

Plenary sessions

Keynote speaker, Thursday 28 January 2016



Professor Kerri-Lee Krause *BEd MA PhD* is the Deputy Vice-Chancellor and Provost at Victoria University (VU) where she provides institutional leadership for the quality of learning and teaching, research and engagement across the University. In this role she works closely with the Deans of the seven academic Colleges at the University, along with a team of Senior Portfolio leaders and the heads of the respective Research Institutes and Centres.

As a member of the Senior Executive team at VU, her primary focus is improving the quality of the student experience as part of an overall commitment to quality enhancement in the areas of teaching, research and engagement.

Professor Krause is a Fellow of the Society for Research in Higher Education and is nationally and internationally recognised for her research on the contemporary undergraduate student experience and implications for quality and standards in institutional settings. She has extensive experience in leading evidence-based quality improvement initiatives of higher education curriculum and institutional performance and has research expertise that spans broadly across higher education policy areas, with a particular focus on the changing student experience, the evolving nature of academic work and implications for quality and standards in higher education.

Keynote address

Universities in the 21st century: What are we really purveying?

This presentation will consider some of the ways in which university learning and teaching has evolved over the past 25 years. Drawing on lessons from companies such as Kodak, Lonely Planet and Nokia, we will consider implications for reconceptualising what we think we are purveying/selling/ trading/supplying in higher education. In the case of Kodak, Kamil Munir argues that "Kodak's top management never fully grasped how the world around them was changing. They hung on to now obsolete assumptions about who took pictures, why and when". In the case of Lonely Planet "the problem was that Lonely Planet focused too much on its own problems – selling more books – instead of its overall mission: To make it easier for more people to travel" (Gus Balbontin). So what are the lessons for those of us who pride ourselves on being purveyors of fine learning in 2016 and beyond? Are we focussing too much on our 'own problems' rather than our 'overall mission'? In this presentation I will argue that there is much to learn from the past but if we want to be relevant to students over the next 25 years, perhaps it is time to rethink what we are 'purveying' and how best to engage with learners and learning in changing times.

Keynote speaker, Friday 29 January 2016



Professor Sally Kift is Deputy Vice-Chancellor (Academic) at James Cook University and President of the Australian Learning and Teaching Fellows (ALTF). Prior to commencing at JCU in 2012, Sally was a Professor of Law at Queensland University of Technology, where she also served as Law Faculty Assistant Dean, Teaching & Learning (2001-2006) and QUT's foundational Director, First Year Experience (2006-2007). Sally is a national Teaching Award winner (2003) and national Program Award winner (2007). She was awarded a Senior Fellowship by the Australian Learning and Teaching Council (ALTC) in 2006 to investigate the first year experience and is currently a Discipline Scholar in Law.

Keynote address

Tertiary educators as purveyors of fine learning: What have we learnt?

<p>purveyor pur vey/or Pronunciation: /pə'veɪə/ Noun 1 A person who sells or deals in particular goods 1.1 A person or group who spreads or promotes an idea, view, etc. http://www.oxforddictionaries.com/definition/english/purveyor</p>

As purveyors of fine learning, what is it that we have learnt since 1992? Critically, have those learnings impacted positively on the student experience of Australian higher education and discernibly improved our policies, practices, processes and pedagogies? As we look back to inform the future, it is clear that the sector's journey from 1992 has been dynamic and turbulent.

Our departure point in 2016 is patently a product of our context; continually buffeted by swirling shifts in policy and destabilised by competing agendas and seemingly intractable tensions. If, as the above definition would have it, we 'sell or deal in goods' and/or 'spread or promote ideas and views' how fit for purpose have our contributions been? And, frustratingly, have we settled on what that purpose is?

This presentation will explore the best of times and worst of times for our sector and ask a critical but fundamental question of higher education in 2016: has the 21st century student experience of learning in Australian higher education got better? Particularly, and setting aside the rhetorical flourishes, is the Australian "world class educational system", in which our government and the sector puts so much store, delivering on its educational promise? How does the scorecard for Team Australia HE read? While there is much to be positive about, there clearly remains a great deal to be done and much of it by our determined and agile purveying of learning leadership.



The Higher Education Research and Development Society of Australasia (HERDSA). The HERDSA WA Branch has been a long-term partner of the Teaching and Learning Forum, and will hold its Annual General Meeting **at lunchtime on Thursday 28 January**. Please join us in Building 501, room 201 to find out what HERDSA has been involved in over the past year and its plans for 2016.

About HERDSA

The Higher Education Research and Development Society of Australasia is a scholarly society for people committed to the advancement of higher and tertiary education. It promotes the development of higher education policy, practice and the study of teaching and learning. HERDSA has members across Australia and in Hong Kong and New Zealand. There are branches in most states which aim to promote practices within their state by offering professional learning, networking and events.

HERDSA also publishes the journal Higher Education Research and Development, regular print-based and email newsletters and 'Green Guides' – short, practical books about learning and teaching approaches. The HERDSA Fellowship scheme recognises high quality reflective practitioners in higher education.

HERDSA web-page: <http://www.herdsa.org.au/>

About HERDSA WA

In line with HERDSA's international and national aims, the WA Branch of HERDSA promotes a scholarly society for people committed to the advancement of higher and tertiary education. HERDSA WA runs a series of free seminars from local, national and international presenters. As a follow-up from the annual HERDSA conference, the WA Branch hosts a half-day mini-conference named 'HERDSA Rekindled', which reprises presentations by the WA conference presenters.

See the WA Branch website: <http://our.murdoch.edu.au/Educational-Development/Scholarship-of-T-and-L/HERDSA-WA/>

We welcome you to join as a member to this friendly and collegial group. Further information and online registration is available at http://www.herdsa.org.au/?page_id=36.