3
Disadvantage (first in family, equity etc.)	2
Health & Wellbeing	1

Other:

> Indigenous student attraction / engagement / retention and the Indigenous workforce

Personal epistemologies

- Quality assurance
- 'Research' in general
- Scholarship of Teaching & Learning (SoTL)
- Student agency (i.e. students' agentic learning)
- > The purpose of the university in the 21st Century
- Topics forced by TESQA compliance

Comments:

I think, in spite of HERDSA never really thinking about it (and this survey demonstrates it) considering Indigenous student attraction / engagement / retention and thinking about the Indigenous workforce does matter.

NB. Comments on Indigenous education are all from the same respondent.

The main shift over the next five years, therefore, is expected to be a greater importance placed on Leadership / Staff Development, bringing it up from ninth position to equal second with Graduate Attributes. This was not regarded as a major topic by the general membership, for whom it remained ranked at twelfth position across the entire period. Internationalisation was predicted to become more important by the Fellows, being ranked as the fourth most common choice (unlike the general membership who regarded this as being of diminishing importance over the next five years).

The Fellows' responses retained Transitions and Retention and Student / Professional Experience in equal fifth position. Educational Technology was predicted to slip down to seventh position, while Learning and Teaching was relegated to ninth position. Health and Wellbeing and Disadvantage both remained at the bottom of the list for this group of respondents.

Research theme	Past 5 years: Number of times chosen	Next 5 years: Number of times chosen	TOTAL
Assessment	17 (1st)	14 (1st)	31
Graduate Attributes	15 (2nd)	12 (2nd)	27
Learning & Teaching (L&T)	14 (3rd)	7	21
Educational Technology	11	8	19
Leadership / Staff Development	7	12 (2nd)	19
Student / Professional Experience	9	9	18
Transitions & Retention	9	9	18
Workplace Learning	7	8	15
Internationalisation	5	10 (3rd)	15
Research into Higher Education	8	6	14
Critical Thinking	4	5	9
Higher Degrees by Research (HDR)	3	4	7
Socialisation	3	3	6
Disadvantage	2	2	4
Health & Wellbeing	1	1	2

Table 5.14 HERDSA Fellows: Past (five years) and future (five years) topics listed as amongst the five most important for
Australian HE

The final survey question invited HERDSA Fellows to nominate which ALTC projects they regarded as having the most influence or highest impact in the last five years (project titles were not provided as a prompt).

Question: Apart from grants you have personally been involved with, what do you see as the most influential / highest impact ALTC grant in the last five years?

- 22. Cannot say. I do not think the ALTC grants have had a huge impact on tertiary education.
- 23. Do not know.
- 24. I am not sufficiently informed to be able to comment.
- 25. Dissemination and uptake are perennial issues for the ALTC, now OLT.
- 26. A sector-wide model for assuring final year subject and program achievement standards through inter-university moderation.

- 27. Learning and Teaching Academic Standards Project (x2).
- 28. Sally Kift's work on first year experience (an ALTC Fellowship but I guess also she had some project grants??).
- 29. Fellowships and discipline leaders, not grants.
- 30. Assessment 2020.
- 31. Geoff Scott Leadership project.
- 32. I don't think there is a single one... I don't think the ALTC or the OLT is about putting all of the eggs in one basket... again I find this a remarkably limited view and a strange question. I think it speaks to one of the key issues I have with HERDSA over the OLT, that one is about competition and the other is about meaningful engagement. All the reasons why I desperately hope they remain separate until HERDSA grows-up a bit and stops engaging in that way.
- 33. David Boud's 2020 Assessment Futures, Sally Kift's First Year Experience Good Practice Report: Assessment of Science, Educational Technology, Engineering and Mathematics (STEM) Students, Advancing Science by Enhancing Learning in the Laboratory (ASELL) Learning, and Teaching Academic Standards Projects.
- Les Kirkup inquiry oriented learning; Beverly Oliver- assurance grad attributes; Denise Chalmers - impact of teacher prep programs & benchmarking; Geoffrey Crisp - e-Assessment; Marcia Devlin - support for low SES; Simon McIntyre - learning to teach online.
- 35. All the ALTC senior Fellowships, esp. FYE.
- 36. The Fellowship program as a whole.
- 37. Raise awareness of teaching and learning; Provide rewards for L&T; Challenge the dominant paradigm of research.
- 38. Assessment-type grants.
- 39. ALTC raised the profile of teaching and learning in Australia and made senior administration of Universities take notice. It created a momentum that helped to balance the tension between research and teaching. Now that the ALTC has disappeared, I feel teaching and learning has lost its place in universities again and it has become all about research once more.
- 40. Kennedy et al. Gen Y study survey only.

Summary

The differences between the weighting of importance of topics by the Fellows compared to the general HERDSA membership may reflect something of their relationship to the academic community more generally. Their concerns with Leadership / Staff Development may indicate their greater awareness of this area because of their own responsibilities and career stage, while the general membership could possibly include a greater number of junior staff for whom this is not a central concern at present; possibly the Fellows are less involved with undergraduate teaching.

Interestingly, the Fellows see Internationalisation becoming more important in the future, rather than less important, in contrast to the trend appearing in the responses from the general HERDSA membership. It is perhaps of concern that the Fellows, unlike the general members, do not nominate Disadvantage as an important issue in upcoming years: it remains in the second lowest position. If they are indeed operating at a level of leadership and even policy making, the academic community might find a damaging split occurring at the heart of their work.

Research theme	HERDSA members past 5 years & next 5 years TOTAL	HERDSA Fellows past 5 years & next 5 years TOTAL	OVERALL TOTAL
Assessment	48	31	79
Graduate Attributes	37	27	64
Learning & Teaching (L&T)	35	21	56
Educational Technology	32	19	51
Transitions & Retention	29	18	47
Internationalisation	29	15	44
Workplace Learning	26	15	41
Student / Professional Experience	22	18	40
Research into Higher Education	25	14	39
Leadership / Staff Development	18	19	37
Disadvantage	27	4	31
Critical Thinking	20	9	29
Socialisation	12	6	18
Higher Degrees by Research (HDR)	10	7	17
Health & Wellbeing	4	2	6

Table 5.15 HERDSA members and Fellows: past (five years) and future (five years) topics listed as amongst the five most
important for Australian HE

In response to the final question about the impact of ALTC-funded projects, three members commented that they did not know about the impact or were not sufficiently well informed to comment on this. Overall, though, HERDSA Fellows appeared to be more aware of ALTC work than the general HERDSA membership, and several commented on the 'positive' value of the ALTC Fellowship scheme. The topic of the Scholarship of Teaching and Learning (SOTL) appeared several times under 'Other' in the lists of topics gleaned from the journal publications; this was also echoed as important in the comments on the impact of ALTC grants. Concerns were expressed that the change in structure from ALTC to OLT may further erode any gains made in promoting SOTL in the Australian academy.

PART B: Interviews with leading HE figures

Method

Short interviews (15-30 minutes) were conducted with seven leading figures in the HE field, five of whom are based in Australia. One from the UK and one from South Africa were also interviewed in order to gain an outsider's perspective on the issues and concerns of the Australian academy. The UK and South African perspectives brought to light the ways in which Australia has until now appeared to be less concerned with widening participation and diversity in HE than either the UK or South Africa; instead, Australia appears to have been more integrated with government politics and more focused on systematic data gathering and benchmarking between institutions. Australia was also perceived as placing a strong emphasis on how new technologies might be harnessed for teaching and learning in HE. The interview questions were as follows:

- Which Australian journals do you read and / or publish in?
- What did you see as the important issues for Australian HE over the last five years?
- What are the emerging issues?
- Are there any research projects (ALTC, ARC) that you know about and that have had an impact as far as you are concerned?

Results

All the interviewees mentioned the critical importance of SOTL and the primacy of maintaining a focus on learning and teaching issues in HE. Not surprisingly, on being asked about the most important issues in HE, all participants spoke about the area they work in themselves; presumably they put their research efforts into these areas because they believe them to be important. Thus, the data collected reflects the interests of these individuals and is not necessarily reflective of the general academic population's priorities. Nevertheless, the interviewees made good cases for the significance of:

- assessment;
- doctoral education;
- internationalisation;
- leadership and staff development;
- standards and benchmarking;
- the need for universities to reconsider their relevance to the broader Australian society;
- the use of new technologies in the 'classroom' (however that concept may evolve in relation to those technologies); and
- workplace and work-integrated learning.

Thus, the interviews broadly reflected the same issues that emerged from the review of the published literature.

PART C: Survey presented to ERGA

Background

The Education Research Group of Adelaide (ERGA) is a cross-disciplinary community of educators promoting high quality University learning through evidence-based and practical approaches to teaching. The membership is broad in experience in HE research with many members being new staff and / or Early Career Researchers (ECAs) with few publications in the field. ERGA members may form a significantly different demographic from the members of HERDSA as presented in the previous sections of this chapter.

Method

A seven question survey was administered to the members of ERGA. The survey was identical to that completed by HERDSA members. ERGA members were given one week to respond to the survey before it was closed.

Results

Overall, there were 39 online survey responses from a potential pool of 350 with a response rate of approximately 10%, so caution should be taken in interpreting results. Nonetheless, with reference to Tables 5.15 to 5.18, the survey respondents indicated the following: HERD was the most commonly read journal and the one most often published in, although the number of people publishing in the listed journals was low; JUTLP was the second most published in journal; HERDSA, AALL and FYHE were the most selected conferences that people attended and contributed to; discipline-specific journals and ERGA's journal ergo were mentioned as areas in which education articles were published and read, and ERGA and QPR were mentioned as conferences attended and contributed to.

Journal	Number reading this journal
HERD	19
JUTLP	5
AJET	5
Studies in Continuing Education	4
JALL	5
Other: Australian Dental Journal (1) Australian Journal of Adult Learning (1) Australian Journal of Engineering Education (1) Australian Universities Review (1) ergo (2) Legal Education Review (1) Women and Birth (1)	8

Table 5.16 ERGA members:	Australian	journals read	ł
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Table 5.17 ERGA members: Australian journals published in

Journal	Number publishing in this journal
HERD	4
AJET	1
JUTLP	3
Studies in Continuing Education	1
JALL	3
Other: > Australian Family Physician > Australian Journal of Engineering Education > Breastfeeding Journal > ergo > Focus on Health Professional education > Health Sociology Review > Legal Education Review > Neonatal and Paediatric Child Health Journal > Rural and Remote Health > Women and Birth	10 (1 in each journal)

5.18 ERGA members: Conference attendance

Conference	Numbers attended	
HERDSA	14	
Assessment and Evaluation in Higher Education	5	
ASCILITE	4	
1st Year Experience	8	
AALL	6	

Other:

- ➢ AAEE (1)
- > ACE (1)
- > Adelaide Global Community Engaged Medical Education Muster (1)
- Australian Geoscience Teaching Workshop (1)
- > Australian Law Teachers Association Society of Legal Scholars (UK) (1)
- > Australian New Zealand Association of Health Professional Educators (2)
- > Australian systemic functional Linguistics Association Conference (1)
- > ERGA (9)
- > QPR (3)
- UniServe / ACSME (1)

5.19 ERGA members: Conference presentation

Conference	Numbers presented
HERDSA	9
ASCILITE	2
Assessment and Evaluation in Higher Education	2
1st Year Experience	5
AALL	5

Other:

> AAEE (1)

> Adelaide Global Community Engaged Medical Education Muster (1)

- > Australian Law Teachers Association Society of Legal Scholars (UK) (1)
- > Australian New Zealand Association of Health Professional Educators (2)
- ➢ ERGA (6)
- > QPR (3)

> UniServe / ACSME (1)

5.20 ERGA members: Past (five years) and future (five years) topics listed as amongst the five most important for

Australian HE

Research theme	Past 5 years: Number of times chosen	Next 5 years: Number of times chosen	TOTAL
Assessment	25 (1st)	17 (1st)	42
Learning & Teaching (L&T)	23 (2nd)	16 (2nd)	39
Transitions & Retention	15 (3rd)	16 (2nd)	31
Educational Technology	12	16 (2nd)	28
Internationalisation	11	15 (3rd)	26
Disadvantage	10	14	24
Workplace Learning	8	15 (3rd)	23
Research into Higher Education	15 (3rd)	6	21
Graduate Attributes	11	8	19
Student / Professional Experience	7	10	17
Critical Thinking	9	8	17
Higher Degree Research (HDR)	7	7	14
Leadership / Staff Development	4	7	11
Socialisation	1	6	7
Health & Wellbeing	3	5	8

With reference to Tables 5.20, the survey participants identified (1) Assessment, (2) Learning and Teaching, and (3) Research into HE as key topics over the last five years, but identified (1) Assessment, (2) Educational Technology, and (3) Transition and Retention as key topics for the next five years. Finally, ERGA members were able to nominate eight specific ALTC grants that they felt were influential, although many mentioned the positive effect ALTC had had on education in the HE setting. The only ALTC grant mentioned more than once was the project on 'Student Expectations'.

PART D: Comparisons across groups

The comparison across the groups of survey respondents is interesting, highlighting a significant mismatch in priorities between the groups. It would be worthwhile running the survey again on a larger scale and attempt to not only capture the attitudes of a representative sample of HE staff, but also to highlight the ongoing work into HE research.



Figure 5.1 Survey results: Australian journals read by survey group



Figure 5.2 Survey results: Australian journals published in by survey group







Figure 5.4 Survey results: Conference presentations by survey group



Figure 5.5 Survey results: Topics listed as amongst the five most important for Australian HE in the past five years by survey group



Figure 5.6 Survey results: Topics listed as amongst the five most important for Australian HE in the next five years by survey group

CONCLUSION

This report has sought to establish an answer to the central question: What knowledge and learning have been achieved to date in relation to Australian tertiary education and learning research and scholarship? In order to discover this, several sources of information were used: Australian higher education journals (Higher Education Research and Development, Studies in Continuing Education, Journal of University Teaching and Learning Practice; and Australasian Journal of Educational Technology); presentations at Australian higher education conferences (HERDSA and ASCILITE); research projects funded by the Carrick Institute/Australian Learning and Teaching Council (ALTC); and stakeholders (HERDSA members and fellows; Education Research Group of Adelaide (ERGA) members; and key figures in the field). A summary of the overall findings from each chapter of the report follows.

Chapter One: Review of three Australian journals (Higher Education Research and Development, Studies in Continuing Education, and Journal of University Teaching and Learning Practice).

The report created a series of overarching themes to encompass the range of topics that have been explored in Australian tertiary education and learning research and scholarship in recent years. These are:

- 1. Academic Language & Learning (ALL)
- 2. Assessment & Feedback
- 3. Critical Thinking (CT)
- 4. Disadvantage
- 5. Educational Technology
- 6. Graduate Attributes
- 7. Health & Wellbeing
- 8. Higher Degrees by Research (HDR)
- 9. Internationalisation

- 10. Leadership & Professional Development
- 11. Learning & Teaching Evaluations
- 12. Learning & Teaching Shared Practice
- 13. Research into Higher Education
- 14. Staff Experience Perceptions
- 15. Student Experience Perceptions
- 16. Student Experience Social
- 17. Transition & Retention
- 18. Work-Integrated Learning (WIL)

Across the three journals, the three most prominent themes were Student Experience, Learning and Teaching, Research into Higher Education and Work-Integrated Learning. Some of the research is likely to appear in specialist journals, of course, but it is reasonable to conclude that the other topics are still in need of more detailed and explicit investigation. Nevertheless, the 18 themes identified here indicate a broad-ranging educational research culture in our tertiary institutions, where many different aspects of the scholarship of teaching and learning in these institutions is at least beginning to be explored.

The majority of the articles had a cross-disciplinary focus, working across three or more different subject areas. There was also a high percentage of articles in the field of Business Studies (e.g., business, accounting, commerce, economics, marketing, management and public relations). The third highest count appeared in science areas (biology, health, medicine, nursing, physics, physiotherapy, psychology, speech therapy and veterinary science). The concentration of publications in these areas may indicate that these areas are more willing to – or perhaps more in need of – developing new understandings of their changing teaching and learning environments. However, this is not to discount

the work that is being carried out elsewhere, and it is to be hoped that the scholarship of teaching and learning can be instructive and applicable across all fields.

Chapter Two: Review of *Australasian Journal of Educational Technology* (AJET) and the Australian Society for Computers in Learning in Tertiary Education (ASCILITE) conferences

This chapter focused on the scholarship around educational technologies (theme 5 in the list above), and a more specific set of 26 sub-themes was identified for this aspect of the report.

- 1. Analytics
- 2. Assessment & Feedback
- 3. Authentic Learning
- 4. Collaboration
- 5. Engagement
- 6. ePortfolios
- 7. Equity, Disability, Disadvantage
- 8. Framework, Tpack
- 9. Gaming
- 10. Institution Impact / Change Management
- 11. Interactive Whiteboards
- 12. Internationalisation
- 13. IT Skills

- 14. Learning Styles
- 15. LMS
- 16. Mobile Learning
- 17. Online Learning Communities
- 18. Plagiarism
- 19. Preservice Teachers & ICT
- 20. Primary Schooling
- 21. Professional Development
- 22. Reviews
- 23. Role Playing
- 24. Self-efficacy
- 25. Virtual Worlds
- 26. Web 2, Blogs, Wiki, Discussion Forum, Virtual Classroom

In the articles reviewed for the report, the most common themes were: web 2, blogs, wiki, discussion forum, virtual classroom; engagement; assessment and feedback; and finally, review. When it came to the conference presentations, however, there were some differences of focus. While the theme 'web 2, blogs, wiki, discussion forum, virtual classroom' retained its position as the most common, assessment and feedback was in fourth place behind virtual worlds and framework/Tpack. Also appearing frequently in the conference presentations were professional development, ePortfolios, mobile learning, engagement and LMS. Both AJET and ASCILITE focus on innovations in how educational technologies can be used in the classroom, but retain an eye on the pedagogical issues of assessment, feedback and frameworks for understanding how these aspects fit together.

Chapter Three: Review of HERDSA conferences

The full papers presented at the HERDSA conferences in 2009, 2010 and 2011 paint a complementary picture to the journals and conferences analysed above. In 2009 the most common topic for the full papers was Educational Technology, followed by Work-Integrated Learning, and then Transition and Retention. However, the focus shifts in subsequent years (perhaps influenced by the conference theme each time, but also no doubt responding to other pressures such as project funding and changing

policies). In 2010 Leadership and Professional Development, and Learning and Teaching feature more prominently, with Educational Technology third on the list, followed by Research into Higher Education then Transition and Retention. In 2011, Leadership and Professional Development, and Learning and Teaching slip down the list under Research into Higher Education in first place. Student Experience – Perceptions appears in the top few for the first time in 2011, as does Internationalisation. Perhaps the most salient point we can take from this is that the same issues continue to appear across journals and conferences, suggesting a broad but cohesive approach to the scholarship of teaching and learning in Australian tertiary institutions.

Chapter Four: Review of Carrick Institute/ALTC Grants

The Carrick Institute/ALTC Grants mostly fell under the themes set out in Chapter One, although it was necessary to add two more categories: Quality Assurance and Indigenous. The vast majority of grants focussed on Research into Higher Education, as would be expected. However, in line with what the report observes elsewhere, Educational Technology was a particularly prominent theme, as was Leadership and Professional Development, Transition and Retention, Student Socialisation, and Work-Integrated Learning. A significant amount of this research has been converted into publications and presented at conferences, thus its impact has been widespread.

Chapter Five: Surveys and interviews with Australian HE researchers.

The surveys and interviews revealed similar interests and concerns to those appearing in the journals, conferences and grants. HERD is clearly an important source of information for Australian academics and academic developers interested in the scholarship of teaching and learning. These individuals also predict that the the most important topics in higher education in the next five years are likely to be Assessment, Disadvantage and Workplace Learning. Educational Technology and Learning and Teaching are also expected to be important. HERDSA fellows also see Assessment remaining an important topic for higher education, but, like the ERGA members surveyed, expect Leadership / Staff Development and Graduate Attributes to become more important than previously. Learning and Teaching and Educational Technology are predicted to become less important as topics in themselves, while Workplace Learning and Student / Professional Experience are predicted to work their way up the list in importance.

Summary

The majority of contributions to journals focused on the areas of Student Experience, Learning and Teaching, Research into Higher Education and Work-Integrated Learning. Though research on Educational Technology appears elsewhere, it is, not surprisingly, concentrated in AJET and ASCILITE,

with an emphasis on web 2.0 technologies, engagement and assessment and a trend observed in ASCILITE towards investigating mobile learning. ALTC grants have had a strong focus on Assessment, Educational Technology, Leadership, Learning and Teaching and Work-Integrated Learning, thus mirroring many of the concerns and interests found in the journals and conferences. These concerns are also represented in the surveys of HERDSA and ERGA members.

While the focus here has been on Australian research, publications indicate that it is clearly integrated into international debates around the scholarship of teaching and learning in tertiary institutions. While there is still more to be done and new areas are constantly opening up for exploration, a very creditable body of scholarly work has been produced in Australia across a broad range of topics pertinent to higher education.

APPENDICES

Appendix A: Higher Education Research and Development

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Appendix B: Studies in Continuing Education

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Appendix C: Journal of University Teaching and Learning Practice

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Appendix E: Carrick institute / ALTC grants

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Appendix F: Higher Education Research and Development [keywords]

- 1. academia
- 2. academic
- 3. academic and non-academic teamwork
- 4. academic and social experiences
- 5. academic capital
- 6. academic development
- 7. academic health
- 8. academic integrity
- 9. academic language and learning
- 10. academic learning
- 11. academic literacy [2]
- 12. academic misconduct
- 13. academic outcomes [2]
- 14. academic performance
- 15. academic requirements
- 16. academic service learning
- 17. academic standards
- 18. academic work
- 19. academic writing
- 20. accounting education [3]
- 21. action learning
- 22. action research
- 23. action teaching
- 24. activism
- 25. affective development
- 26. anonymity
- 27. approaches to study

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28. arguments

- 29. Aristotle
- 30. Asian students [2]
- 31. assessment [3]
- 32. attitudes
- 33. attrition [2]
- 34. Australia
- 35. Australian ePortfolio Project
- 36. Australian higher education
- 37. author citation analysis
- 38. beliefs
- 39. Bernstein
- 40. bias
- 41. blended learning
- 42. business
- 43. business education
- 44. career management
- 45. change
- 46. changes in approaches
- 47. Chinese higher education
- 48. Chinese students
- 49. civic responsibility
- 50. client projects
- 51. clinical educators
- 52. cognitive-behavioural coaching
- 53. collaborative learning [2]
- 54. collaborative research
- 55. collaborative teaching [2]
- 56. college students
- 57. communication
- 58. communication skills
- 59. communication tools
- 60. communicative alignment
- 61. community based learning
- 62. community engagement [2]
- 63. community of inquiry
- 64. community of practice [4]

- 65. community service learning
- 66. community services
- 67. community-based learning
- 68. competition
- 69. computer-aided argument mapping
- 70. conceptions [2]
- 71. Confucian heritage culture
- 72. constructively aligned learning and teaching
- 73. content analysis
- 74. continuum
- 75. cosmopolitanism
- 76. course design
- 77. course evaluation [3]
- 78. course experience questionnaire [2]
- 79. creative arts
- 80. credit transfer
- 81. critical intention
- 82. critical social theory
- 83. critical thinking [6]
- 84. cross-disciplinary curriculum development

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- 85. curriculum
- 86. curriculum integration
- 87. curriculum mapping
- 88. curriculum redesign
- 89. deaf and hard of hearing students
- 90. deep learning [2]
- 91. degrees of freedom
- 92. design experiments in education
- 93. diagnostic tool
- 94. dialogic learning
- 95. dialogue [2]
- 96. digital futures
- 97. dilemmas
- 98. disappearing dynamic
- 99. disciplinary discourses

100.discipline-specific 101.disclosure of mental health problems 102.discourse 103. diversity [2] 104.doctoral education [5] 105.doctoral students 106.doctorate 107.early career researchers' development 108.early childhood care and education 109.educational development 110.educational inquiry 111.educational planning 112.effective teaching 113. effective / non-effective practice 114.eLearning [2] 115.emotions 116.employability [2] 117.employment 118.engagement [2] 119. English as a second language 120.English as an additional language 121. English language proficiency [2] 122. English language strategy 123.enterprise 124.epistemological beliefs 125.ePortfolios 126.equity 127.equity groups 128.Equity Raw-Score Matrix (ERSM) 129.equity sub-groups 130.essay writing 131 evaluation methods 132.evidence-based 133.experiences of eLearning 134.experiential narratives 135.experimental education

136.feedback [2] 137 female academics 138.fieldwork education 139.first year experience [3] 140.flexibility 141.focus group 142.fully online education 143.funding policies 144.gender differences 145.generic skills [6] 146.genre 147.global economic crisis 148.global skills shortage 149. global study tours 150.globalisation 151.graduate 152.graduate attributes [7] 153.graduate attributes and skills 154.graduate capabilities 155.graduate outcomes [2] 156.group mentoring models 157 health sciences 158 hermeneutic interests 159.higher degree 160.higher education [12] 161.higher education access 162.higher education experience 163.higher education policy [2] 164.higher education research 165.history 166.holding space 167 honours 168. impact of curricular features 169. impact of medical curricula 170.implementation 171.implementation gap

172.importance 173.improvement 174.Indian students 175.industrial affiliates program 176.informal learning 177.information literacy 178. innovation [2] 179.inquirv 180.inquiry-based learning [2] 181.institutional policies and practices 182.integrated learning 183.intellectual virtues 184.intercultural 185 intercultural interaction 186 intercultural student interaction 187.interdisciplinarity 188.interdisciplinary teaching 189.international education 190.international students [9] 191.internationalisation [3] 192.internship 193 interview 194. John McPeck 195. journal editing 196.knowledge [3] 197.knowledge creation 198.knowledge economy 199.knowledge-based economy 200.language and academic skills 201.language education 202.language support 203.language testing 204.large lecture 205.law and management 206.leadership and management 207.learning [2]

208.learning and teaching 209.learning communities 210.learning outcomes [3] 211.learning spaces [3] 212.learning styles 213.learning through writing 214.lectures [2] 215.legal education 216.lifelong learning 217.literature reviews 218.lived experiences 219. lobbying 220.longitudinal 221.management 222 maturation 223.medical students' learning 224.mental health [2] 225.mentor 226.mentoring [2] 227.mentoring circles 228 morale and distress 229 motivation 230.multi-disciplinarity 231.myths in higher education 232 narrative 233.non-formal learning 234. novice academic 235.online 236.online contextualised learning activities 237.online learning 238.optimal learning outcomes 239.oracy 240.outreach 241.overall satisfaction 242.participation [2] 243.partnership [2]

244.patience 245.pedagogy [3] 246.peer coaching 247.peer partnership 248.peer support [2] 249.peer-to-peer learning 250.perceived effectiveness 251.performance 252.personal epistemology 253.PhD [2] 254.PhD completion 255.PhD students 256.PhD supervision 257.phenomenography 258.placement [2] 259.plagiarism [2] 260.planning 261.policy [2] 262.politics 263.post-enrolment language assessment 264.postgraduate 265.postgraduate writing 266.power 267.practice-readiness 268.preparedness 269.preservice teachers 270.prior experiences 271.problem-based learning [4] 272.productivity of knowledge workers 273.professional autonomy 274.professional communication skills 275.professional development [6] 276.professional doctorate 277.professional education 278.professional experience 279.professional identities

280.professional skills 281.program evaluation 282.progress reporting 283.project leadership 284.project management 285.projective tests 286.promotion 287. gualitative research [2] 288.guality 289. quality assurance [3] 290.quantitative analyses [2] 291. guestioning 292.reasoning 293.reasons 294.recognition of prior learning 295.reducing disadvantage 296.reflection 297.reflective practice [5] 298.reflective writing 299.relationships 300.research [2] 301, research and teaching 302 research capacity building 303.research education 304 research evaluation 305.research publications 306.research skills [3] 307.research students 308.research training 309.research-led education 310.research-led teaching [2] 311.research-teaching nexus 312.resilience 313.retention [3] 314.reward and recognition 315.roles and responsibilities

316.roundtable 317 satisfaction 318.satisfaction 319.scaffolding 320.scholarly publishing 321.scholarship of integration 322.scholarship of teaching [3] 323. Scholarship of Learning and teaching 324.self-efficacv 325.self-determined learning 326.self-directed study 327.self-evaluative processes 328.self-sabotage 329. service 330.service learning 331.skilled migration 332.skills 333.skills training 334. social choice 335 social constructionism 336.social constructivist teaching methods 337 social inclusion 338. social media 339. social relationships 340. social work education 341.socio-economic disadvantage 342. Socratic dialogue 343.speed networking 344.staff development 345.status of teaching 346.stigma 347.storytelling 348.strategic leadership [2] 349.strategic planning [2] 350.strategy 351.stress

352 student administration 353 student assessment 354.student diversity [3] 355.student engagement [4] 356.student evaluation 357.student experience [3] 358.student feedback 359. student learning experience 360.student perceptions [2] 361.student ratings 362.student readiness 363.student satisfaction 364.student voice 365.student work placements 366.student-centred learning 367.student-focused approach to learning 368.students' approaches to learning and teaching 369.student-teacher expectations 370.studio andragogy 371.study groups 372.supervision 373.support services 374.taxonomies 375 teacher education 376 teachers' attitudes 377.teachers' perceptions 378.learning and teaching 379. learning and teaching centres [5] 380.learning and teaching policy 381.teaching approaches 382.teaching critical thinking 383.teaching grants 384.teaching informal logic 385.teaching practice 386.teaching quality

387 teaching strategies 388.team learning 389.team teaching 390.TEFL academics 391.tenure and promotion 392.test validation 393 tests 394.theological education 395.theology 396.theory 397.threshold concept 398.time management 399.transformational learning [2] 400.transition [3] 401 tutorials 402.undergraduate research [2] 403.undergraduate research experience 404.undergraduate student 405.under-represented groups 406.unit planning 407.university [3] 408. university admissions 409.university contexts 410.university curriculum 411. university disability services 412. university employees 413. university graduates 414. university policy 415. university students 416.university teaching 417.urban planning 418.values 419.veterinary education 420 vice-chancellors 421.Web 2.0 422.wellbeing

423.women
424.work experience questionnaire
425.work-integrated learning [8]
426.work placement
427.work-based learning
428.work-based pedagogy
429.working memory
430.workplace learning and teaching
431.work-ready professional graduate attributes
432.writing groups
433.writing skills development [2]
434.writing support

Appendix G: Studies in Continuing Education [keywords]

- 1. academic formation
- 2. accounting profession
- 3. actor network theory
- 4. adult education
- 5. agency
- 6. casual teaching
- 7. casualisation
- 8. conceptions of learning
- 9. continuing professional education
- 10. developmental trajectory
- 11. doctoral candidates
- 12. doctoral education
- 13. doctoral supervision
- 14. educational development
- 15. epistemological beliefs
- 16. ethics
- 17. experiential learning theory
- 18. governmentality
- 19. graduate outcomes
- 20. higher education
- 21. histories
- 22. identities
- 23. institutionalised learning
- 24. interaction
- 25. interstitial space
- 26. Kolb's learning model
- 27. learning
- 28. lifelong learning [3]
- 29. mature-age students

- 30. metaphors of learning
- 31. models
- 32. motives
- 33. narrative inquiry
- 34. narrative knowing
- 35. neoliberalisms and advanced liberalism
- 36. organisational adaptability
- 37. organisational learning
- 38. partnership
- 39. pedagogic practice
- 40. peer learning
- 41. peer review
- 42. performativity
- 43. phenomenology
- 44. post-graduate writing
- 45. power-knowledge relations
- 46. practical knowledge
- 47. practice
- 48. problem-based learning
- 49. professional
- 50. professional development
- 51. professional practice
- 52. professional supervision
- 53. professional values
- 54. quality
- 55. relationality
- 56. relationships
- 57. research education
- 58. researchers
- 59. risk consciousness
- 60. Schutzian framework
- 61. second-chance learners
- 62. segmented world
- 63. self
- 64. self-authoring
- 65. social support

- 66. stories
- 67. storytelling
- 68. subjectivity
- 69. supervisor development
- 70. teaching
- 71. theory
- 72. union education
- 73. union renewal
- 74. university
- 75. university access and participation
- 76. university learning and teaching
- 77. vocational education
- 78. vocational education and training
- 79. work
- 80. work and learning
- 81. work-integrated learning
- 82. worker identities
- 83. workforce capacity building
- 84. working relationships
- 85. workplace learning [3]
- 86. writing group

Appendix H: Journal of University Teaching and Learning Practice [keywords]

- 1. academic development
- 2. academic literacy
- 3. Accountancy
- 4. active learning
- 5. advanced academic literacy
- 6. artist as academic
- 7. arts practice-research-teaching nexus
- 8. assessment of student learning
- 9. asynchronous online discussion
- 10. attendance
- 11. Australia
- 12. authentic learning
- 13. business ethics
- 14. case study
- 15. collaboration [2]
- 16. communities of practice
- 17. continuous assessment
- 18. conventions
- 19. cooperation
- 20. cooperative education
- 21. criterion-referenced assessment
- 22. critical pedagogy
- 23. critical thinking [3]
- 24. cross-university collaboration
- 25. curriculum
- 26. curriculum development
- 27. curriculum improvement
- 28. cynicism
- 29. developing country

- 30. discipline-specific learning
- 31. doctoral writing
- 32. effective student learning
- 33. e-literacy
- 34. engagement
- 35. engineering education
- 36. engineering education
- 37. enquiry-based learning
- 38. evaluation
- 39. experience-based education
- 40. first year experience
- 41. flexible education
- 42. Freire
- 43. future learning
- 44. graduate attributes
- 45. graduate management education
- 46. group technique
- 47. group work [3]
- 48. happiness
- 49. health professional
- 50. higher education
- 51. historiography
- 52. history
- 53. history teaching
- 54. independent learning
- 55. Indigenous
- 56. Indigenous studies
- 57. instructional method
- 58. international students
- 59. internationalisation
- 60. internationalising the curriculum
- 61. interprofessional
- 62. knowledge
- 63. large-class sizes
- 64. learning
- 65. learning communities

- 66. management education [2] 67. mixed proficiency 68. Monte Carlo simulation 69 music education 70. online discussion forum 71. oral presentations 72. participation 73. peer learning support 74. peer observation 75. peer review 76. peer-assessment 77. PhD supervision 78. policy 79. posters 80. postgraduate research writing 81. practice 82. practice-led research 83. problem based learning 84. professional development 85. professional learning 86. purpose of education 87. radiation physics 88. rationale 89. reading skills 90. reflection [2] 91. reflexivity 92, research skills 93. research students 94. research-based learning 95. research-led education 96. research-led teaching 97. residential colleges 98. role-play
 - 99. self-assessment
 - 100.service learning
- 101.signature pedagogy

102.small university 103.social cognitive theory 104. sociological imagination 105.Sri Lanka 106.student engagement 107.student feedback 108.student learning 109.student learning preferences 110.student perspective 111.subjective academic narrative 112.supervision 113 teacher-student relations 114.teaching 115.learning and teaching 116.teaching and / as learning 117.teaching-research connections trends 118.teaching-research nexus [3] 119.Educational Technology as a teaching tool 120.TEQSA 121.tertiary education 122.transformative learning 123.transition 124.translating information 125.transnational education 126.transnational students 127.tutorials 128.undergraduate history 129.undergraduate research 130.undergraduate / postgraduate education 131.work-integrated learning

Appendix I: Across three journals [keywords]

- 1. academia
- 2. academic
- 3. academic and non-academic teamwork
- 4. academic and social experiences
- 5. academic capital
- 6. academic development [2]
- 7. academic formation
- 8. academic health
- 9. academic integrity
- 10. academic language and learning
- 11. academic learning
- 12. academic literacy [3]
- 13. academic misconduct
- 14. academic outcomes [2]
- 15. academic performance
- 16. academic requirements
- 17. academic service learning
- 18. academic standards
- 19. academic work
- 20. academic writing
- 21. accountancy
- 22. accounting education [3]
- 23. accounting profession
- 24. action learning
- 25. action research
- 26. action teaching
- 27. active learning
- 28. activism
- 29. actor network theory
- 30. adult education
- 31. advanced academic literacy

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- 32. affective development
- 33. agency
- 34. anonymity
- 35. approaches to study
- 36. arguments
- 37. Aristotle
- 38. artist as academic
- 39. arts practice-research-teaching nexus
- 40. Asian students [2]
- 41. assessment [3]
- 42. assessment of student learning
- 43. asynchronous online discussion
- 44. attendance
- 45. attitudes
- 46. attrition [2]
- 47. Australia [2]
- 48. Australian ePortfolio Project
- 49. Australian higher education
- 50. authentic learning
- 51. author citation analysis
- 52. beliefs
- 53. Bernstein
- 54. bias
- 55. blended learning
- 56. business
- 57. business education
- 58. business ethics
- 59. career management
- 60. case study
- 61. casual teaching
- 62. casualisation
- 63. change
- 64. changes in approaches
- 65. Chinese higher education
- 66. Chinese students
- 67. civic responsibility

- 68. client projects
- 69. clinical educators
- 70. cognitive-behavioural coaching
- 71. collaboration [2]
- 72. collaborative learning [2]
- 73. collaborative research
- 74. collaborative teaching [2]
- 75. college students
- 76. communication
- 77. communication skills
- 78. communication tools
- 79. communicative alignment
- 80. communities of practice
- 81. community based learning
- 82. community engagement [2]
- 83. community of inquiry
- 84. community of practice [4]
- 85. community service learning
- 86. community services
- 87. community-based learning
- 88. competition
- 89. computer-aided argument mapping
- 90. conceptions [2]
- 91. conceptions of learning
- 92. Confucian heritage culture
- 93. constructively aligned learning and teaching
- 94. content analysis
- 95. continuing professional education

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96. continuous assessment

100.cooperative education

101.cosmopolitanism

102.course design

- 97. continuum
- 98. conventions
- 99. cooperation
103.course evaluation [3] 104.course experience questionnaire [2] 105.creative arts 106 credit transfer 107.criterion-referenced assessment 108.critical intention 109.critical pedagogy 110.critical social theory 111.critical thinking [9] 112.cross-disciplinary curriculum development 113.cross-university collaboration 114.curriculum [2] 115.curriculum development 116.curriculum improvement 117 curriculum integration 118.curriculum mapping 119.curriculum redesign 120.cvnicism 121.deaf and hard of hearing students 122.deep learning [2] 123.degrees of freedom 124. design experiments in education 125. developing country 126.developmental trajectory 127.diagnostic tool 128. dialogic learning 129.dialogue [2] 130.digital futures 131.dilemmas 132. disappearing dynamic 133.disciplinary discourses 134.discipline-specific 135.discipline-specific learning 136.disclosure of mental health problems 137.discourse 138. diversity [2]

139 doctoral candidates 140.doctoral education [6] 141.doctoral students 142.doctoral supervision 143.doctoral writing 144.doctorate 145.early career researchers' development 146.early childhood care and education 147.educational development [2] 148.educational inquiry 149.educational planning 150.effective student learning 151.effective teaching 152.effective / non-effective practice 153.eLearning [2] 154.e-literacv 155.emotions 156.employability [2] 157.employment 158.engagement [3] 159.engineering education [2] 160. English as a second language 161. English as an additional language 162. English language proficiency [2] 163. English language strategy 164.enguiry-based learning 165.enterprise 166 epistemological beliefs [2] 167.ePortfolios 168.equity 169.equity groups 170.Equity Raw-Score Matrix (ERSM) 171.equity sub-groups 172.essay writing 173.ethics 174.evaluation

175 evaluation methods 176.evidence-based 177.experience-based education 178.experiences of eLearning 179.experiential learning theory 180.experiential narratives 181.experimental education 182.feedback [2] 183 female academics 184.fieldwork education 185.first year experience [4] 186.flexibility 187.flexible education 188. focus aroup 189. Freire 190.fully online education 191.funding policies 192.future learning 193.gender differences 194.generic skills [6] 195.genre 196. global economic crisis 197.global skills shortage 198.global study tours 199.globalisation 200.governmentality 201.graduate 202.graduate attributes [8] 203.graduate attributes and skills 204.graduate capabilities 205.graduate management education 206.graduate outcomes 207.graduate outcomes [2] 208.group mentoring models 209. aroup technique 210.group work [3]

211.happiness 212.health professional 213.health sciences 214 hermeneutic interests 215. higher degree 216.higher education [14] 217.higher education access 218. higher education experience 219 higher education policy [2] 220.higher education research 221. histories 222.historiography 223.history [2] 224. history teaching 225.holding space 226.honours 227.identities 228.impact of curricular features 229.impact of medical curricula 230.implementation 231.implementation gap 232.importance 233.improvement 234.independent learning 235. Indian students 236.Indigenous 237.Indigenous studies 238.industrial affiliates program 239.informal learning 240.information literacy 241.innovation [2] 242.inquiry 243.inguiry-based learning [2] 244.institutional policies and practices 245.institutionalised learning 246.instructional method

247.integrated learning 248 intellectual virtues 249 interaction 250.intercultural 251.intercultural interaction 252 intercultural student interaction 253.interdisciplinarity 254.interdisciplinary teaching 255 international education 256.international students [10] 257.internationalisation [4] 258.internationalising the curriculum 259.internship 260.interprofessional 261.interstitial space 262.interview 263. John McPeck 264. journal editing 265.knowledge [4] 266.knowledge creation 267.knowledge economy 268.knowledge-based economy 269.Kolb's learning model 270.language and academic skills 271.language education 272.language support 273.language testing 274.large lecture 275.large-class sizes 276.law and management 277.leadership and management 278.learning [4] 279.learning and teaching 280.learning communities [2] 281.learning outcomes [3] 282.learning spaces [3]

283.learning styles 284.learning through writing 285.lectures [2] 286.legal education 287.lifelong learning [4] 288.literature reviews 289.lived experiences 290.lobbying 291.longitudinal 292.management 293.management education [2] 294.maturation 295.mature-age students 296.medical students' learning 297.mental health [2] 298.mentor 299.mentoring [2] 300.mentoring circles 301.metaphors of learning 302.mixed proficiency 303.models 304. Monte Carlo simulation 305 morale and distress 306. motivation 307 motives 308.multi-disciplinarity 309.music education 310 myths in higher education 311.narrative 312.narrative inquiry 313.narrative knowing 314 neoliberalisms and advanced liberalism 315 non-formal learning 316 novice academic 317.online 318.online contextualised learning activities

319.online discussion forum 320.online learning 321.optimal learning outcomes 322.oracy 323.oral presentations 324.organisational adaptability 325.organisational learning 326.outreach 327 overall satisfaction 328.participation [3] 329.partnership [3] 330.patience 331 pedagogic practice 332.pedagogy [3] 333.peer coaching 334.peer learning 335.peer learning support 336.peer observation 337.peer partnership 338.peer review [2] 339.peer support [2] 340.peer-assessment 341.peer-to-peer learning 342.perceived effectiveness 343.performance 344.performativity 345.personal epistemology 346.PhD [2] 347.PhD completion 348.PhD students 349.PhD supervision [2] 350.phenomenography 351.phenomenology 352.placement [2] 353.plagiarism [2] 354.planning

355.policy [3] 356.politics 357.post-enrolment language assessment 358.posters 359.postgraduate 360 postgraduate research writing 361.postgraduate writing [2] 362.power 363.power-knowledge relations 364.practical knowledge 365.practice [2] 366.practice-led research 367.practice-readiness 368.preparedness 369.preservice teachers 370, prior experiences 371 problem-based learning [6] 372.productivity of knowledge workers 373.professional 374.professional autonomy 375.professional communication skills 376.professional development [8] 377.professional doctorate 378.professional education 379.professional experience 380.professional identities 381.professional learning 382.professional practice 383.professional skills 384.professional supervision 385.professional values 386.program evaluation 387.progress reporting 388.project leadership 389.project management 390.projective tests

391.promotion 392.purpose of education 393. qualitative research [2] 394.guality [2] 395.guality assurance [3] 396.quantitative analyses [2] 397. questioning 398.radiation physics 399 rationale 400.reading skills 401.reasoning 402.reasons 403.recognition of prior learning 404.reducing disadvantage 405.reflection [3] 406.reflective practice [5] 407.reflective writing 408.reflexivity 409.relationality 410.relationships [2] 411.research [2] 412.research and teaching 413.research capacity building 414.research education [2] 415 research evaluation 416.research publications 417.research skills [4] 418.research students [2] 419.research training 420.research-based learning 421.researchers 422.research-led education [2] 423.research-led teaching [3] 424.research-teaching nexus 425.residential colleges 426.resilience

427.retention [3] 428.reward and recognition 429.risk consciousness 430.role-play 431.roles and responsibilities 432.roundtable 433.satisfaction [2] 434.scaffolding 435.scholarly publishing 436.scholarship of integration 437.scholarship of teaching [3] 438. Scholarship of Learning and Teaching 439. Schutzian framework 440 second-chance learners 441.segmented world 442.self 443.self-efficacy 444.self-assessment 445.self-authoring 446.self-determined learning 447.self-directed study 448.self-evaluative processes 449.self-sabotage 450.service 451.service learning [2] 452.signature pedagogy 453.skilled migration 454.skills 455.skills training 456.small university 457. social choice 458 social cognitive theory 459. social constructionism 460.social constructivist teaching methods 461 social inclusion 462.social media

463.social relationships 464.social support 465. social work education 466.socio-economic disadvantage 467.sociological imagination 468.Socratic dialogue 469.speed networking 470.Sri Lanka 471.staff development 472.status of teaching 473.stigma 474.stories 475.storytelling [2] 476.strategic leadership [2] 477.strategic planning [2] 478.strategy 479.stress 480.student administration 481.student assessment 482.student diversity [3] 483.student engagement [5] 484.student evaluation 485.student experience [3] 486.student feedback [2] 487.student learning 488 student learning experience 489 student learning preferences 490.student perceptions [2] 491.student perspective 492.student ratings 493.student readiness 494 student satisfaction 495 student voice 496.student work placements 497.student-centred learning 498.student-focused approach to learning 499.students' approaches to learning and teaching 500.student-teacher expectations 501.studio andragogy 502.study groups 503. subjective academic narrative 504.subjectivity 505. supervision [2] 506.supervisor development 507.support services 508.taxonomies 509.teacher education 510.teachers' attitudes 511.teachers' perceptions 512 teacher-student relations 513.teaching [2] 514.learning and teaching [2] 515. learning and teaching centres [5] 516.learning and teaching policy 517 teaching and / as learning 518.teaching approaches 519.teaching critical thinking 520 teaching grants 521.teaching informal logic 522.teaching practice 523.teaching quality 524 teaching strategies 525 teaching-research connections trends 526.teaching-research nexus [3] 527.team learning 528.team teaching 529. Educational Technology as a teaching tool 530.TEFL academics 531.tenure and promotion 532.TEQSA 533.tertiary education

534 test validation 535 tests 536.theological education 537.theology 538.theory [2] 539.threshold concept 540.time management 541.transformational learning [2] 542.transformative learning 543.transition [4] 544.translating information 545.transnational education 546.transnational students 547.tutorials [2] 548.undergraduate history 549.undergraduate research [3] 550.undergraduate research experience 551.undergraduate student 552.undergraduate / postgraduate education 553 under-represented groups 554 union education 555.union renewal 556 unit planning 557.university [4] 558.university access and participation 559. university admissions 560.university contexts 561.university curriculum 562. university disability services 563.university employees 564.university graduates 565. university policy 566.university students 567 university teaching 568 university learning and teaching 569.urban planning

570 values 571.veterinary education 572.vice-chancellors 573.vocational education 574.vocational education and training 575.Web 2.0 576.wellbeing 577.women 578.work 579.work and learning 580.work experience questionnaire 581.work-integrated learning [10] 582.work placement 583.work-based learning 584.work-based pedagogy 585.worker identities 586.workforce capacity building 587.working memory 588.working relationships 589.workplace learning [3] 590.workplace learning and teaching 591.work-ready professional graduate attributes 592.writing group [2] 593.writing skills development [2] 594.writing support

Appendix J: Australasian Journal of Educational Technology [keywords]

Frequency		4	second life	3	development
		4	university	3	blog
36	online	4	vocational	3	distance
16	assessment	4	teachers	3	tutoring
14	schools	4	first year	3	interaction
13	learning	4	adoption	3	discourse
12	web 2.0	4	mathematics	3	quality
9	group	4	lectures	3	wblt
9	secondary	4	collaborative	3	physics
9	teacher education	4	professional development	3	marking
8	interactive whiteboard	4	students	3	curriculum
8	ict	4	rural	3	Chinese
8	wiki	4	educational design	3	teaching
8	distance education	3	mba	2	music education
7	evaluation	3	survey	2	clinical reasoning
7	multimedia	3	mobile	2	large classes
7	iwb	3	pre-service	2	teacher
6	virtual worlds	3	feedback	2	open source
6	classroom	3	change	2	phone
6	primary	3	Australia	2	social
5	e-learning	3	resources	2	bl
5	innovation	3	business	2	professional
5	design	3	blended	2	critical thinking
5	health sciences	3	audio	2	remote
5	lms	-		_	

learning management system

pedagogy

language

blended learning

staff development

skills

3

3

3

3

3

3

discussion

podcasts

school

blogging

podcasting

collaboration

5

5

5

5

5

4

2	community	2	google	1	examination
2	reflective practice	2	esl	1	computer based examination system
2	reading	2	English	1	perceptions
2	statistics	2	generic skills	1	collective intelligence
2	voced	2	science	1	plagiarism
2	children	2	change management	1	conflict
2	Japanese	2	indigenous	1	resistance
2	group work	2	implementation	1	information technology
2	student engagement	2	e-portfolio	1	active learning
2	lectopia	2	formative	1	experiential learning
2	preservice	2	beginning teachers	1	lifelong learning
2	policy	2	machinima	1	connectedness
2	student perceptions	2	lecture	1	coursework
2	academic staff	2	collaborative learning	1	generation
2	video conference	2	graduate	1	sociotechnical assemblage
2	medical	2	higher education	1	postgraduate
2	recording	2	computer based assessment	1	transition
2	sessional staff	2	attitudes	1	m-learning
2	psychology	2	academic	1	3d virtual learning environments
2	case study	2	peer review	1	gen y
2	review	2	secondary school	1	digital technologies
2	software	2	lecture recordings	1	orientation
2	tutor	2	iportfolio	1	quality assurance
2	student experience	2	physiotherapy	1	technological pedagogical content knowledge
2	information literacy	1	split attention	1	repository
2	internet	1	mobile phone	1	eve2
2	technology	1	personal digital assistant	1	playbuilding
2	support	1	detection	1	critical reflection
2	clinical	1	pda	1	reflective journal
2	language learning	1	e-assessment	1	sharing

1	engagement	1	student voice	1	teacher centred
1	creative	1	selection	1	communication
1	multimodal text	1	cultural diversity	1	information
1	drama	1	culture	1	infrastructure
1	report writing	1	classroom communication systems	1	framework
1	ict literacy	1	test	1	ipod
1	slides	1	accuracy	1	wireless
1	ole	1	transformatory	1	continuing
1	staff	1	strategic planning	1	lifelong
1	visual design	1	computerised testing	1	interactivity
1	student	1	response time	1	careers
1	teacher beliefs	1	personal response	1	research
1	altc exchange	1	electronic voting systems	1	emerging technologies
1	blended teaching	1	bridge support framework	1	telephone
1	case based learning	1	charles sturt university	1	blogs
1	tpack	1	second language	1	digital backpack
1	student project	1	reflections	1	net generation
1	problem based learning	1	multiple choice	1	minority
1	translation	1	summative	1	home
1	scholarship of teaching	1	audience response	1	reuse
1	paramedic	1	clickers	1	learning objects
1	usage	1	electronic response systems	1	simultaneous
1	learning outcomes	1	graduate attributes	1	management
1	lecture attendance	1	eportfolio	1	developer
1	learning design	1	attributes	1	designer
1	web based lecture technologies	1	project	1	leader
1	instructor perceptions	1	tectra	1	clinical fieldwork
1	asynchronous	1	peer assessment	1	peer assisted learning
1	podcast	1	mp3	1	digital natives
1	actor network	1	student evaluation	1	story

1	role play	1	beliefs	1	learning styles
1	television	1	snapshots	1	professional practice
1	tv	1	distance learning	1	fees
1	study skills	1	problem based	1	valuation
1	honesty	1	computing	1	scenario-based learning
1	broadcast	1	turnitin	1	index of learning styles
1	Ethiopia	1	off campus	1	technological knowledge
1	workload	1	computer-based simulations	1	content
1	automated feedback	1	novice-expert transition	1	pedagogical
1	communications	1	relatedness to country	1	student satisfaction
1	satellite	1	aboriginal	1	web-based lecture recording technologies
1	facilitation	1	animations	1	online testing
1	scaffolding	1	ict integration	1	experiential learning database
1	metacognitive	1	adoptability	1	pharmacy
1	hypertext	1	assurance of learning	1	science education
1	comprehension	1	ict adoption	1	entry skills
1	web	1	nsw	1	veterinary
1	computer	1	animated storytelling	1	information and communication technology
1	kindergarten	1	slowmation	1	music
1	talking books	1	sonography	1	preclinical
1	at risk	1	computer ratio	1	laptops
1	funnix	1	audiovisual	1	netbooks
1	early childhood	1	one-to-one	1	physical education
1	training	1	psychomotor skills	1	reflection
1	resource	1	moodle	1	teaching practice
1	visual arts	1	student retention	1	video recording
1	astronomy	1	tutorial support	1	outreach
1	coherence	1	open university	1	web-based learning technologies
1	cognitive	1	learning analytics	1	smarts
1	values	1	graduate employability	1	equity

1	access	1	creative potential	1	computers
1	video annotation	1	elementary	1	limitation
1	recordings	1	technology-enhanced teaching	1	fire investigation
1	student performance	1	teacher knowledge	1	virtual
1	visual learning design	1	concordancers	1	voice recognition
1	automated	1	writing	1	practical
1	engagement	1	audio-only	1	quicktime vr
1	relativity	1	fieldwork	1	computer assisted
1	computer game	1	metacognition	1	web based exercises
1	serious games	1	law	1	instruction
1	game-based learning	1	economics	1	process data
1	games	1	student services	1	problem-solving
1	3d	1	leadership	1	interactive
1	immersive	1	student support	1	professional learning
1	new south wales	1	change strategy	1	multimedia clips
1	electronic portfolio	1	legal education	1	argument mapping
1	graphics calculators	1	legal ethics	1	barriers
1	curtin	1	ilecture	1	diffusion
1	effective use	1	web-based lecture technologies	1	non-English speaking
1	online discussion	1	international	1	audio recording
1	induction	1	nesb	1	deep
1	uptake	1	de bono	1	assessment design
1	participation	1	lecturing	1	authors
1	wikis	1	virtual workshop	1	online access
1	virtual world	1	negotiation skills	1	surface
1	writing assignments	1	streaming	1	vocational education
1	real time relativity	1	mobility	1	mentoring
1	new zealand	1	practice sharing	1	study process questionnaire
1	relativistic physics	1	ethnographic	1	briggs
1	social network analysis	1	information and communication technologies	1	academic analytics

1	casual	1	self-efficacy
1	second language	1	wikipedia
1	corpora	1	on-screen text
1	corpus-based		
1	online dictionary		
1	network		
1	niwb		
1	e-tutor		
1	lecture recording		
1	regional centres		
1	ipad		
1	blackboard mobile learn		
1	secondary		
1	social software		
1	innovative pedagogy		
1	self regulated learning		
1	quiz		
1	role-play		
1	six thinking hats		
1	grounded theory		
1	action research		
1	personalised learning		
1	social networking		
1	flexible		
1	attendance		
1	mobile learning		
1	digital literacy		
1	search techniques		
1	bioscience		
1	learning environment		

Appendix K: Higher education acronyms in the literature

L	L
•	•

Academic and Professional Skills Program	APSP
Accounting Preparation Program	ΔΡΡ
Action Research	AR
Actor Network Theory	ANT
American Council on Education	ACE
Approaches to Teaching Inventory	ATI
Architecture, Building and Planning	ABP
Australia Education International	AFI
Australian Capital Territory	ACT
Australian Catholic University	ACU
Australian Council for Educational Research	ACER
Australian Council of Trade Unions	ACTU
Australian Educational Technology Network	
[Australian Government] Department of Education. Science and Training	DEST
Australian Learning and Teaching Council	ALTC.
Australian Qualifications Framework	AOF
Australian Liniversities Teaching Committee	AUTC
Australian University Qualities Agency	
Adstralian Oniversity Qualities Agency	
В	
Beginning College Survey of Student Engagement	BCSSE
Business Preparation Program	BPP
6	
California Critical Thinking Skills Test	CCTST
Canadian International Matriculation Programme	CIMP
Centre for the Development of Teaching and Learning	CDTL
Graduate Certificate in Higher Education	GCHE
Characteristics of Lifelong Learning in the Professions	CLLP
Charles Sturt University	CSU
Clinical Legal Education Association	CLEA
Clinic-Based Learning	CBL
Collaboration and Learning Environment	CLE
College Student Expectations Questionnaire	CSXQ
Communication and Information Technologies	CIT
Community of Practice	COP
Community Service Learning	CSL
Competency-Based Training	CBT
Computer Assisted Instruction	CAI
Computer Assisted Language Learning	CALL
Computer Literacy and Applications	CLA
Computer Self-Efficacy	CS-E
Computer-Aided Argument Mapping	CAAM
Computer-Based Training	CBT
Computer-Mediated Communication	CMC
Confirmatory Factor Analysis	CFA
Continuing Professional Development	CPD
Council for the Humanities, Arts and Social Sciences	CHASS
Council of Australian Law Deans	CALD
Council on Undergraduate Research	CUR

Course / Content Management System	CMS
Course Experience on the Web	CEW
Course Experience Questionnaire	CEQ
Course Improvement Flowchart	
Critical Incidence Questionnaire	
	CIQ
D	
Department of Education, Employment and Workplace Relations	DEEWR
Department of Education, Science and Training	DEST
Diagnostic English Language Assessment	DELA
Doctorate of Education	DEd
E	
Early Career Academics	ECAs
Early Childhood Education and Care	ECEC
Education and Campaign Centre	ECC
Embedding Learning Educational Technology Institutionally	ELTI
Engineering and Industrial Design Practice	EIDP
English as an Additional Language	EAL
English Language and Literature Department	ELLD
Enquiry-Based Learning	EBL
Enterprise Bargaining Agreements	
Epistemological Belleis Sulvey	EDS
Equivalent National Tertiary Entrance Rank	ENTER
Excellence in Research for Australia	FRA
F	
Faculty of Engineering, Computing and Mathematical Sciences	FECMS
Faculty of Law and Management	FLM
Fieldwork Education	FWED
First Year Experience	FYE
Foundation Year Program	FIP
G	
Global Study Tours	GSTs
Graduate Information Literacy Program	GILP
Graduate Pathways Questionnaire	GPQ
Graduate Pathways Survey	GPS
Group of Eight	G08
Н	
Higher Education Academy	HEA
Higher Education Funding Council for England	HEFCE
Higher Education Research and Development	HERD
Higner Education	HE
House of Representatives Standing Committee on Ed. Human Computer Interface	
Humannes, Ans and Social Sciences Human-Resource Management	HRM
	1 11 /141
Industrial Athilates Program	IAP
industrial Relations	IK

Industry Skills Councils Informal Social Learning Spaces Information and Communication Technologies and Development Initiation-Response-Evaluation Innovative Research Universities Institutional Grants Scheme Instructional Management System Integrated Library System International Baccalaureate International Baccalaureate International Consortium for Educational Development International English Language Testing System International Standard Classification of Education International Student Admissions Test Internet Protocol Internet-Based Training	ISCs ISLS ICTD IRE IRU IGS IMS ILS IB ICED IELTS ISCED ISAT IP IBT
James Cook University	JCU
К	
Key Performance Indicators Kolb's Experiential Learning Theory	KPIs KELT
	140
Language and Academic Skills Language and Learning Skills Unit Language for Professional Communication in Accounting Leading and Managing Learning and Teaching Learning and Teaching Performance Fund Learning Content Management System Learning Management System Learning Platform Learning Styles Inventory Learning Support System Learning through Participation Lecture-Based Learning Lifelong Learning Managed Learning	LAS LLSU LPCA LMLT LTPF LCMS LMS LP LSI LSS LTP LBL LLL
Managed Learning Environment Management System Master of Accounting Master of Business Administration Master of Professional Accounting Meeting of Minds Michigan Undergraduate Research Forum Multiple-Choice Question	MLE MS MAcc MBA MPA MOM MURF MCQ
National Accreditation Authority for Translators and Interpreters National Association of Graduate Careers Advisory Services National Centre for English Language Teaching and Research National Conferences on Undergraduate Research National University of Singapore	NAATI NAGCAS NCELTR NCUR NUS

New Generation Universities Nominal Group Technique	NGU NGT
•	
Online Learning Environment	
Online Learning Environment Online Learning Management System	
Online Learning Management System	OEMS
Р	
Pedagogical Research into Higher Education	PRHE
Peer Review of Teaching	PRoT
Peer-Assisted Review of Teaching	PARoT
Perceptions of the Writing Program	PWP
Plain Language Statement	PLS
Problem-Based Learning	PBL
Professional Communication in Accounting	PCA
Propensity for Lifelong Learning	PLLL
Q	
Quality in Postgraduate Research	QPR
Queensland University of Technology	QUT
R	
Real World Learning	RWL
Regional Australian University	RAU
Research and Development	R&D
Research Higher Degree	RHD
Research Quality Framework	RQF
Research Skill Development	RSD
Research Student Virtual Portfolio	RSVP
Research Training Scheme	RTS
S	
Scholarship of Learning and Teaching	SoLT
Scholarship of Teaching	SoT
School of Health Sciences	SHS
Social Learning Spaces	SLS
Society for Research in Higher Education	SRHE
Socio-Economic Status	SES
South Australian Matriculation	SAM
Special Tertiary Admissions Test	STAT
Strategic Human Resource Management	SHRM
Structural Equation Modelling	SEM
Student Evaluation of Educational Quality	SEEQ
Student Evaluation of Teaching	SET
Student Evaluation of Learning and Teaching	SELT
Student Evaluations of the Teaching Unit	SETU
Student Learning Unit	SLU
Student Placement Program	SPP
Student Satisfaction Survey	SSS
Study Process Questionnaire	SPQ
Supervisor Relating Style Inventory	SRSI
Supervisor Report Form	SRF

Т	
Teaching and Program Development	TPD
Teaching English as a Foreign Language	TEFL
Teaching Enhancement and Student Success	TESS
Teaching Quality Enhancement Fund	TQEF
Teaching the Teachers for the Future	TTF
Teaching-Research Nexus	TRN
Teaching-Research	TR
Technical and Further Education institutions	TAFE
Technical Skills	TS
Tertiary Entrance Rank(s)	TER(s)
Tertiary Preparation Certificate	TPC
Tertiary Students' Readiness for Online Learning	TSROL
The Undergraduate Learning and Teaching Research Internship Scheme	ULTRIS
The Union Education Foundation	TUEF
The University of Queensland	UQ
The University of Western Australia	UWA
Thesis Writers' Circles	TWC
Transitions in Project	TIP
Transnational Education	TNE

U

UK Council for International Student AffairsUKCISAUndergraduate Research ExperiencesUREsUnited KingdomUKUnited StatesUSUniversity of Technology, SydneyUTS	
Undergraduate Research ExperiencesUREsUnited KingdomUKUnited StatesUSUniversity of Technology, SydneyUTS	
United KingdomUKUnited StatesUSUniversity of Technology, SydneyUTS	
United States US University of Technology, Sydney, UTS	
University of Technology Sydney UTS	
University of New England UNE	
University of New South Wales UNSW	
University of South Australia UniSA	
University of Southern Queensland USQ	
University of Tasmania UTAS	
University of Technology, Sydney UTS	
University of Western Sydney UWS	
University of Wollongong UoW	
V	
Virtual Learning Environment VLE	
Vocational Education and Training VET	
W	
Web-Based Training WBT	
[Western Australian] Tertiary Entrance Examination TEE	
Work Experience Questionnaire WEQ	
World Health Organisation WHO	
Ζ	
Zone of Proximal Development ZPD	

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