WATTLE 2022 Annual Report

2022 in Review

WATTLE
WOLLONGONG ACADEMY FOR TERTIARY TEACHING & LEARNING EXCELLENCE

UNIVERSITY OF WOLLONGONG AUSTRALIA

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WATTLE Profile

The Wollongong Academy for Tertiary Teaching & Learning Excellence (WATTLE) is a leadership community dedicated to providing space for teaching and learning recognition, development, passion and dialogue. WATTLE aims to create a community of practice where a diversity of expertise can be recognised and utilised to further teaching and learning locally, nationally and internationally.

Under the guidance of the then DVC(E) and LTC Director, the WATTLE Academy was established in May 2014 with an initial induction of 60 University of Wollongong (UOW) staff members, who had received recognition for excellence in teaching and learning. With the closure of the government's Office for Teaching and Learning in June 2016, the need for institutions to deeply embed an academy into their structure became critical. In August 2016, a new UOW WATTLE Executive Committee model was formed under a distributed leadership model with the objective of galvanising the Academy and reengaging with the teaching and learning community.

Since then, the Academy has grown to its current membership of over 300 Principal Fellows, Senior Fellows, Fellows and Associate Fellows committed to enhancing the learning experience of all our students. Every member of staff across all of the university's campuses nationally and internationally, whether they are teaching, research or professional; employed as casual, part-time or continuing can become a member of this Academy.

https://www.uow.edu.au/about/learning-teaching/wattle/

Purpose

The broad purpose of the Academy is to: Promote excellence and leadership in teaching and learning at UOW. WATTLE's key objectives are:

- Building a higher education-focused community of expertise, scholarship and research to lead discussion, collaboration and innovation in University teaching and learning, within and outside of the UOW.
- Building networks of knowledge fostering national and international relationships with respect to teaching and learning.
- Increasing UOW's national and international reputation with respect to teaching and learning.

Links to UOW Strategic Plan

WATTLE aligns with the following Values of the 2020-2025 Strategic Plan: Intellectual Openness; Excellence and Dedication; Empowerment and Academic Freedom; Mutual Respect and Diversity and Recognition and Performance.

WATTLE aligns with Goal 1: Empowering Students for their future, specifically Goal 1.5 Delivering excellence.

We will support ongoing staff development through proactive communities of practice and enhance career progression opportunities for teaching academics and professional staff. This in turn supports the Strategic Enablers of People and Culture.

A Word from the Chair and Deputy Chair

2022 was a year of significant growth and transition for WATTLE, the Academy run by and for its members at the University. Throughout the year, WATTLE successfully offered a range of monthly events, workshops, special interest groups, and activities to share and build knowledge and showcase quality teaching and learning practices at UOW. The year 2022 began with the anticipation of on campus learning blended with online and the move for in-person and dual delivery. With all the changes and uncertainty occurring within UOW, WATTLE members started the year with a workshop, 'Valuing Diversity: Supporting Neurodivergent Students at University' in February, which successfully engaged 84 participants.

This year's activities were delivered in diverse modes: online, in-person and dual delivery, and focused on topics that were important to WATTLE members and aligned to the strategic priorities of the University. During these sessions, members learn from experts whilst reflecting on their own practice to create advances in their teaching. In 2023, we look forward to continuously hosting events showcasing their work to inform best practices at UOW.

The 2022 WATTLE 'Teaching Circles' initiative continuously supported the creation of 15 circles, connecting 60 colleagues across UOW faculties and campuses. WATTLE mini-grants conference funding initiative supported 8 members to present their work or participate in L&T conferences nationally and/or internationally.

WATTLE continued to contribute to university governance and processes for rewarding and recognising staff achievements to enhance UOW's national and international reputation in teaching and learning. In 2022, WATTLE members continued supporting the University's awards and recognition processes providing mentoring for Australian Awards for University Teaching (AAUT) and Outstanding Contribution to Teaching and Learning (OCTAL) applicants, and assessing L&T Innovation Grants, and providing mentoring for applicants and review for Continuing Professional Development processes. It was a proud moment for WATTLE as all three UOW winners of the 2022 AAUT awards were WATTLE members, with A/Prof Xiaoping Gao becoming the first UOW recipient of a Teaching Excellence Award.

The WATTLE Executive Committee is dedicated to building a community of expertise, scholarship and research to lead discussion, collaboration and innovation in teaching and learning, this important area. In 2023, we look forward to welcoming new members to the Executive Committee and including staff from all faculties and more UOWGE campuses. As always, we welcome your input and involvement in 2023 as we continue to strive for excellence.

Associate Professor Xiaoping Gao
Chair WATTLE Executive Committee

Dr Sue Downie
Deputy Chair WATTLE Executive Committee

Associate Professor Tracey Kuit
Outgoing Chair WATTLE Executive Committee

Associate Professor Belinda Gibbons
Outgoing Deputy Chair WATTLE Executive

2022 WATTLE Executive Committee

WATTLE continues to be an Academy run by, and for its members. It is a leadership community dedicated to providing space for teaching and learning passion and dialogue. The Executive Committee volunteer their time, and individual strengths, to further the learning and teaching mission at UOW.

2022 saw the departure of several long-standing Executive Committee members for a variety of reasons such as departure from UOW or changed workload responsibilities. The committee also experienced a reduction in numbers through workforce changes during the previous global pandemic period. In March, a call was issued to the WATTLE membership for expressions of interest in joining the Executive. This received a terrific response which resulted in seven new members being inducted into the committee in April 2022.

Wattle Executive Committee – May 2022

Thank you and farewell

After several years of leading the executive team and driving WATTLE's support of learning and teaching (L&T) across UOW, A/Prof Tracey Kuit (SMAH) and A/Prof Belinda Gibbons (BAL) stepped down from their Co-Chair roles in July 2022, but they remain active members of the WATTLE community.

Tracey was a founding member of the Academy in 2014 and after joining the Executive Committee in 2016, she accepted the role of Deputy Chair in 2018 and was appointed Chair in 2019. Belinda served on the executive from 2017, moving to the Deputy Chair role in 2019. From 2021, Tracey and Belinda co-chaired in a distributed leadership model and under their guidance WATTLE continued to grow its membership, strengthened L&T connections onshore and offshore, and provided a space to explore, discuss, and reflect upon issues related to learning and teaching. Their outstanding leadership was highlighted throughout the pandemic when several new initiatives were introduced to allow L&T colleagues to stay connected within a supportive and collaborative community environment.

In 2022, the committee also farewelled Dr David Porter and Dr Tam Ha and the current Executive Committee acknowledge and thank all the outgoing members for their unwavering dedication and many contributions to the Academy.

Welcome - 2022 a new chapter

In July 2022 the Deputy Vice-Chancellor (Academic & Student Life) announced the incoming Chair and Deputy Chair of the WATTLE Executive Committee as Associate Professor Xiaoping Gao and Dr Sue Downie. The new committee structure came into effect August.

Associate Professor Xiaoping Gao (ASSH)
Chair

Dr Sue Downie (SMAH)
Executive Member since 2020
Deputy Chair

Eileen Bodey (UOWC)

Dr Zeenath Khan (EIS | UOWD)

Mr Grant Kinghorn (LTC | DVCA&SL Portfolio)

Dr Alyce Mason (LTC | DVCA&SL Portfolio)

Juliana Peloche (ASSH | Intl. HDR Student)

Dr Cassandra Sharp (BAL)

Wattle Executive Committee – Planning Day, September 2022

Administrative Support
Tanya Barton-Saad

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WATTLE Events

With much delight, WATTLE welcomed back face-to-face events in 2022 but also continued to embrace blended delivery where possible, to provide collaboration opportunities across all UOW locations. Throughout the year 326 WATTLE members and UOW colleagues engaged in discussion and sharing activities around the following learning and teaching topics. Materials from all of our events can be found at https://uow.padlet.org/WATTLE/2022

Valuing Diversity: Supporting Neurodivergent Students at University

February Workshop: The WATTLE event schedule commenced in February, with an opportunity for colleagues to learn how to better support our neurodivergent students as they navigate university studies. The two-hour workshop was a cross collaboration facilitated by UOW's Susannah Gregory, Manager, Student Accessibility & Inclusion; Assoc Prof Amanda Webster, APD for Master of Autism, Graduate Certificate of Autism and Master of Education, Special Education; and Dr Kimberley McMahon-Coleman, the Academic Director of Regional Campuses at UOW and author of Teaching University Students with Autism Spectrum Disorder: A Guide to Developing Academic Capacity and Proficiency.

Speakers presented on topics of:

- What is neurodiversity and why do I need to know about it?
- Principles of Inclusive Teaching, a focus on Universal Design for Learning
- Bridging neurodivergent perspectives through information and communication

Followed by reflection and discussion with the 84 participants.

Valuing Diversity Break-out Group: Pictured, Leanne Windsor from Shoalhaven campus

"Hearing on-the-ground suggestions as well as details of the realities that our students live with has broadened my perspective and alerted me to pay more attention." (WATTLE Survey Participant)

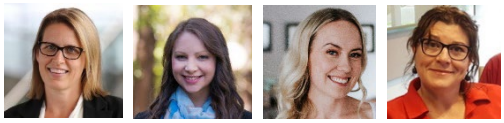
"It was beneficial to learn more about how neurodivergence may present in a student and ways in which they may find a University environment or particular kinds of assessments challenging." (WATTLE Survey Participant)

WATTLE & Ed Developer Network event: Student Engagement in Online Learning Environments

April Workshop: In April, WATTLE joined forces with UOW's Education Developer Network to explore and share ideas for student engagement in online learning environments. The event featured presentations from Dr Tracey Kuit and Dr Jody Gorman (School of Chemistry and Molecular Bioscience, Faculty of Science, Medicine & Health) showcasing good practice for moving large group - lowing engagement presentation tasks online; and moving large-scale research projects online to foster creativity. Participants were joined by Dr Alison Brown (University of Southern Queensland), who explored an online engagement framework for higher education to support student learning and success

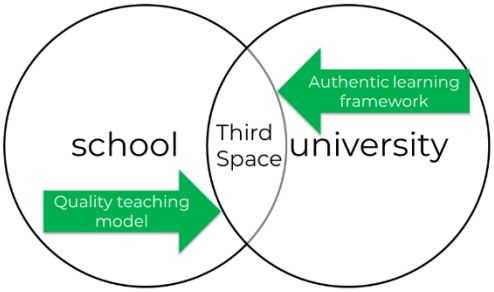
"Thank you all for such great presentations! Lots of food for thought, especially with the Padlet content." (Ed Dev/WATTLE Survey Participant)

Introduction to Work Integrated & Career Development Learning @ UOW



June Panel discussion & QA session: This panel of WATTLE experts came together to discuss their experiences of Work Integrated Learning (WIL) and Career Development Learning (CDL) to help colleagues gain a better understanding of how WIL and CDL are framed at UOW and answer questions.

Facilitated by Dr Michelle J Eady (A/Prof, Curriculum and Pedagogy, School of Education), Dr Bonnie Dean (Head, Academic Development and Recognition, Learning, Teaching & Curriculum), Dr Erin Twyford (Lecturer, Faculty of Business and Law), and Dr Lisa Milne (Work-integrated & Career Development Learning Project Coordinator, Student Engagement & Employability).



Based on Zeichner, 2010

"Thank you so much for the opportunity to listen to these amazing academics talk about such an important topic for UOW students" (WATTLE Survey Participant)

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Exploring the magic of SoTL

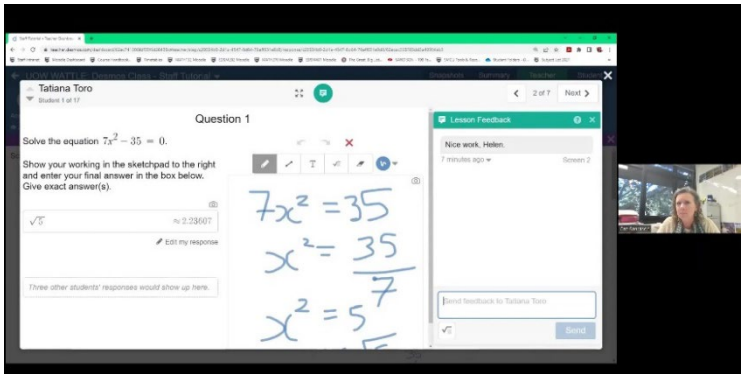
July Workshop: In 2022, the Australian Government's Quality Indicators for Learning and Teaching (QILT) data revealed that UOW ranked number 1 nationally for employers' overall satisfaction level with UOW graduates. This indicates that UOW graduates are prepared for today's workforce with skills and qualifications that employers need. In this workshop Dr Michelle J Eady (A/Prof, Curriculum and Pedagogy, School of Education at UOW and President Elect (2022 – 2024) of the International Society for the Scholarship of Teaching and Learning (ISSOTL)), and Dr Bonnie Dean (Head, Academic Development and Recognition, Learning, Teaching & Curriculum), asked "What is happening at UOW that makes us stand out in the crowd" and "if teaching and learning is something that we do well are we writing about it as part of our scholarly practice?" The objectives of SoTL include improving student learning through teaching, scholarly examination of what takes place inside classrooms, measuring the effectiveness of pedagogies, and sharing this analysis with other scholars. In this online workshop, 30 participants learned more about taking teaching practice from a well-rehearsed and successful action to a scholarly activity.

"I got some great new ideas for making student thinking visible through my questioning or organisation of tasks/activities through attending the workshop." (WATTLE survey participant).

Using Desmos to facilitate collaborative, online tutorials

August Showcase: In their WATTLE Teaching Circle, A/Prof Caz Sandison, Dr Matt Mores and Dr Carole Birrell ran a pilot of Desmos in first-year mathematics and statistics subjects and were very pleased with the results. They used Desmos in online Zoom/WebEx tutorials, where the students were divided into breakout rooms to work on assigned exercises. Although its main strength is for mathematical notation and graphing, they believe that it has potential for broader application in other subjects, such as engineering, physics, and chemistry.

In this showcase, they provided live demonstrations so participants could experience Desmos from both student and teacher perspectives, as well as sharing tutorial exercises created for their own subjects and discussing how the students responded.



Integrated CDL & WIL at UOW: Panel discussion & QA session

October Panel discussion & QA session: Back by popular demand following a very successful June event, a second Work Integrated Learning (WIL) and Career Development Learning (CDL) event was held to discuss the framework for WIL and CDL at UOW. The panel answered questions enabling participants to join the vibrant and supportive WIL/CDL community at UOW, engaging participants in idea sharing and planning for future directions for that community.

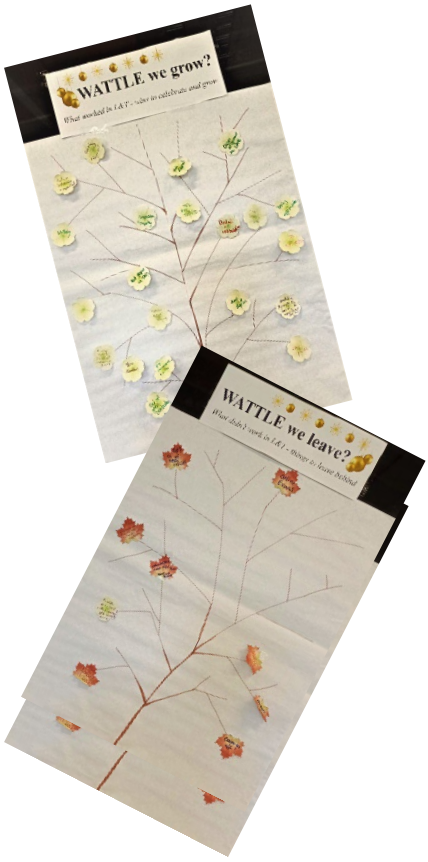
End of Year Celebration Party

The End of Year celebration party was a highly successful milestone for 2022 WATTLE events, as it marked the resumption of in-person gatherings following another challenging year.

The event was held on the main campus and served to recognise and celebrate the involvement and contributions of our members. Professor Theo Farrell, DVC (Academic & Student Life) presented certificates to new WATTLE colleagues, and acknowledged the hard work and dedication of members, especially appreciating the contributions of our outgoing Co-Chairs and executive members. Our incoming Chair and Deputy Chair and new Executive Committee introduced themselves to the members for the first time.

The event also provided valuable networking and collaboration opportunities. A lucky draw activity engaged approximately 50 members, providing them with an opportunity to reflect on their experiences in 2022 and share their ideas for teaching and learning in the year ahead.

Overall, the End of Year celebration was a fun and rewarding experience that highlighted the strength and resilience of the Academy and its members.



Snapshot of activity feedback from members:

WATTLE we grow [in 2023]?

Funded support such as Conference Grants

Valuing teachers and teaching

Teaching Circles!

Education Research links

Digital innovation | TEL Hot Topics

Wellbeing | More Kindness | Compassion & Empathy

WATTLE we leave [in 2023]?

Changes to the Academic Consideration System

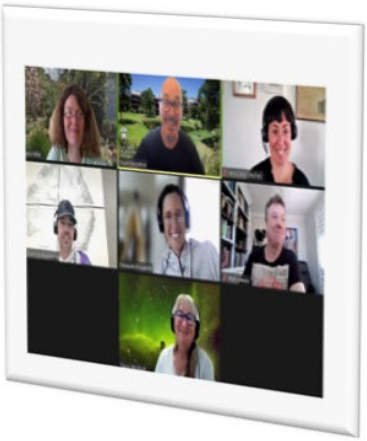
Online Exams

Cameras off! | Dual teaching with cameras off doesn't work!

Non-blended lectures

Teaching Circles

Teaching Circles is a WATTLE initiative whereby self-nominated collective groups of UOW staff come together in a safe, supportive space to explore, discuss, experiment and reflect upon issues related to learning and teaching. Teaching Circles in 2022 built upon the foundation laid in 2021 by its creator, David Porter. Eileen Bodey and Alyce Mason from the WATTLE executive stepped in to ensure the Teaching Circles initiative continued following David's departure (midway into the 2022 cycle). Following a successful expression of interest, 15 teaching circles were formed with about 60 participants. Teaching Circles participants could also apply for up to $500 worth of funding per group. In total, approximately $4900 and 10 mini grants were awarded to support Teaching Circles projects. (Appendix 2)



2022 Teaching Circles

- Blended Learning Design Decisions
- Building Learning Communities
- Clinical Supervision
- Developing Digital Competency for Accounting Students
- Engaging International Students
- Inclusive Education Supporting Neurodivergent Students
- Integrating Aboriginal Contents and Perspectives into School of Psychology Degree Programs
- Integrating Sustainable Development Goals
- Novel Technologies for Teaching and Learning 2.0
- Person-Centred Practice and Pedagogy
- Short Course Development
- Situational- Based Learning Through the Use of Animations
- Teaching in R Studio, Encouraging Reproducible Research
- Using Technology for Well-Being and Learning
- Work Integrated Learning (WIL) and Embedded WIL

Composition and Process

The Teaching Circles ranged in size from 2- 6 participants per group and they were sourced from either one faculty or from across faculties or campuses. Over a 7-month period, participants worked together, communicating regularly, often weekly, or fortnightly whilst focusing on a topic of common interest in the teaching and learning space. The Teaching Circles created their own objectives and coordinated times for communicating. They could also request mini-grant funding. Teaching Circles came together as a broader collective through participation in two midway check-in sessions and had the opportunity to similarly share their experience via participation in a Final Sharing session that took place in late November.

Benefits

Social connections

In the context of learning and teaching during the COVID-19 pandemic, Teaching Circles 2022 offered a chance to connect with other staff members. Verbal testimony of participants of the Teaching Circles stressed the need for social contact during this time and that Teaching Circles 2022 had given participants a space to have that contact.

Opportunity to investigate areas of common interest

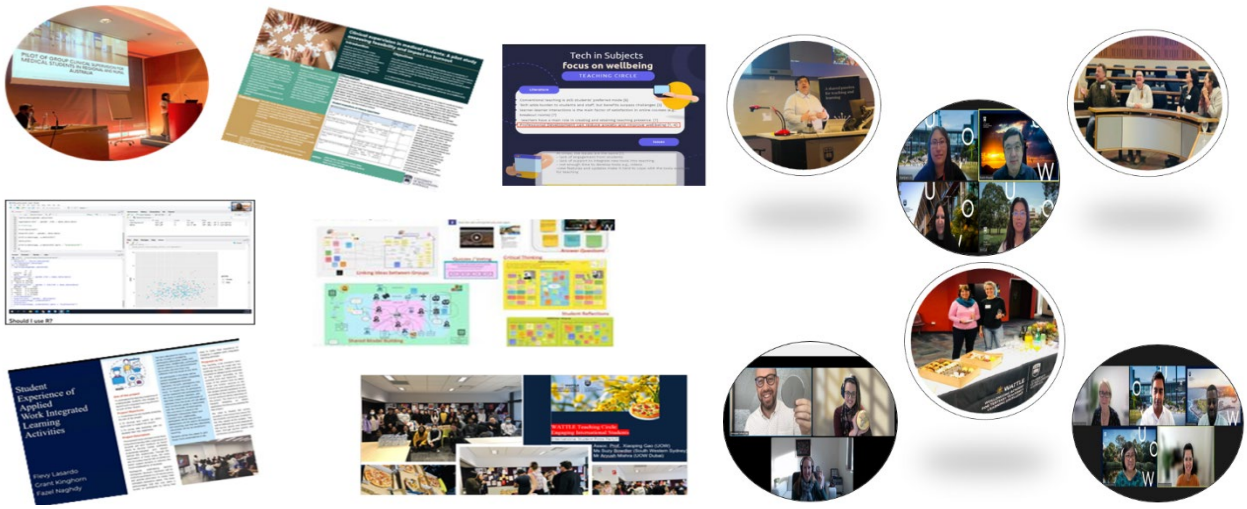
Teaching Circles 2022 gave participants the opportunity to investigate areas of common interest at a faculty level as in the case of the *Developing digital competency for accounting students* Teaching Circle, who aimed to produce an online resource for accounting students.

Teaching Circles also gave participants the opportunity to investigate areas of common interest across campuses as in the case of the *Novel technologies for teaching and learning* Teaching Circle. This Teaching Circle presented their findings at the 33rd Annual Conference of the Australasian Association for Engineering Education (AAEE2022) and the title of the article they published was 'Evaluation of Contemporary E-Learning tools and Platforms for Tertiary Education'. In the article's acknowledgements section, the authors expressed their gratitude for the Teaching Circle mini grant which supported the study and was provided to them by WATTLE.

Snapshots of Outcomes

Teaching Circles 2022 offered a place of social connection and a place to investigate areas of common interest in the teaching and learning space. They facilitated new communities of practice and resulted in various outcomes including conference presentations, publications, posters, workshops, discussions and teaching resources, for example:

The *Engaging International Students* Teaching Circle engaged over 100 undergraduate and HDR students through fun activities to encourage them to share their challenges and expectations during difficult periods.



"[Teaching Circles benefits] Short-term commitment (which helps to constrain the project to something achievable) with the option of continuing the connections/project as we see fit into the future. Case-by-case support from WATTLE Team and use it as much or as little as needed." (WATTLE survey participant).

Next steps

An online booklet collating a summary of each of the Teaching Circles, their composition, aims, and results, is being compiled and will be sent to participants.

Several Teaching Circles have expressed an interest in presenting their group's findings via a WATTLE event in 2023.

A presentation about Teaching Circles was given by the WATTLE Executive at the 2022 Global Collaborate Conference. This generated interest in the initiative from across campuses and global entities.

WATTLE Teaching Circles will continue to evolve, taking on board annual participant feedback to improve sharing practice. Feedback from the 2022 end of cycle review drew attention to the composition of Teaching Circle teams and as a result, eligibility for participation will be opened to include all WATTLE members (academic and professional staff) in 2023.

Conference Funding

As part of WATTLE's ongoing commitment to UOW staff professional development in educational research and scholarship of teaching and learning, WATTLE once again offered funding to assist members to present their research or attend teaching and learning conferences nationally and/or internationally. Following an application and review process, nine (9) WATTLE members received funding of up to $500 per grant. (Appendix 3)

2022 Member Feedback

Attendance at WATTLE events in 2022 was challenging for many participants as everyone rallied behind blended and dual delivery modes of teaching. In 2022, we were able to connect colleagues at Wollongong, regional, metro and global campuses, with most attendees unsurprisingly still aligned with the Wollongong campus. Our members remain predominantly academics, however we see an increasing number of professional and casual sessional and fixed-term staff joining the Academy.

Throughout 2022, Academy members were asked to outline events of interest. We embraced a dual delivery model alongside a blended delivery model to ensure our events were accessible both synchronously and asynchronously. All events included some element of web conferencing, and session recordings and resources were made available via Padlet, Qualtrics surveys, and the WATTLE website where appropriate.

During our end of year survey, the participants reflected on what they enjoyed and how they would improve WATTLE.

'Teaching Circles- helped me to reflect on teaching practice'

'...it is always good to see what colleagues are doing'

'I have benefited from learning from colleagues from a variety of disciplines'

[what had the most impact on your teaching]

'learning from colleagues from a variety of disciplines'

[What motivated you to join the WATTLE community?]

'To continue learning about best practice in teaching and learning, to understand how the institution was responding to sector wide issues, to connect with interesting people.'

'Overall, this was a fabulous venture that I'm really pleased to have been a part of! Thank you WATTLE and all who made it happen!'

2022 WATTLE Member Survey participants comments

During our end of year survey, when asked what topics were most of interest, 14 respondents answered:

Topic	No. of respondents	Topic	No. of respondents
Scholarship of Teaching and Learning (SoTL) workshops	10	Blended learning	5
Benchmarking and sharing best practice	6	Learning analytics	5
Work-integrated learning	3	Staff wellbeing	7
Student partnerships	3	Student career preparedness and employability	1
Joining a UOW Community of Practice	4	Student wellbeing	2
Lifelong learning	3	Global Curriculum innovation	0
Microcredentials	4	Other (please specify):	3

The respondents were 8 full-time academic, 2 casual sessional, 1 fixed term and 3 professional staff from all faculties, including UOW College and UOWGE campus. The other topics that members are interested in include: Technology Enhanced Learning; CPD; and international students academic writing. In response to this survey, in 2023 WATTLE will look to partner with LTC and academics across UOW to run a workshop series on SoTL.

During our end of year celebration members were asked what they need from WATTLE in 2023. Feedback included the following:

WATTLE you need [in 2023]	
What member teaching goals are for 2023:	What members would like from WATTLE in 2023:
Balance	*More gatherings and sharing sessions*
Perspective	*More face-to-face events*
[to] Survive!	*More events to showcase great L&T excellence*
Utilise all of the great initiatives of LTC	*Interactive short training for innovating teaching approaches*
Gain recognition for teaching and learning awards	*An event showing practices that worked to re-engage students on campus*
Use innovative approaches of teaching	*Get togethers | Events | Workshops*
Re-engage students on campus	*More Sharing (& Social Media)*
Complete more POTS and PREPS	*Advertising/promotion of collaboration opportunities*

Publish from 2022 L&T Innovation Grant Project (LTIG)	*Encouragement for teaching staff*
Locate a teaching network in my discipline and beyond and extend opportunities for collaboration	*Interface with HEA*
Trial new Moodle tools	*Ideas for creating a community*
Create a community of best practice in HDR Supervision	*More Teaching Circle kind of mentoring!*
To get my short course off the ground	*Hot topics in TEL as a group of motivated staff with a passion to become more involved with Moodle decisions*
Learning more about individuals' practice and sharing transferable sills	*Update snapshots for excellence (includes ideas)*
Survive, Revive & Thrive	*I'd like my WATTLE contribution recognised by my faculty and acknowledgment of the teaching workload full stop (for a Research Fellow)*
Provide students genuine opportunities to connect with others & staff	*Opportunities to meet like-minded academics*

WATTLE will continue to share practice through focused events and through events of interest to its members.

How to get involved

WATTLE is an academy run by its members and relies on their involvement. There are numerous ways members can get involved including responding to annual surveys, emailing the WATTLE Executive (academy-wattle@uow.edu.au) and suggesting future events https://www.uow.edu.au/about/learning-teaching/wattle/event-criteria/.

To become a member go to https://www.uow.edu.au/about/learning-teaching/wattle/membership/

APPENDIX ONE: Summary of WATTLE Supported Events in 2022

https://www.uow.edu.au/about/learning-teaching/wattle/past-events/

Month	Event
Feb	Valuing Diversity: Supporting Neurodivergent Students at University
Apr	WATTLE & Ed Developer Network Event: Student Engagement in Online Learning Environments
Jun	Introduction to Work Integrated & Career Development learning at UOW: Panel discussion & QA session
Jul	Exploring the magic of SoTL
Aug	Using Desmos to facilitate collaborative, online tutorials
Oct	Introduction to Work Integrated & Career Development learning at UOW: Panel discussion & QA session
Nov	Teaching Circles Sharing Session #3 FINAL
Nov	WATTLE End of Year Celebration

APPENDIX TWO: Teaching Circle Mini Grants (up to $500) awarded in 2022

Teaching Circle	Request for
Integrating Aboriginal Contents and Perspectives into School of Psychology Degree Programs	Funding to pay for essential consultations with Indigenous knowledge holders (e.g. students and those external to university)
Novel Technologies for Teaching and Learning	Registration fee for conference findings, and gift vouchers for student survey participation
Inclusive Education Supporting Neurodivergent Students	Transcription of student interviews.
Integrating Sustainable Development Goals	Casual funding for 12 hours student partner to capture the voice of students about 'what the UNSDGs mean to them' and 'how exploring them in subjects has benefited them'
Engaging International Students	Catering for student events
Person-Centred Practice & Pedagogy	8 hours of Research Assistant funding
Developing Digital Competency in Accounting Students	Purchase of key textbook and purchase of student participation vouchers.
Situational-based learning through the use of animations	Casual funding to engage an Animation Expert to provide professional development support to TC members.
Work-Integrated Learning (WIL) and embedded WIL	Casual funding for an Administrative Assistant to process survey results and organise symposium
Teaching in R Studio, encouraging reproducible research	10 hours of RA assistance

APPENDIX THREE: Conference Funding Grants (up to $500) awarded in 2022

Member	Conference	Paper
Aziz Ahmed EIS	33rd Australasian Association for Engineering Education Conference (AAEE 2022) 4-7 December 2022 Sydney	'Evaluation of Contemporary E-Learning Tools and Platforms for Tertiary Education' Aziz Ahmed, Grace A.L. Kennedy, Robyn Coman, Emmanuel Boateng, Marcella Bernardo Papini, Mehrdad Amirghasemi
Kylie Austin Student Life Div ASSH PhD Student	Equity Practitioners in Higher Education Australasia Conference (EPHEA 2022) 21-23 November 2022 Canberra	'Reimagining future Widening Participation policy with students at the centre' Kylie Austin & Sarah O'Shea
Sue Duchesne ASSH	Equity Practitioners in Higher Education Australasia Conference (EPHEA 2022) 21-23 November 2022 Canberra	'Transforming the Equity Space through a Culture of Support and Community' Sue Duchesne, Samantha Avitaia & Brittany Brown Poster: 'Supporting Regional Student Success: An Umbrella of Care' Sue Duchesne & Samantha Avitaia
Amanda Gigliotti ASSH	Higher Education Research and Development Society of Australasia Annual Conference (HERDSA 2022) 27-30 June 2022 Melbourne	'Disruption to learning in higher education: Redesigning and rethinking remote learning for inclusivity and learner optimisation' Amanda Gigliotti
Xiaoping Gao ASSH	LCNAU Seventh Biennial Colloquium (LCNAU 7th Biennial Colloquium) 28-30 November 2022 Melbourne	'Enhancing L2 communicative competence through interactive tasks in synchronous online classes' Xiaoping Gao
Laura Rook BAL	Australian and New Zealand Academy of Management 2022 (ANZAM 2022) 6-7 December 2022 Queensland	Attended to facilitate Teaching and Learning conference stream as Co-Chair
Lynn Sheridan ASSH	Australian Association for Research in Education (AARE 2022) 28 November – 1 December 2022 Adelaide	'Giving Voice to the Voiceless in Higher Education: A Student Partners Approach to Curriculum Transformation' Lynn Sheridan
Farzana Tanima BAL	Asia Pacific – Centre for Social and Environmental Accounting Research Conference (A-CSEAR 2022) 12-14 December 2022 Wellington, New Zealand	'Embedding Indigenous Knowledges: a Reflection on Our Journey as Accounting Educators' Farzana Tanima

Erin Twyford BAL	Asia Pacific – Centre for Social and Environmental Accounting Research Conference (A-CSEAR 2022) 12-14 December 2022 Wellington, New Zealand	'Inviting students to talk the talk: developing employability skills in accounting education through industry-led experiences' Erin Twyford