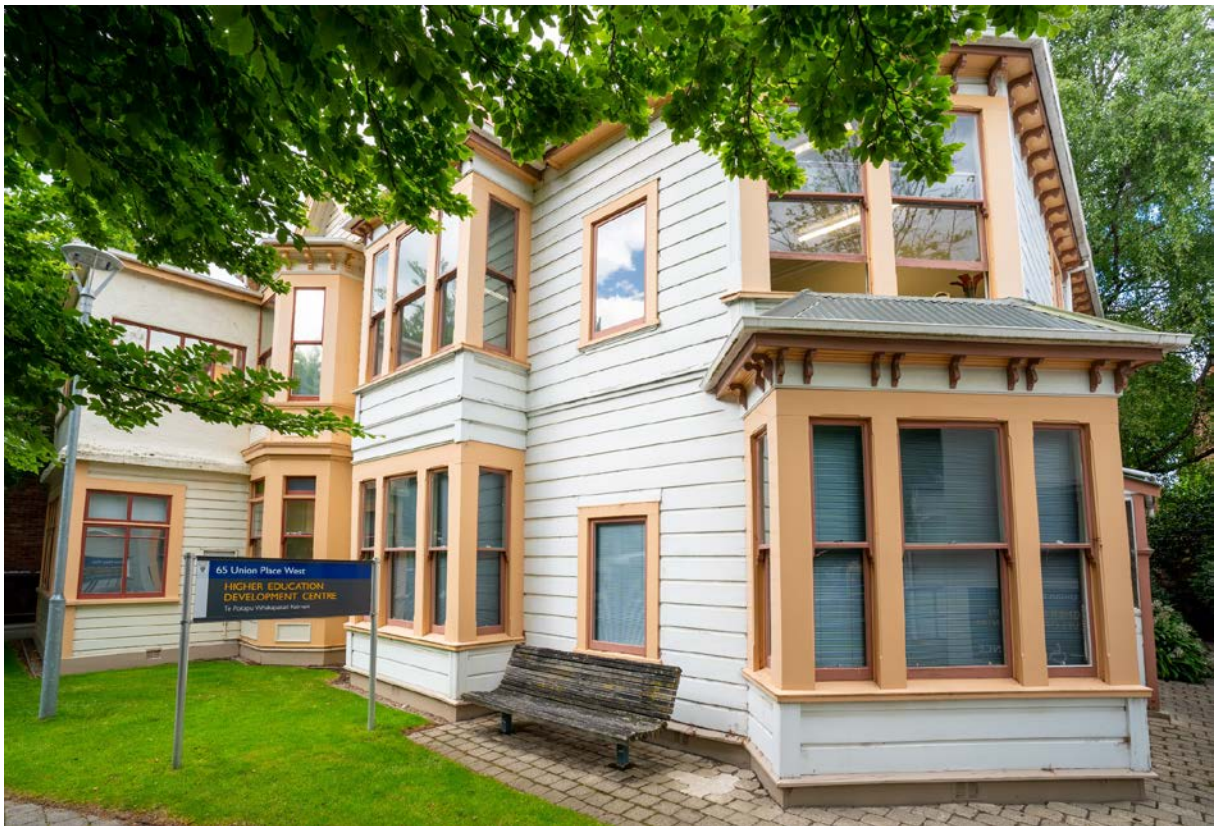




Higher Education Development Centre

Te Pokapū Whakapakari Kaimahi



RESEARCH REPORT 2020

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1. INTRODUCTION

I am pleased to present to you HEDC's research report for 2020. We published 34 journal articles in print and online; three books, of which one is an edited volume, all with international publishers. We continue to maintain a vibrant and internationally diverse cohort of postgraduate students. Presently, HEDC staff are supervising 22 PhD students, with 8 taking our MEd. Though we continue to maintain a high level of performance in our research output, we acknowledge that 2020 was a challenging year. It had a significant impact on our teaching, research and service activities, all of which rapidly shifted to online. Our support focus shifted to the staff of the University to help them make similar changes. At the same time, HEDC was short of staff, and we also said farewell to Associate Professor Vivienne Anderson, who took up the post of Associate Dean in the School of Education. I would like to acknowledge Vivienne's contribution to HEDC.

Further, our international research programme was severely curtailed, and we had to cancel prominent visitors from the UK and Ireland and all travel for HEDC staff stopped. Virtual events replaced a few activities, but most of our international programme ground to a halt and was put on hold for the future.

In conclusion, I would like to thank all HEDC academic and professional staff and postgraduate students for rising to the challenges of 2020 and maintaining such a high standard of research under challenging circumstances.



Associate Professor Ben K. Daniel

Head of Department

22 February 2021

2. HEDC RESEARCH COMMUNITY 2020

Lecturers

Dr Russell Butson
Associate Professor Ben Daniel
Associate Professor Clinton Golding
Professor Tony Harland
Associate Professor Joyce Koh
Associate Professor Vijay Mallan
Professor Kerry Shephard
Dr Julie Timmermans
Dr Rob Wass

Adjunct Lecturers

Professor Rachel Spronken-Smith (Dean, Graduate Research School)
Dr Sarah Stein (Director, Distance Learning)

Honorary Lecturers

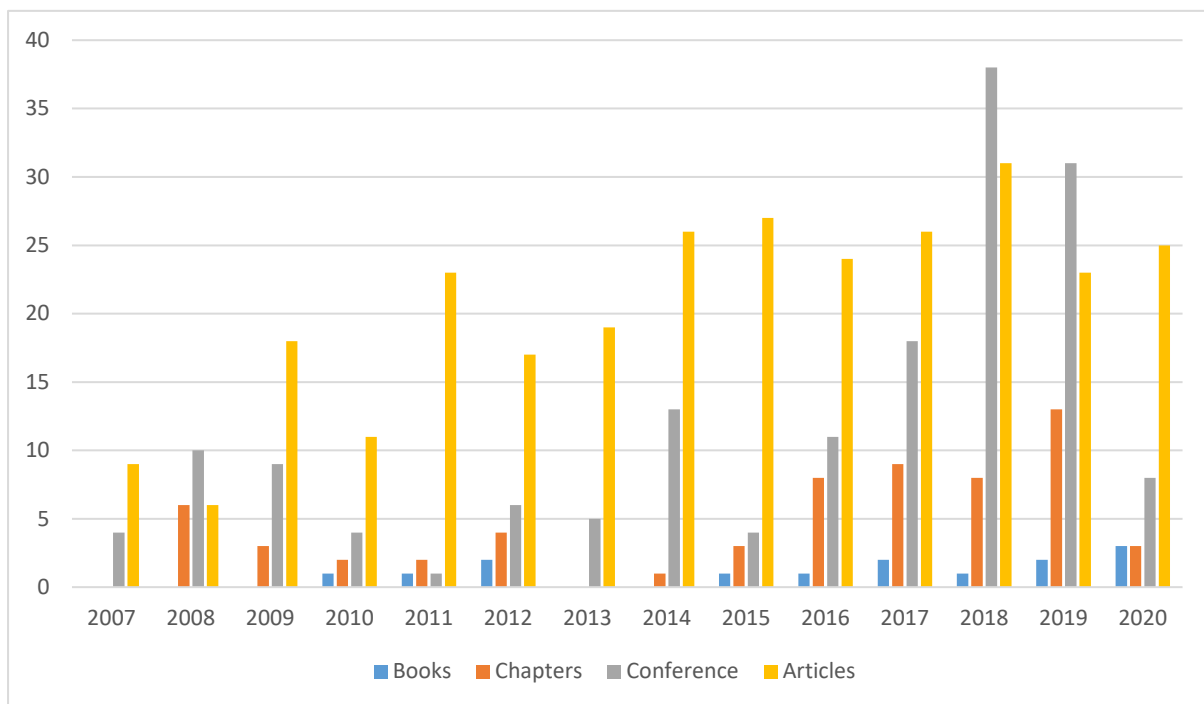
Dr Angela McLean

Research Fellow

Dr Navé Wald

3. RESEARCH OUTPUTS

3.1 Comparison of publication numbers



3.2 International Research Partners

HEDC staff continue to work with colleagues at Otago, nationally and internationally. In 2020, HEDC staff reported 32 international collaborative projects, collaborating with 47 staff from different overseas institutions, spread across 19 countries; the countries include: Australia, Austria, Canada, China, Croatia, Finland, Germany, India, Malaysia, Norway, Pakistan, Rwanda, Samoa, Singapore, South Africa, Uganda, UK, USA, Zanzibar—Tanzania. Nationally, staff reported six research projects, collaborating with eight staff in New Zealand. While at Otago, HEDC 31 research projects in collaboration with 48 staff across the five divisions.

3.3 Journal Articles

Journal Articles

- Alm, A., & Nkomo, L. M. (2020). Chatbot experiences of informal language learners: A sentiment analysis. *International Journal of Computer-Assisted Language Learning and Teaching (IJCALLT)*, 10(4), 51-65. doi:10.4018/IJCALLT.2020100104
- Anakin, M., Jouart, M., Timmermans, J., & Pinnock, R. (2020). Student experiences of learning clinical reasoning. *The Clinical Teacher*, 17(1), 52-57. doi:10.1111/tct.13014
- Anderson, V., Rabello, R., Wass, R., Golding, C., Rangi, A., Eteuati, E., . . . Waller, A. (2020). Good teaching as care in higher education. *Higher Education*, 79(1), 1-19. doi:10.1007/s10734-019-00392-6
- Cakmak, Y. O., Daniel, B. K., Hammer, N., Yilmaz, O., Irmak, E. C., & Khwaounjoo, P. (2020). The human muscular arm avatar as an interactive visualisation tool in learning anatomy: medical students' perspectives. *IEEE Transactions on Learning Technologies*, 13(3), 593-603. doi:10.1109/TLT.2020.2995163
- Joseph Jeyaraj, J., & Wald, N. (2020). Students' reflections on barriers to promoting higher education's social purposes in the classroom. *Teaching in Higher Education*, 25(8), 976-991. doi:10.1080/13562517.2019.1625320
- Koh, J. H. L. (2020). Three approaches for supporting faculty technological pedagogical content knowledge (TPACK) creation through instructional consultation. *British Journal of Educational Technology*, 51(6), 2529-2543. doi:10.1111/bjet.12930
- Koh, J. H. L., & Kan, R. Y. P. (2020a). Perceptions of learning management system quality, satisfaction, and usage: Differences among students of the arts. *Australasian Journal of Educational Technology*, 36(3), 26-40. doi:https://doi.org/10.14742/ajet.5187
- Kumar, V., & Sanderson, L. J. (2020). The effects of acknowledgements in doctoral theses on examiners. *Innovations in Education and Teaching International*, 57(3), 285-295. doi:10.1080/14703297.2019.1620625
- Moore, A., Daniel, B., Leonard, G., Regenbrecht, H., Rodda, J., Baker, L., . . . Mills, S. (2020). Comparative usability of an augmented reality sandtable and 3D GIS for education. *International Journal of Geographical Information Science*, 34(2), 229-250. doi:10.1080/13658816.2019.1656810
- Ndukwe, I. G., & Daniel, B. K. (2020). Teaching analytics, value and tools for teacher data literacy: A systematic and tripartite approach. *International Journal of Educational Technology in Higher Education*, 17(1), 1-31. doi:10.1186/s41239-020-00201-6
- Nkomo, L. M., Ndukwe, I. G., & Daniel, B. K. (2020). Social network and sentiment analysis: Investigation of students' perspectives on lecture recording. *IEEE Access*, 8, 228693 - 228701. doi:10.1109/ACCESS.2020.3044064
- Rogers, T. L., & Nairn, K. (2020). Cambodian schoolgirls' negotiation of discursive constraints within and beyond the school context. *Gender and Education*, 1-20. doi:10.1080/09540253.2020.1849571
- Shephard, K., Rogers, T., & Brogt, E. (2020). Impacts of engaging in research into teaching and learning on academics' conceptions of their development as teachers and on the roles of academic developers. *International Journal for Academic Development*, 25(3), 205-217. doi:10.1080/1360144X.2020.1731814

- Sim, K. N., Timmermans, J. A., & Zou, T. X. (2020). Diversity matters: Academic development in times of uncertainty and beyond. *International Journal for Academic Development*, 25(3), 201-204. doi:10.1080/1360144X.2020.1797950
- Stein, S. & Sim, KN. (2020). Enhancing the roles of information and communication technologies in doctoral research processes. *International Journal of Educational Technology in Higher Education*, 17(34), 1-15. DOI: <https://doi.org/10.1186/s41239-020-00212-3>.
- Stracke, E., & Kumar, V. (2020). Encouraging dialogue in doctoral supervision: The development of the feedback expectation tool. *International Journal of Doctoral Studies*, 15(1), 265-284. doi:10.28945/4568
- Tan, R. S., Harland, T., & Daniel, B. K. (2020). The influence of digital globalisation on an East African university. *International Journal of Education and Development using Information and Communication Technology*, 16(2), 176-187.
- Timmermans, J. A., & Sutherland, K. A. (2020). Wise academic development: Learning from the 'failure' experiences of retired academic developers. *International Journal for Academic Development*, 25(1), 43-57. doi:10.1080/1360144X.2019.1704291
- Wald, N., & Daniel, B. K. (2020). Enhancing students' engagement with abstract ideas through conceptual and theoretical frameworks. *Innovations in Education and Teaching International*, 57(4), 496-505. doi:10.1080/14703297.2019.1692055
- Wald, N., & Golding, C. (2020). Why be a head of department? Exploring the positive aspects and benefits. *Studies in Higher Education*, 45(11), 2121-2131. doi:10.1080/03075079.2019.1578736
- Wald, N., & Harland, T. (2020). Rethinking the teaching roles and assessment responsibilities of student teaching assistants. *Journal of Further and Higher Education*, 44(1), 43-53.
- Wang, C., Daniel, B. K., Asil, M., Khwaounjoo, P., & Cakmak, Y. O. (2020). A randomised control trial and comparative analysis of multi-dimensional learning tools in Anatomy. *Scientific reports*, 10, 6120. doi:10.1038/s41598-020-62855-6
- Wass, R., Anderson, V., Rabello, R., Golding, C., Rangi, A., & Eteuati, E. (2020). Photovoice as a research method for higher education research. *Higher Education Research & Development*, 39(4), 834-850. doi:10.1080/07294360.2019.1692791
- Wass, R., Timmermans, J., Harland, T., & McLean, A. (2020). Annoyance and frustration: Emotional responses to being assessed in higher education. *Active Learning in Higher Education*, 21(3), 189-201. doi:10.1177/1469787418762462
- Windle, J. M., Spronken-Smith, R. A., Smith, J. K., & Tucker, I. G. (2020). Relationships between academic performance of pharmacy students and their postgraduate competence during internship. *Pharmacy Education*, 20(1), 1-12.

Journal Articles published 'online first'

- Harland, T., & Wald, N. (2020). The assessment arms race and the evolution of a university's assessment practices. *Assessment & Evaluation in Higher Education*, 1-13. doi:10.1080/02602938.2020.1745753
- Koh, J. H. L., & Kan, R. Y. P. (2020). Students' use of learning management systems and desired e-learning experiences: are they ready for next-generation digital learning environments? *Higher Education Research & Development*, 1-16. doi:10.1080/07294360.2020.1799949

- Koh, J. H. L., Scott, N., Lucas, A., Kataoka, M., & MacDonell, S. (2020). Developing dietetic students' confidence in multicultural communication through flipped learning. *Teaching and Learning in Medicine*, 1-11. doi:10.1080/10401334.2020.1794880
- Kumar, V., Sanderson, L. J., & Kaur, A. (2020). Investigating the role of convenors in the PhD viva. *Assessment & Evaluation in Higher Education*, 1-12. doi:10.1080/02602938.2020.1841092
- Reddy, K., Harland, T., Wass, R., & Wald, N. (2020). Student peer review as a process of knowledge creation through dialogue. *Higher Education Research & Development*, 1-13. doi:10.1080/07294360.2020.1781797
- Rogers, T. L., & Nairn, K. (2020). Cambodian schoolgirls' negotiation of discursive constraints within and beyond the school context. *Gender and Education*, 1-20. doi:10.1080/09540253.2020.1849571
- Steel, M., Seaton, P., Christie, D., Dallas, J., & Absalom, I. (2020). Nurse perspectives of nurse-sensitive indicators for positive patient outcomes: A Delphi study. *Collegian*, 1-12. doi:https://doi.org/10.1016/j.colegn.2020.02.009
- Stein, S. J., Goodchild, A., Moskal, A. C. M., Terry, S., & McDonald, J. (2020). Student perceptions of student evaluations: Enabling student voice and meaningful engagement. *Assessment & Evaluation in Higher Education*, 1-15. doi: 10.1080/02602938.2020.1824266.
- Tan, R. S.-E., Harland, T., & Daniel, B. (2020). The benefits and challenges of globalisation for the development of higher education teaching and research: A case study of an emerging university in East Africa. *Journal of Asian and African Studies*, 1-14. doi:0.1177/0021909620950359

3.4 Books

- Harland, T. (2020). *University Challenge: Critical Issues for Teaching and Learning*. Abingdon, UK: Routledge.
- Shephard, K. (2020). *Higher Education for Sustainability: Seeking Intellectual Independence in Aotearoa New Zealand*. Singapore: Springer.

3.5 Edited Books

- Johansson-Fua, S. u., 'Otunuku, M. a., & Toumu'a, R. (Eds.). (2020). *It Takes an Island and an Ocean: Selected Papers from the Third Vaka Pasifiki Education Conference*. Tonga: The University of the South Pacific.

3.6 Book Chapters

- Brogdt, E., Shephard, K., Knewstubb, B., & Rogers, T. L. (2020). Using SoTL to foster a research approach to teaching and learning in higher education. In R. C. Plews & M. L. Amos (Eds.), *Evidence-Based Faculty Development Through the Scholarship of Teaching and Learning (SoTL)* (pp. 143-160). Hershey, PA: IGI Global.
- Psyché, V., Daniel, B. K., & Bourdeau, J. (2020). Learning spaces in context-aware educational networking technologies in the digital age. In A. Peña-Ayala (Ed.), *Educational Networking* (pp. 299-323). Cham, Switzerland: Springer.
- Spronken-Smith, R. (2020). The status of undergraduate research in New Zealand: Promoted and pervasive? In N. H. Hensel & P. Blessinger (Eds.), *International Perspectives on Undergraduate Research: Policy and Practice* (pp. 251-264). Cham: Springer.

Book Chapters in Press

- Pawson, E., & Spronken-Smith, R. (in press). Undergraduate research in New Zealand: towards student-driven practices. In H. Mieg, E. Ambos, A. Brew, J. Lehmann, & D. Galli (Eds.), *The Cambridge Handbook of Undergraduate Research*. Cambridge: Cambridge University Press.
- Shephard, K. (in press). Higher education for sustainable development: learning gains or learning losses? In C. Hughes & M. Tight (Eds.), *Learning Gain in Higher Education* (pp. 117-130). Bingley, UK: Emerald Publishing.
- Spronken-Smith, R. (in press). Supporting students to complete their doctorate. In A. Lee & R. Bongaardt (Eds.), *The Future of Doctoral Research: Challenges and Opportunities*. London: Routledge.

3.7 Conference Contribution

- Cakmak, Y. O., Daniel, B. K., Hammer, N., Yilmaz, O., & Irmak, E. C. (2020). The human muscular hand avatar: Interactive virtual embodiment for anatomy education. *Clinical Anatomy*, 33(2), (pp. E18). [doi: 10.1002/ca.23370](https://doi.org/10.1002/ca.23370)
- Sim, KN., Stein, S., Rose, M., & Brown, K. (2020). 23 Things For Research: A Pilot International Collaboration. Pecha Kucha presentation (Session 3 Stream D) at the ASCILITE conference, Online, November, University of New England, Australia. <https://2020conference.ascilite.org/program/>.
- Rose, M., Sim, KN., Stein, S., & Brown, K. (2020). 23 Things International: Enhancing student experience through online learning and collaboration. Presentation at the EUA-CDE (European University Association-Council for Doctoral Education) Annual Meeting, online, June, University of Manchester, UK. <https://eua.eu/events.html?task=euaevents.downloadDoc&id=2825>.
- Smith-Han, K., Gallagher, S., Brown, K., Wass, R., Rogers, T., & Tagg, J. (2020). Professional development of educators in metacognition: A real 'eye-opener'. Proceedings of the Australian & New Zealand Association for Health Professional Educators (ANZAHPE) Conference. (pp., 240). Retrieved from <https://anzahpe.org>

Conference Proceedings (peer-reviewed full-book)

- Kong, SL, & Koh, J.H.L. (2020). The use of designed music in learning: Influence on students' affect for learning. In Wong, L.H. et al. (Eds.), *Proceedings of the Global Chinese Conference on Computers in Education* (pp. 716-719). Lanzhou, China: GCSCE
- Ndukwe, I. G., Amadi, C. E., Nkomo, L. M., & Daniel, B. K. (2020). Automatic grading system using Sentence-BERT network. In I. I. Bittencourt, M. Cukurova, K. Muldner, R. Luckin & E. Millán (Eds.), *Artificial Intelligence in Education (AIED): Lecture notes in artificial intelligence* (Vol. 12164) (pp. 224-227). Cham, Switzerland: Springer. DOI: 10.1007/978-3-030-52240-7_41
- Pek, SE, & Koh, J.H.L. (2020). Developing awareness of talent through character-based gamification: Perceptions of Design and Media students. In Wong, L.H. et al. (Eds.), *Proceedings of the Global Chinese Conference on Computers in Education* (pp. 706-710). Lanzhou, China: GCSCE
- Wilkinson, T., Anakin, M., Timmermans, J., & Ali, A. (2020). A framework for analysing the antecedents of demanding teaching experiences on health professional educators in higher education [Short communications]. *Proceedings of the Association for Medical Education in Europe (AMEE): The Virtual Conference SC5.9* (6213).

4. RESEARCH INVITATIONS

4.1 Invited Conference Keynotes and Presentations

Daniel, B.K. (2020). Data-Driven Approaches in Educational Inquiry to Enhance the Quality of Teaching and Learning, Nanyang Academy of Fine Arts, Singapore.

Daniel, B.K. (2020). Artificial Reality (AR) and Artificial Intelligence (AI)—the Practice of Analytics and Big data in Educational Research, University Technology Malaysia, Malaysia.

Daniel, B.K. (2020). Shifting teaching and learning online during Covid-19: Lessons learned through research and practice, Papua New Guinea University of Technology, Papua New Guinea.

Kumar, V. (2020). Freedom in Doctoral Education, International Conference on Educational Research and Innovation, Ministry of Research and Technology and Higher Education, 4-5 November, Yogyakarta, Indonesia.

4.2 Invited Research Seminars

Daniel, B.K. (2020). Analytics and Research Methods (ARM) for Higher Degrees Research Supervisors, Taylor's University Malaysia, 10-11 Feb.

Daniel, B.K. (2020). Introduction to Qualitative Research Methods, Science and Communication, 18 September.

Daniel, B.K. (2020). Introduction to Quantitative Research Methods, Science and Communication, 18 September.

Daniel, B.K. (2020). Managing Learning Online During Covid-19 and Beyond, Abbey College, 29 April.

Daniel, B.K. (2020). Understanding Conceptual and Theoretical Frameworks, University Technology Malaysia, Malaysia.

Koh, J.H.L. (2020). Action Research for Learning Improvement Using Design Thinking Workshop Series, Nanyang Academy of Fine Arts, Singapore – May 2020 – November 2021, 36 hours.

Koh, J.H.L. (2020). Action Research Workshop Series, Nanyang Academy of Fine Arts, Singapore – August 2019 – February 2020, 36 hours.

Koh, J.H.L. (2020). Publishing Your Action Research Workshops – Nanyang Academy of Fine Arts, Singapore – August 2020 – December 2020, 15 hours.

Kumar, V. (2020). Doctoral Supervision – Best Practices. Taylor's University, Kuala Lumpur, Malaysia, 21-23 January.

Kumar, V. (2020). Doctoral Supervision Practices. Indian Institute of Science, Bangalore, India, 28 January.

Kumar, V. (2020). Examining the Doctoral Thesis. Taylor's University, Kuala Lumpur, Malaysia.

Kumar, V. (2020). Managing an Academic Career. University Teknologi Malaysia, Johor Baru, Malaysia, 31 January.

- Kumar, V. (2020). Managing the Research Journey. Indian Institute of Science, Bangalore, India, 27 January.
- Kumar, V. (2020). Managing the Research Journey. Universiti Putra Malaysia, Bintulu, Malaysia, 11 August (via zoom).
- Kumar, V. (2020). Managing the Research Journey. Universiti Teknologi Malaysia, Johor Baru, Malaysia, 3 February.
- Kumar, V. (2020). Managing the Research Journey. University of Jogjakarta, Indonesia, 15-16 January.
- Kumar, V. (2020). Managing the Research Journey. University of Maiduguri, Nigeria, 8-9 January.
- Kumar, V. (2020). Providing Quality Doctoral Supervision. Universiti Petronas Malaysia, Tapah, Malaysia, 5 February.
- Kumar, V. (2020). Providing Quality Doctoral Supervision. University of Maribor, Slovenia, 23-24 June (via zoom).
- Kumar, V. (2020). Providing Quality Feedback in Doctoral Supervision. Charles Stuart University, Australia, 27 November (via zoom).
- Kumar, V. (2020). Providing Quality Postgraduate Supervision. University of Maiduguri, Nigeria, 6-7 January.
- Kumar, V. (2020). Providing Quality Postgraduate Supervision. University of Jogjakarta, Indonesia, 13-14 January.
- Rogers, T. (2020) Exploring Cambodian Schoolgirls' Educational Persistence: Victims or Heroines?, College of Education, University of Otago, 18 August.
- Rogers, T. (2020) Girls' Education and the Economy in Cambodia, Saitama University, Japan, 11 December.
- Sanderson, L.J. (2020). Libraries in Times Of Economic Crisis, LIANZA.
- Sanderson, L.J. (2020). Victoria University of Wellington, online panel about the Masters of Information Studies programme.
- Steel, M., Kennedy, E., & Wilson, D. (2020). INTERact: Embedding IPE in Student Clinical Placements. Webinar, University of Otago, New Zealand, 15 September.

4.3 Research Invitations

- Koh, J.H.L. (2020). Research advisor for funded project on 'Language and literacy learning and teaching with Augmented Reality', Western Sydney University. Project grant is funded by Primary English Teaching Association Australia, AUD74,910 (August 2019 – March 2021).
- Sanderson, L.J (2020/2021) Invitation by Jennifer Campbell-Meier (PI), Anne Goulding, & Ana Pickering, a pilot study of dementia book clubs.
- Sanderson, L.J (2020/2021) Invitation by Jennifer Campbell-Meier (PI) & Laurence Zwimpfer, Digital Inclusion Alliance Aotearoa (DIAA) narrative study about the implementation of digital inclusion.

Sanderson, L.J. (2020) Invitation by Anne Goulding, University of Victoria Wellington, libraries and homeschooling project.

Sanderson, L.J. (2020/2021). Invitation by Diane Velasquez (PI) and Jennifer Campbell-Meier University of South Australia & University of Victoria Wellington, Los Angeles Public Library during the 2008 economic crisis.

5. NEW RESEARCH GRANTS

- Broggt. E & Timmermans, J.: Core Competencies, Threshold Concepts, Big Questions, and Academic Developers' Lived Experiences: The Emergence of an Academic Development Curriculum? (\$4,930).
- Daniel, B.K. Co-Investigator with Firth, F., Lee, S., Farella, M. & Mei, P.L.: Patients' Experiences with Orthodontic Treatment through Traditional Fixed Appliances, Clear Aligners and Direct-to-Consumer Clear Aligners: A Qualitative Study (\$10,000).
- Daniel, B.K. Co-PI: Triumphs and Trepidations in Online Learning and Teaching – Understanding What Constitutes Online Dexterity for Students and Teaching Staff Beyond COVID-19. University of Otago Research Grant (UORG) (\$12,155).
- Daniel, B.K. Co-PI with Koh, J.: Creating and sustaining pedagogical innovation through the internationalisation of Technology-Enhanced Learning and Teaching (TELT) academic development programme, Otago University Internationalisation of the Curriculum Initiative Grant (\$8,900).
- Daniel, B.K. Co-PI with Mallan, V.: Benchmarking Doctoral Supervision Professional Development in Otago University with Matariki Partner Universities, University of Otago Quality Improvement Grant (\$9502).
- Kumar, V. (PI) with Wald, N.: Enhancing Co-Supervision Practices, University of Otago Teaching Development Grant (\$5000).
- Timmermans, J., Ali, A, Anakin, M. & Wilkinson, T.: Analysing the Antecedents and Impacts of Demanding Teaching Experiences on Health Professional Educators in Higher Education (\$9077).
- Van Eck, D. & Timmermans, J.: Failure as a Lever for Development: Examining the Relationship between Failure Experience and Sense-Making in Leaders (US\$3,000).

6. OTHER RESEARCH OUTPUTS (MAGAZINE ARTICLES, BLOG POSTS, MEDIA, ETC.)

- Koh, J.H.L., & Sim, KN (2020, 14 December). Blogpost: Mapping the digital literacies for succeeding in higher education []. Retrieved from <https://blog.ascilite.org/mapping-the-digital-literacies-for-succeeding-in-higher-education/>
- Mori, Y. (2020). Time-management strategy as a parent and a PhD student, *The American Association for Applied Linguistics Graduate Student Council Newsletter*, Fall Issue. <https://www.aal-gsc.org/time-management-mori>
- Sanderson, L.J (2020). Blogpost: Libraries in times of economic crisis, 2020, University of Victoria Wellington SIM Blog.
- Sanderson, L.J. (2020). Libraries During Economic Downturns: A Literature Review, LIANZA, published online for members only.
- Sanderson, L.J. (2020). Overdue: The Stories of Rural Otago & Southland Librarians and Volunteers, Masters research paper.
- Timmermans, J. (2020). Essential reading IJAD. HERDSA Connect, 42(3), 16. Retrieved from <https://www.herdsa.org.au/publications/herdsa-news/herdsa-connect-vol-42-no-3>

7. PHD STUDENTS

Nicholas Baker	Vijay Mallan Julie Timmermans	HEDC - 100%
Miriam Gibson	Rachel Spronken-Smith Russell Butson	HEDC - 100%
Stuart Hayes	Clinton Golding Hazel Tucker	HEDC - 40% Tourism - 60%
Senorita John	Rachel Spronken-Smith Russell Butson	HEDC - 100%
Paul Kane	Sarah Stein Julie Timmermans	HEDC - 100%
Anushika Kariyawasam	Vijay Mallan Joyce Koh Ben Daniel	HEDC - 100%
Salmah Kassim	Vivienne Anderson Julie Timmermans	HEDC - 100%
Charmaine Kwan	Vivienne Anderson Rob Wass	HEDC - 100%
Ifeanyi Glory Ndukwe	Ben Daniel Russell Butson	HEDC - 100%
Larian Nkomo	Ben Daniel Russell Butson	HEDC - 100%
Emma Osborne	Vivienne Anderson Bridget Robson	HEDC - 70% Public Health UOW - 30%
Krishneel Reddy	Tony Harland Rob Wass	HEDC - 100%
Shivasadat Shafaei	Julie Timmermans Neil Pickering	HEDC - 55% Bioethics - 45%

Farah Shawkat	Ben Daniel	HEDC - 100%
	Russell Butson	
Jasbir Singh	Ben Daniel	HEDC - 100%
	Joyce Koh	
Nantida Sripaoraya	Rachel Spronken-Smith	HEDC - 20%
	Nancy Longnecker	Science Communication - 80%
Maree Steel	Tony Harland	HEDC - 100%
	Ben Daniel	
Matthew Strother	Ben Daniel	HEDC - 60%
	Matt Schofield	Mathematics & Statistics - 30%
	Katrina Sharples	Mathematics & Statistics - 10%
Michael Tweed	Sarah Stein	HEDC - 30%
	Jeffrey Smith	Education - 40%
	Tim Wilkinson	Dean's Dept UOC - 30%
Soovendran Varadarajan	Joyce Koh	HEDC - 100%
	Ben Daniel	
James Windle	Rachel Spronken-Smith	HEDC - 30%
	Ian Tucker	Pharmacy - 50%
	Jeffrey Smith	Education - 20%

8. MHED

Maria Bernardo
Lev Lafayette
Lynette Murdoch
Kate O'Callahan
Darryl Tong
Paul Trani
Taylor Wilson
Agnes Wong Soon

9. PHD, MASTERS AND BSCHON GRADUATION

Finn Gilroy (DClinDent)	Ben Daniel Lara Friedlander Nicholas Chandler	HEDC - 10% Dentistry - 90%
Payman Hamadani (DClinDent)	Ben Daniel Lara Friedlander Nicholas Chandler	HEDC - 10% Dentistry - 90%
Stuart Hayes (PhD)	Clinton Golding Hazel Tucker	HEDC - 40% Tourism - 60%
Senorita John (PhD)	Rachel Spronken-Smith Russell Butson	HEDC - 100%
Salmah Kassim (PhD)	Vivienne Anderson Julie Timmermans	HEDC - 100%
Kate O'Callahan (MHed)	Russell Butson	HEDC - 100%
Krishneel Reddy (PhD)	Tony Harland Rob Wass	HEDC - 100%
Taylor Wilson (MHed)	Russell Butson	HEDC - 100%
Agnes Wong Soon (MHed)	Joyce Koh	HEDC - 100%

10. HEDC RESEARCH SEMINARS

In 2020 we continued with the Research Tuesday sessions, designed to strengthen the research culture and community in HEDC. Starting in April, during the pandemic lockdown, on Tuesday from 1-2 was an HEDC research event for all HEDC researchers, academic and postgraduate. Each session was led by one or more academics or postgraduates, who chose what sort of research event it will be:

- Work in progress: briefly share your planned research, or what you have done so far, and get some feedback
- Seminar: present the results of some research and invite discussion
- Journal club: Before the session, ask participants to read a topical journal article and discuss in the session
- Feedback on writing: Share some writing for publication with participants before the session and ask for feedback during the session
- Discussion on an important issue in HE: for example, the purpose of a University, retention, academic well-being...
- Discussion on an important aspect of the research process in HE: for example, writing, interviewing, applying for grants

This is a valued venue for sharing work in progress, getting useful feedback on our research, and engaging in critical discussions. 2020 was a challenging year, so fewer sessions were held; still, we had as many sessions as possible.

Seminars

- *The assessment arms race and the evolution of a university's assessment practices*
Professor Tony Harland
- *Measuring changes in higher-order thinking skills through assessing complex knowledge over time*
Dr Navé Wald
- *Developing and implementing four flipped models to develop professional thinking during Early Learning in Dietetics lectures*
Nikki Scott and Associate Professor Joyce Koh