BA CONFERENCE 2017

25TH - 26TH SEPTEMBER 2017
UNIVERSITY OF QUEENSLAND

THE UNIVERSITY OF QUEENSLAND
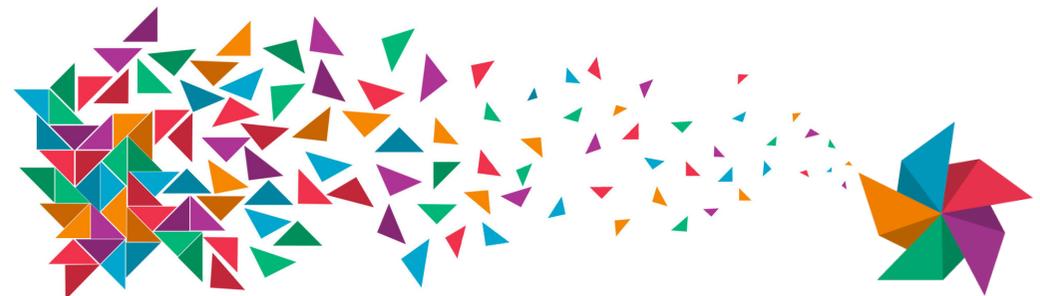AUSTRALIA

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DEANS OF ARTS, SOCIAL SCIENCES AND HUMANITIES

Australian Government

Office for
Learning & Teaching

HASS
FUTURES

BA CONFERENCE 2017

UNIVERSITY OF QUEENSLAND, BRISBANE
25-26 SEPTEMBER 2017

HASS FUTURES

Conference Overview

Welcome to the first ever BA Conference!

The conference program has been designed to prompt discussion, showcase innovation and formulate action.

We hope that you find the conference stimulating and thought provoking and as much fun as we have had planning it.

Conference Committee

Dr Deanne Gannaway
d.gannaway@uq.edu.au

OLT National Fellow, ITaLI, University of Queensland

Ms Karen Sheppard
k.sheppard@uq.edu.au

Project Manager, ITaLI, University of Queensland

Dr Skye Doherty
s.doherty@uq.edu.au

Lecturer, School of Communication and Arts, University of Queensland

Dr Eve Klein
e.klein@uq.edu.au

Director of Teaching & Learning, School of Music, University of Queensland

Conference Team

Kaylee Gannaway, Carmen Garratt, Monique Filet, Isaac Bennett, Andrea Doherty, Alexa Sheppard, Clarissa Dharmaseta

BA Conference supported by

Program Overview

Presentations	Panel session	Discussion session	Paper and posters	Social

Day 1: Monday 25th September

8:30 Foyer, Prentice	Registration and coffee
9:00 Room 216, Prentice	**Conference Opening**
9:30 Room 216, Prentice	**Panel: Value of the BA – personal perspectives**
10:30 Room 212 Prentice Room 115 Prentice Room 216 Prentice Foyer, Prentice	**Agenda Setting Workshop (includes morning tea)** 1. Embedding employability and preparing for employment in uncertain futures 2. Ensuring liberal arts values 3. BA curriculum design 4. BA pedagogies
11:30 Room 216, Prentice	**Panel: What are the differences and similarities in experiences in BA programs internationally?**
12:30 Foyer, Prentice	Lunch
1:00 Room 216, Prentice	**Ten years after studying 'just Arts': thoughts on skills and status** Patrick Begley, Journalist & UQ BA Alumnus
1:30 Rooms 216, 115 & 212 Prentice, 202 and 202a, LIB	**Parallel Presentations:** Sharing experiences, innovations and solutions
3:00 Foyer, Prentice	Afternoon Tea
3:30 Rooms 216, 115 and 212 Prentice 202 and 202a, LIB	**Parallel Presentations**: Sharing experiences, innovations and solutions
4:30 Foyer, LIB	**Posters, Cheese, Wine and Entertainment**
6:30 Various	**Dinner with friends**

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Day 2: Tuesday 26th September

8:30 Foyer, Prentice	Registration and coffee
9:00 Room 216, Prentice	**Setting the scene** Dr Kathryn Sutherland; Dr Deanne Gannaway
9:30 Room 216, Prentice	**Presentation: *HASS Futures: Don't be defensive*** Distinguished Professor Stuart Cunningham, Creative Industries Faculty, QUT
10:15 Room 216 Prentice Room 202a LIB Room 202 LIB Room 115, Prentice Room 212, Prentice Foyer, Prentice	**Contemporary Graduate Outcomes of BA programs (including morning tea)** *Discussion groups considering the nature of contemporary graduate outcomes* 1. Honours within the context of the BA: Research pathway or more? 2. Self-awareness in a broader world 3. Digital humanities 4. Operationalising inter- and transdisciplinary experiences 5. Innovating for HASS with the professions (without losing our souls). 6. UQ Not-so-hidden-Treasures Hunt: BA Learning spaces
11:30 Room 212 Prentice Room 115 Prentice Room 216 Prentice Room 202, LIB	**Creating Solutions Workshop** *Developing possible actions and outcomes to share with conference in final plenary* 1. Embedding employability and preparing for employment in uncertain futures 2. Ensuring liberal arts values 3. BA curriculum design 4. BA pedagogies
1:00 Foyer, Prentice	Lunch
1:30 216, Prentice	**Plenary: Revitalising the BA: Where do we go from here?** Where to from here? Generating and sharing the final conference outcomes with responses from the plenary panel
3:00 216, Prentice	**Final Summation and Close**

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Parallel Sessions: Monday 25th September

	216 Prentice	202 LIB	115 Prentice	212 Prentice	202a LIB
1:30	The Impossible Curriculum: Imagining the BA from Scratch	Reimagining HASS pedagogies – from sage on the stage to director in the wings	Can the BA be future proofed?	Embedding (and signaling) employability in the Adelaide BA	Follow the yellow brick road: an interactive planner to help students maximise the BA's value
2:00	Balancing the BA with institutional imperatives: consolidation and renewal	The Pros and Cons of International Short Term Mobility Programs for HASS Students	What is/Why Arts? Re-imagining the HASS narrative for a 21st century post-secondary cohort	'More than a satisfying journey: valuing the BA degree in Australia into the future'	The Innovative Assessment Database: A catalogue of assessment techniques that increase student engagement and encourage academic integrity
2:30	Streamlining the BA: a whole of program approach	Lost in Transit? The transition to University-level French	Losing our humanity? Student perspectives on the value of the BA degree in a neo-liberal age	Experiential pedagogies? Moving toward multi-disciplinary HASS pedagogies and the place of the BA WIL curricula	Student Co-Creation as a Mechanism for Reinventing the Curriculum and the Student Experience
3:00	Afternoon Tea				

Foyer, Prentice

	216 Prentice	202 LIB	115 Prentice	212 Prentice	202a LIB
3:30	Capping the degree: Providing a strong HASS capstone experience	History and HBO, or using popular culture to teach unfamiliar pasts	BA students qualitative feedback and reflections on assessment tasks: Identifying relevance in the BA	In defence of discomfort: on the importance of making students sad through radical defamiliarisation.	The Third Space - managing disruption and building capacity in the arts
4:00	The Common European Framework of Reference for languages - bitcoin for language graduates?		Research-led teaching in the Arts: Pathways to Active Learning and Student Engagement?		

Foyer LIB

Pecha Kucha Poster Presentations

4:30	JxD: lessons from interdisciplinary teaching	Cirrus: a teaching & learning platform for innovative digital assignments			JxD: lessons from interdisciplinary teaching

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Speakers

PATRICK BEGLEY
JOURNALIST AND UQ ALUMNUS

> *Ten years after studying 'just Arts': thoughts on skills and status*
> **When:** Monday 25th Sept.
> 1:00-1:30
> **Where:** Prentice Building
> Room 216

Patrick graduated from the University of Queensland in 2012 with a Bachelor of Arts with First Class Honours (Philosophy) before studying journalism in Brisbane. He received a cadetship with Dubbo's local newspaper, The Daily Liberal, and then another with the Sydney Morning Herald. At the Herald, Patrick has worked a court reporter and now an investigative journalist, covering stories about crime, the justice system, environmental regulation and political lobbying.

DISTINGUISHED PROFESSOR STUART CUNNINGHAM
QUEENSLAND UNIVERSITY OF TECHNOLOGY

> *HASS Futures: Don't be defensive*
> **When:** Tuesday 26th Sept.
> 9:30-10:15
> **Where:** Prentice Building
> Room 216

Stuart Cunningham is Distinguished Professor of Media and Communications, Queensland University of Technology. A fellow of the UK Academy of Social Sciences and the Australian Academy of the Humanities, and a Member of the Order of Australia, his most recent books are Hidden Innovation: Policy, Industry and the Creative Sector (2014), the co-authored Key Concepts in Creative Industries (2013), Screen Distribution and the New King Kongs of the Online World (2013), and Media Economics (2015), and the co-edited Digital Disruption: Cinema Moves Online (2012) and The Media and Communications in Australia (2014). Social Media Entertainment: The new industry at the intersection of Hollywood and Silicon Valley (with David Craig) is forthcoming from New York University Press. He has played many roles as a researcher and advocate in advancing the HASS sector.

KATHRYN SUTHERLAND
VICTORIA UNIVERSITY OF WELLINGTON

Where we've been: Day 1 Summary
When: Tuesday 26th Sept.
          9:00-9:15
Where: Prentice Building
          Room 216

Dr Kathryn Sutherland served two terms as Associate Dean (Students, Learning and Teaching) in the Faculty of Humanities and Social Sciences at Victoria University of Wellington, Aotearoa New Zealand, from 2010-2016. During this time, she served as the NZ representative on the Deans of Arts, Social Sciences, and Humanities (DASSH) Associate Deans Learning & Teaching Network. She also won funding for and introduced the BA Internship programme at Victoria University of Wellington. She has since returned to her academic role in the university's Centre for Academic Development, but continues to serve as academic coordinator for the BA Internship.

Panel Sessions

Panel 1: Value of the BA – personal perspectives

"Unlike environmental goods, which can have value not associated with humans, culture and its artefacts are always of value to someone in particular". (Snowball, 2008). Panel members share personal perspectives of the value of the BA.

Chair

Dr Deanne Gannaway
University of Queensland

Dr Deanne Gannaway is a researcher and teacher at the University of Queensland in Brisbane, Australia. She has conducted a number of large-scale national research projects investigating the contemporary Bachelor of Arts. Her current research focuses on understanding the role played by the liberal arts in the current social and economic context.

Panellists

Student:
Sarah Ritchie
Final year UQ student

Sarah Ritchie is a third-year Bachelor of Arts student at UQ studying an extended major in Sociology and a minor in Gender Studies. Sarah has been involved in many curricular and extracurricular activities throughout her BA, including a project in 2016 investigating the HASS Undergraduate Student Experience.

Head of School:
Professor Catharine Coleborne
University of Newcastle

I grew up in the Latrobe Valley in Victoria, and studied at the University of Melbourne, taking out a BA (Hons) in History and English, later studying at La Trobe University as a doctoral student. My development as a historian was shaped by interdisciplinary connections as well as a keen interest in (the already interdisciplinary) field of the history of health and medicine.

Alumni:
Bri Lee
Editor of "Hot Chicks with Big Brains", Graduate of UQ

Bri Lee is a Brisbane-based writer and the Founding Editor of Hot Chicks with Big Brains. She is the inaugural Kat Muscat Fellow, a 2017 Griffith ReviewFellow, and her debut memoir, Eggshell Skull, will be published by Allen & Unwin in 2018. Her work has appeared in the Guardian, Griffith Review, Broadly and i-D (Vice), Vault, and elsewhere.

Academic:
Associate Professor Martin Forsey
University of Western Australia

Martin is Director of the BA at UWA. He teaches in anthropology and sociology, specialising in Australian society and research methods. His research arena is formal education, publications have focused on a variety of topics including school choice, internationalisation of higher education, active pedagogies in higher education, education in a mobile modernity.

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Panel 2: What are the differences and similarities in experiences in BA programs internationally?

What's happening internationally? What are the differences and similarities in experiences in BA programs internationally? What can we learn from each other?

Chair

Professor Joseph Siracusa
President, Australia's Council for Humanities, Arts and Social Sciences (CHASS)

Joseph M. Siracusa is Professor of Human Security and International Diplomacy and former Deputy Dean of Global and Language Studies (2009-2015) at the Royal Melbourne Institute of Technology University and President of Australia's Council for the Humanities, Arts and Social Sciences. Professor Siracusa is internationally known for his writings and commentary on presidential politics, nuclear history, international diplomacy, and global security.

Panellists

Northern America:
Professor Tom Carey
San Diego/ British Columbia Association of Institutes and Universities

Dr. Thomas Carey is a Visiting Fellow in UQ's Institute for Teaching and Learning Innovation. In the U.S., Tom is a Research Professor at San Diego State University; in his native Canada, he is Executive-in-Residence for Teaching and Learning Innovation with the British Columbia Association of Institutes and Universities. His previous roles include department head and Associate Vice-President in two Canadian universities and Senior Partner with the Carnegie Foundation for the Advancement of Teaching in the U.S.

Canada:
Dr Marianne Legault
University of British Columbia

Dr. Marianne Legault is the Associate Dean of Undergraduate Studies in the Faculty of Creative and Critical Studies at UBC. She publishes in the areas of early modern French literature. Her latest book: Female Intimacies in Seventeenth-Century Literature, Ashgate, 2012.

Canada:
Associate Professor Bernard Momer
University of British Columbia

Bernard Momer is the Associate Dean, Teaching, Learning and Curriculum for the Faculty of Arts and Sciences at the University of British Columbia, Okanagan Campus in Kelowna, Canada. Between administrative stints, his focus is on urban cultural geography.

South Africa:
Dr Genevieve Hundermark
University of Witwatersrand

Genevieve Hundermark is based in the Faculty of Humanities' Teaching & Learning Unit at the University of the Witwatersrand, Johannesburg, South Africa. She coordinates and lectures on a variety of student success workshops and interventions for BA students and supports enhancing the teaching and learning environment in the Faculty of Humanities.

New Zealand:
Associate Professor Tim Cooper
University of Otago

Tim Cooper is Associate Dean (Academic) in the Division of Humanities at the University of Otago, New Zealand, and Associate Professor of Church History in the Department of Theology and Religion.

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Panel 3: Plenary: Revitalising the BA: Where do we go from here?

Where to from here? Generating and sharing the final conference outcomes with responses from the plenary panel

Chair

Professor Julie Duck
Associate Dean (Academic), Faculty of Humanities and Social Sciences, UQ

Since completing my Graduate Certificate in Higher Education in 2008 I have led and been involved in a series of teaching and learning projects on assessment policy and practice, strengthening gateway courses using active learning approaches, professional development for new tutors and for academic staff new to teaching and learning at UQ, student retention, and enhancing the quality of learning in outbound mobility programs. I have received funding both from the ALTC and from internal UQ Teaching and Learning grants.

Panellists

Professor Joseph Siracusa
San Diego/ British Columbia Association of Institutes and Universities

Joseph M. Siracusa is Professor of Human Security and International Diplomacy and former Deputy Dean of Global and Language Studies (2009-2015) at the Royal Melbourne Institute of Technology University and President of Australia's Council for the Humanities, Arts and Social Sciences. Professor Siracusa is internationally known for his writings and commentary on presidential politics, nuclear history, international diplomacy, and global security.

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Professor Denise Meredyth
Vice-President of DASSH

Denise Meredyth is the Pro Vice Chancellor for the Division of Education, Arts and Social Sciences at UniSA. She comes from a background in applied and problem-focused research in cultural, educational and social policy. She has led team-based projects, with multiple industry, government and community partners. Her current projects include a study of new ways to share public resources such as school buildings, libraries and digital platforms, through community and public-private partnerships. She is also working with an international team exploring co-operative investments in public wifi.

Ms Carine Stewart
Senior Advisor, Student Engagement and Employability, Faculty of Humanities and Social Sciences, Victoria University of Wellington

Carine has over thirteen years' experience in tertiary administration and student services, including the creation and coordination of the BA Internship course. Her portfolio also involves other work-integrated-learning courses and extra-curricular programmes. She recently completed a master's defree focusing on Adult and Community Education in Aotearoa, New Zealand.

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Workshop Discussions

Workshops 1 & 3:

Agenda Setting Workshop: *Conference breaks into small groups to focus conference discussions.*

Creating Solutions Workshop: *Based on the stimulus, discussions and sharing, groups formed on day 1 regroup to develop possible actions and outcomes to share with conference in final plenary*

Discussants

BA CURRICULUM DESIGN - ROOM 216, PRENTICE BUILDING

Associate Professor Parshia Lee-Stecum
University of Melbourne

After studying at the Universities of Tasmania and Cambridge, Parshia worked for three years at Trinity College, Dublin before joining the University of Melbourne in 1998. His main research and teaching interests include Roman poetry of the Augustan period (especially Roman elegy), Roman myth and ethnicity, and magic in the Roman world. Parshia is currently the Associate Dean (Teaching and Learning) in the Faculty of Arts and Program Director of the BA.

BA PEDAGOGIES - FOYER, PRENTICE BUILDING/202 LEARNING INNOVATION BLDG
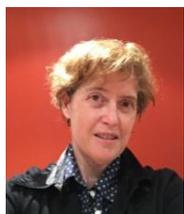
Associate Professor Heather Monkhouse
University of Tasmania

Associate Professor Heather Monkhouse is a clarinettist and Academic Director, Learning & Teaching for the College of Arts, Law and Education at the University of Tasmania. Her teaching has been recognised with a Vice Chancellor's Teaching Excellence Award, an Australian Learning and Teaching Council Teaching Fellowship and an Office for Learning and Teaching Citation for Outstanding Contributions to Student Learning. Heather's research focusses on curriculum design, assessment and Australian, American and British clarinet music.

ENSURING LIBERAL ARTS VALUES – ROOM 115, PRENTICE BUILDING

Professor Robbie Robertson
Swinburne University

Formerly Head of Arts & Social Sciences at James Cook University, Robbie has worked previously at Otago University, La Trobe University, ANU, and the University of the South Pacific where he was Professor of Development Studies. Robbie is currently Dean of Arts, Social Sciences & Humanities at Swinburne University of Technology.

EMBEDDING EMPLOYABILITY & PREPARING FOR EMPLOYMENT IN UNCERTAIN TIMES – ROOM 212, PRENTICE BUILDING

Associate Professor Adrian Jones
La Trobe University

Adrian Jones teaches Russian, Ottoman and European history at La Trobe University. He directs Teaching and Learning in HASS. Adrian was also a Director of the National Centre for History Education (NCHE) and a former Chair of the History Council of Victoria. He was awarded an ALTC citation in 2008, and an OAM in 2009 for his teaching and professional activities.

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Workshop 2: Contemporary Graduate Outcomes of BA programs

Discussion groups considering the nature of contemporary graduate outcomes

Discussants

HONOURS WITHIN THE CONTEXT OF THE BA: RESEARCH PATHWAY OR MORE? - ROOM 216, PRENTICE BUILDING

Dr Victoria Kuttainen, James Cook University

Victoria Kuttainen is Roderick Scholar of Comparative Literature and Head of English at JCU, where she is currently undertaking a postgraduate diploma in education. Since 2014 she has led the Roderick team to co-author a suite of articles, a monograph forthcoming with Cambria Press, and a project website. Presently she is overseeing a curriculum refresh which seeks to capitalise on and foster connections between literary studies and the broader humanities and social sciences.

DIGITAL HUMANITIES - ROOM 202, LEARNING INNOVATION BUILDING

Dr Natalie Collie, University of Queensland

Natalie Collie is a lecturer in the School of Communication and Arts at UQ. Natalie's research has a focus on cities, communication and identity. She explores the potential for digital technologies to transform how we learn and teach in the humanities.

SELF-AWARENESS IN A BROADER WORLD - ROOM 202A, LEARNING INNOVATION
BUILDING

Dr Carolyn Johnstone, Federation University

Carolyn Johnstone has over 25 years of experience as an education and training specialist with the British Army. Her MEd from Sheffield University was in Adult Continuing Education and her PhD on adult education as a stabilizing response to conflict drew on interests in both international relations and education. Carolyn was privileged to serve as a member of the independent Commission on Adult Vocational Teaching and Learning (CAVTL) which considered excellence in VET in the UK; CAVTL's final report *It's About Work … excellent adult vocational teaching and learning* was published in 2013.

OPERATIONALISING INTER- AND TRANSDISCIPLINARY EXPERIENCES - ROOM 115, PRENTICE BUILDING

Dr Skye Doherty, University of Queensland

Skye Doherty is a Lecturer in Journalism at the University of Queensland's School of Communication and Arts. Her research and teaching straddle journalism and interaction design and aim to show how one can help the other innovate. She teaches practice-led courses in which students used design methods to envisage the future of journalism.

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INNOVATING FOR HASS WITH THE PROFESSIONS (WITHOUT LOSING OUR SOULS) - ROOM 212, PRENTICE BUILDING

Professor Tom Carey
San Diego/ British Columbia Association of Institutes and Universities

Dr. Thomas Carey is a Visiting Fellow in UQ's Institute for Teaching and Learning Innovation. In the U.S., Tom is a Research Professor at San Diego State University; in his native Canada, he is Executive-in-Residence for Teaching and Learning Innovation with the British Columbia Association of Institutes and Universities. His previous roles include department head and Associate Vice-President in two Canadian universities and Senior Partner with the Carnegie Foundation for the Advancement of Teaching in the U.S.

UQ NOT-SO-HIDDEN TREASURE HUNT: BA LEARNING SPACES - FOYER, PRENTICE BUILDING

Dr Deanne Gannaway,
University of Queensland

Dr Deanne Gannaway is a researcher and teacher at the University of Queensland in Brisbane, Australia. She has conducted a number of large-scale national research projects investigating the contemporary Bachelor of Arts. Her current research focuses on understanding the role played by the liberal arts in the current social and economic context.

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1. The Impossible Curriculum: Imagining the BA from Scratch
A/Prof Parshia Lee-Stecum

Few Arts academics doubt the abiding value of an Arts education. Yet, as a frame for that education, the BA in this country is now over 160 years old. Assumptions about the timelessness of an Arts education notwithstanding, the intervening years have occasioned a startling degree of curriculum change and diversification in response to shifting demands, pressures and appetites for innovation. The possibilities for a BA curriculum in Australia in 2017 have been conditioned by history in ways that are complex, often contradictory, and sometimes limiting.

Today, too, there are present and emerging demands that encourage us to rework our historical BA paradigm: a more sophisticated approach to, and greater capacity for, embedding work integrated learning into curriculum (Gannaway et al. 2016); an emerging understanding of the impact of student mental wellbeing on learning and the capacity for curriculum design to support wellbeing (Baik et al., 2017); a focus on intercultural effectiveness and global readiness (Stone 2006; Carroll 2015); the dynamic expansion of teaching and learning technologies (Johnson et al. 2016); and so on. On the face of it, a HASS education might be ideally placed to embrace these and the many other challenges and opportunities that educators are working with today. Much is being, and can be, done.

But to what extent do the accretions of history weigh down and limit the BA as a means to realise the HASS education we would aspire to enable?

This paper asks a question: what if we started from scratch? Would our concept of a BA (or BAs) differ from present incarnations if we imagined the impossible: a HASS curriculum based on current educational aspirations and opportunities but freed from the institutional, disciplinary and systemic realities that have conditioned the degree's development over the past century and a half. Moreover, if we did apply what we (think we) know now to a new BA paradigm, what might this impossible curriculum look like?

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References:

Baik, C., Larcombe, W., Brooker, A., Wyn, J., Allen, L., Brett, M., Field, R., James, R. (2017), *Enhancing Student Mental Wellbeing. A Handbook for Academic Educators* (Enhancing Student Wellbeing Project: unistudentwellbeing.edu.au).

Carroll, J. (2015), *Tools for Teaching in an Educationally Mobile World* (Routledge: Internationalization in Higher Education Series).

Gannaway, D., Duck, J., Wessell, A., Bastin, G., Gustavson, R., Sheppard, K. (2016) *WIL-ing the BA: Work Experience Opportunities in the Australian Bachelor of Arts*. *Final Report 2016* (Promotion of Excellence in Learning and Teaching in Higher Education).

Johnson, L., Adams Becker, S., Cummins, M., Estrada V., Freeman, A., Hall, C. (2016) *NMC Horizon Report: 2016 Higher Education Edition* (The New Media Consortium).

Stone, N. (2006) 'Conceptualising Intercultural Effectiveness for University Teaching', *Journal of Studies in International Education* 10.4: 334---356.

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2. Reimagining HASS pedagogies –
from sage on the stage to director in the wings
Dr Genevieve Hundermark

Do our pedagogies in the Humanities and Social Sciences prepare students for the world that awaits them? How do we encourage students to be successful and immerse themselves in lifelong learning, when they are constantly exposed to the sage on the stage (lecturer) attempting to impart knowledge and information to a passive body of seemingly uninterested students? Lecture content may be interesting, but many students are lost amongst masses in large teaching venues, where they are unable to contribute to the learning in a meaningful manner. Perhaps it is time for the sage to move into the wings of the lecture theatre and take on the role of facilitator or director…

Enquiries Based Learning (EBL) is an approach that has been adopted in the University of the Witwatersrand as a second semester seminar series for struggling first year students. EBL is facilitated, closed-loop, reiterative learning (Summerlee & Murray, 2010), requiring that the lecturer change his/her role from being the "sage on the stage" to the "director in the wings". In an era where

information is widely available in a rapidly changing world, it is generally purported that pedagogies tend to remain archaic and irrelevant. How can we expect students to develop skills to cope in this world when our methodologies still reflect those of days gone by? Our pedagogies need to be reimagined.

This paper is the first in a series that addresses the questions raised and focuses particularly on the facilitation of the EBL seminar series - how lecturers came to terms with their new role as facilitators. Their thoughts and reflections concerning the efficacy of the EBL approach and how it contributes to the development of students is considered. Lastly, their insights concerning the continuation of such a program are reported, with interesting and diverse perspectives being voiced.

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3. Can the BA be future proofed?
Prof Robbie Robertson

It is almost a perfect storm. We have continued to promote our 19th century disciplines as both relevant to the 21st century and intrinsically self-sufficient. And we continue to argue that in teaching them, we provide the skills needed for adapting to future change, something we never worried about in the past. And yet BA enrolments continue to decline. In an era fearful of technological change and its impact on future employment needs, what can BA convenors and staff do to make the BA challenging again?

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4. Embedding (and signaling) employability in the Adelaide BA
Dr Wayne Errington

The University of Adelaide is developing a new employability strategy and the BA will be one of the first programs to undergo a major change in accordance with the strategy. This work is being undertaken in parallel with efforts to embed enhanced digital capabilities, problem-solving and numeracy as BA learning outcomes, in part via a 'spine' of compulsory skills courses, as well as by enhancing majors. Part of the University's employability strategy is to draw to the attention of both teaching staff and students the existing characteristics of programs that enhance employability - the transferable skills that are increasingly being recognised by employers as the key to longer term employability in a constantly changing social and economic environment. Hence the task of better signaling the good work already being done as well as embracing and embedding new pedagogies.

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5. Follow the yellow brick road: an interactive planner to help students maximise the BA's value
Mr Chris Frost, Ms Sherrie Hoang & Ms Shirley Moran

In January 2016, UQ's Faculty of Humanities and Social Sciences faculty developed and released an interactive planner for the Bachelor of Arts. It continues to help thousands of students navigate complex rules, jargon, and more than 77,000 combinations of majors, minors, and extended majors in the program. The planner draws on up-to-date institutional data to highlight semester offerings, unit prerequisites, provide warnings where rules aren't met, and links students to student advisors for guidance when needed. Tablet and mobile friendly, the planner increases the capacity for student choice and design, while streamlining student advising processes. The tool's success in terms of student satisfaction and advisor reach has led to a UQ wide funded project to pilot the planner system in other programs.

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6. Balancing the BA with institutional imperatives: consolidation and renewal
A/Prof Heather Monkhouse & Ms Miriam Doi

Late in 2016 the University of Tasmania instituted a whole of institution curriculum renewal process, for implementation in 2018. Part of that process was the imperative for course coordinators of bachelor level awards to make explicit institutional graduate attributes and in so doing highlight the relevance of tertiary study. The renewal brief emphasised that the University's courses be designed to prepare graduates for opportunities in an evolving global economy. Core design principles were included: bachelor study must enable student attainment of disciplinary expertise grounded in experiential learning (Kolb, 1984), degree core knowledge, and opportunities for experience and engagement (Brew, 2010). Finally, coordinators were required to develop a new Applied Honours pathway for fourth year study. Concurrent to the curriculum renewal project was the University's teaching consolidation project, first introduced in 2015, to address the way in which the curriculum might be delivered and governed. It was essential that the two initiatives be linked so that during curriculum renewal processes the potential for collaboration to improve efficient delivery of the curriculum was explored and utilised. This paper outlines the processes undertaken to date to refresh the University of Tasmania's Bachelor of Arts degree and confirm its alignment to the University's curriculum core design principles. It explores existing and continuing features of the BA (Gannaway, 2015) and details the changes that have been introduced. Through the curriculum renewal process, what has emerged is that the focus of the BA's messaging has changed from what students can study in the degree to what skills and attributes they develop through their learning. The BA of 2018 is more defined in its focus, it uses fewer units more effectively and it makes more explicit to students the purpose of their learning and the skills and attributes required to determine and achieve success.

References:
Brew, A. (2010). National Teaching Fellowship Final Report Enhancing Undergraduate Engagement Through Research and

Inquiry. Australian Learning and Teaching Council, Sydney.

Gannaway, Deanne (2015) The Bachelor of Arts: slipping into the twilight or facing a new dawn? Higher Education Research and Development, 34 2: 298-310. doi:10.1080/07294360.2014.956689

Kolb, D. (1984). Experiential learning: Experience as the source of learning and development. Englewood Cliffs, NJ: Prentice-Hall Inc.

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7. The Pros and Cons of International Short Term Mobility Programs for HASS Students

Dr Janette McWilliam

This paper will address the pros and cons of setting up short-term mobility programs for HASS students in Europe. I have created two programs that redefine HASS teaching and Learning Spaces by integrating international cultural experiences with work-integrated learning skills, which in terms of student experience, are truly transformative. Students return to UQ inspired to do more of our courses; they have formed life-long friendships and learning cohorts, and have a greater clarity of how their time in the BA at UQ can really shape their futures. The first is three week Study Tour and the other a five week International Museum Internship Program and Material Culture Field School. Students on the Museum Internship Program and Field school, for example, not only learn about museological techniques, but also discover what it is like to be both a professional archaeologist and a university based academic, analysing newly excavated artefacts, using research data bases, writing reports, and dealing with different forms of bureaucracy. Living and working in a group environment in a non-English speaking country fosters resilience and makes them more culturally aware. Students develop interpersonal, organisational and teamwork skills, helping them to become better prepared, well-rounded graduates ready to transition to the workplace. Despite these types of courses meeting all sorts of University expectations, creating them and then ensuring that they run smoothly, as this paper demonstrates, is not as straight-forward as one might imagine.

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8. What is/Why Arts? Re-imagining the HASS narrative for a 21st century post-secondary cohort
Dr Peter Keegan

"What *is*/Why Arts?" A concept that for generations of students did not require explanation now mystifies, confuses, frustrates and challenges. Domestic and international providers of higher education speak about their BA programs in terms of attributes, capacities, credentials and outcomes – inter/disciplinary knowledges and understandings; soft, transferable skill sets; local/global perspectives; transformative learning experiences; academic/professional qualifications – and allude to the breadth and depth provided by a liberal arts education. But how comprehensible, compelling or distinctive is this narrative to the 21st century post-secondary cohort? To what extent have Australian tertiary institutions (and here, read: not only our senior- and middle-level executive, but our contemporary casual, fixed-term and continuing educators) reflected on what the humanities, arts and social sciences *mean* in the current age? Is there an authentic, alternative vision that translates whatever meanings educators in our BA programs see as integral into something our students recognize, identify with and connect to? With these questions in mind, this paper will address the most prevalent stories articulated about the BA across the Australian HE sector – whether the program is configured as a single degree, or with major/minor, core, or foundation components – and capture how it might be possible to re-imagine these narratives in light of what we as educators regard as intrinsic about the HASS disciplinary landscape, integral to ourselves, our society, and our way of living. The aim, albeit as a first step only on a longer, more complex journey, is to test the degree to which the so-called "civilising" syllabus – the "encircling curriculum" or *encyclopaedeia* scholars in antiquity and the post-classical age defined as *humanitas*, *artes*, and *scientia* – can be reconfigured as the *essential* point of difference informing all that makes whatever our students do or become purposeful, satisfying and lifelong: namely, making the BA compelling again.

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9. More than a satisfying journey: valuing the BA degree in Australia into the future

Prof Catharine Coleborne & Dr Hamish Ford

This paper addresses the overarching theme of curriculum conversations and the development of BA curriculum and it contends that the challenge to translate the value of the BA program might be met by reimagining pedagogies. It does this in three ways: first, it posits the need for a shift from the experience of the BA degree of most senior academics of the present using a personal reflection; second, it draws upon market research compiled during a BA reinvention project at the University of Newcastle which shows the need for a renewed engagement with our audiences, but reminding us of the longer history of this need; and third, it describes a new pedagogical problem posed by the potentiality of digital humanities.

While this might seem a large scope, the paper will argue that by imagining humanities teaching through the present, rather than the past, and taking into consideration the global push for vocational education through the liberal arts, we might better understand the positionality of the BA in the current university landscape as possessing strength, purpose, and power as a degree for the future. The paper will showcase data from our market research, including qualitative responses to questions about the BA degree. It includes personal reflections to engage us in thinking about what these problems tell us about our own motivations in puzzling over the BA as an educational 'product'. Finally, it makes some more radical suggestions for the future of the liberal arts or humanities in order to present options and to stimulate new thinking and debate.

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10. The Innovative Assessment Database: A catalogue of assessment techniques that increase student engagement and encourage academic integrity

Dr Mair Underwood and Miss Annabel Shewring

Lack of student engagement and increased rates of academic misconduct (especially the use of essay banks and mills) are serious issues facing higher education today. In an effort to more deeply explore the interconnections between assessment innovation, student engagement and academic misconduct this Teaching Innovation Grant project is exploring HaSS staff and student perspectives on current assessment techniques. In so doing it identifies the assessment techniques considered the most innovative in terms of high levels of student engagement, staff satisfaction, learning outcomes and deterrence of academic misconduct, and compiles them into a searchable database. Drawing on insights from over 100 qualitative interviews with academic staff and students, the Innovative Assessment Database is one of the first of its kind to actively engage both staff and students as partners in teaching and learning, and will go on to inform future assessment design, as well as add to scholarly debates concerning the scope and value of using assessment innovation in higher education.

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11. Streamlining the BA: a whole of program approach

Dr Vanessa Fredericks, A/Prof Cath Ellis & Ms Yan Liu

Imagine the BA as a living, breathing organism.

The BA as an organism is traditionally rhizomatic (Deleuze & Guattari, 1987). The essence of a rhizome is to have multiple entryways (Deleuze &Guattari, 1987, p. 14). Similarly, the BA is an assemblage, made up of multiple of lines of flight. At our institution (UNSW), there are 1,536 possible combinations.

Our vision for our BA is to bring it to life. We hope to make it compelling by animating our BA as a series of student narratives about what the BA means to them. In order to get there, we first had to initiate and engage our Faculty in a conversation about our curriculum, via a Faculty-wide curriculum mapping project. This paper outlines the steps we have taken towards achieving our vision.

While the multiplicitous nature of the BA has traditionally been part of its appeal, more recently it has been seen as one of its shortcomings (Gannaway, 2015). The graduate employment market that our current and future students will enter into is radically different to previous generations. This means that we need to articulate our offer in a way that is meaningful in a global market, and speak to a common understanding of what a BA graduate looks like (Gannaway, 2015, p. 299). As a higher education provider in Australia, we are also required to demonstrate assurance of learning, and to provide evidence of adhering to national standards as outlined by the Tertiary Education Quality and Standards Agency (TEQSA).

This paper outlines the steps we have taken to capture the rhizomatic essence of our BA through a process of curriculum mapping. Our goal is to translate our BA program learning outcomes as a set of transferable skills, while still maintaining the integrity and fluidity of our offer. Taking a whole of program approach, we began by developing a set of program learning outcomes that articulate the core values of our BA. We then developed a series of stream learning outcomes that

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align with the program, but at the same time illustrate the diversity and distinctiveness of our program. This paper describes this process in more detail, and argues for the role of curriculum mapping in communicating the value of the BA.

References:

Deleuze, G. & Guattari, F. (1987). A Thousand Plateaus: Capitalism and Schizophrenia. Trans. Brian Massumi. Minneapolis, MN: University of Minnesota Press

Fraser, K. & Thomas, T. (2013). Challenges of assuring the development of graduate attributes in a Bachelor of Arts. Higher Education Research & Development, 32 (4): 545-560, DOI: 10.1080/07294360.2012.704594

Gannaway, D. (2015). The Bachelor of Arts: slipping into the twilight or facing a new dawn? Higher Education Research & Development, 34(2): 298-310, DOI:

10.1080/07294360.2014.956689

Green, W., Hammer, S., & Star, C. (2009). Facing up to the challenge: Why is it so hard to

develop graduate attributes? Higher Education Research & Development, 28(1), 17–20.

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12. Lost in Transit? The transition to University-level French

Dr Barbara E. Hanna & Dr Joe Hardwick

Each year, universities receive precious shipments of that sadly rare commodity, graduates of senior language programmes continuing their language studies, and every year numbers dwindle further in the crucible of first year study: this presentation asks how we can minimize the inevitable losses. In 2016, faced with the continuing lukewarm reception of our UQ post-matriculation French course, whatever the content, assessment and materials, we asked what it would mean to approach the problem through the lens of the literature on transition to university. What would it mean to shift our attention from the intrinsic motivation of the course itself, to a wider concern for supporting students in transit? And what is particular to the ways in which transition is experienced by language students, who come to university with a strong sense of disciplinary identity? How can post-matriculation students be nurtured through the transition to University language studies in ways which engage and educate and are delivered efficiently

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and sustainably? This paper investigates this question, examining uptake, by post-matriculation French students at UQ, of a number of transition-to-university trialled in 2016 and 2017.

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13. Losing our humanity? Student perspectives on the value of the BA degree in a neo-liberal age
Ms J. Dawn Marsh

The perception that the Bachelor of Arts (BA) degree is in decline and the belief that the humanities are in crisis are global phenomena. At the institution level, this pessimism may be reinforced by falling student enrolments, reductions to staffing and course offerings, and defensive responses to perceived threats to the legitimacy and funding of academic scholarship in liberal arts and humanities disciplines. The pressures to re-design, re-brand and re-market the BA, either as a degree that fits the demands of the 21st century labour market, or one that can appeal to a hedonistic and narcissist framing of the millennial generation, cannot be ignored. However, there is a risk that portraying the BA degree in these ways may undermine what is really of value in it, and that doing so may sever the link to the history of humanities scholarship. Students' voices are often absent from debates about the future of the BA, although there is some recognition that educational expectations in a neoliberal age are likely to be different from those of previous generations who were exposed to more social-egalitarian values. In this paper, I draw on data collected from first-year students during the initial phase of a longitudinal study on students' perceptions of the value of the BA. I argue that we are doing these and our future students a disservice when we fail to promote traditional values of democratic citizenship, critical engagement and intellectual autonomy as outcomes of an education in the humanities, arts and social sciences.

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14. Experiential pedagogies? Moving toward multidisciplinarity HASS pedagogies and the place of the BA WIL curricula
Dr Violeta Schubert

There are many challenges associated with how to understand 'work integrated learning' in the broader HASS pedagogies. WIL curricula as a distinct pedagogic field often flies in the face of the perceptions and prejudices associated with activities that do not appear to directly stem from the methodologies and epistemologies of HASS disciplines. The purveying discipline imaginary of HASS has expanded to incorporate a better appreciation of multidisciplinarity; however, WIL continues to be situated in an awkward place that challenges our perceptions of disciplinary and scholarly integrity. It is for this reason that a critical gaze is needed that explores how knowledge systems are constructed in terms of a hierarchy of values in which the more philosophical, theoretical and conceptual sit above the 'applied' or 'professional'. To be sure, there is often piecemeal endeavours to rapidly incorporate the increasing demand for WIL programs but there continues to be little theoretical and research rigour of experiential pedagogies as a field of study in itself and as such WIL continues to fall into a no man's land. The opportunities to reconsider what is taken for granted in terms of the understanding of what constitutes 'disciplinary' knowledge, pedagogies of learning, the space between disciplines (interdisciplinary) as well as collaborative spaces between disciplines (multidisciplinary). I want to argue here that the future of HASS, the BA rests with embracing WIL. For WIL to be considered not as a hybrid but a cross-cutting pedagogic space that fits within, across and beyond disciplines, and further, that as an understudied and undervalued field HASS, the BA, is the right home for the emergence of this multi-sited space for theories of experiential pedagogies.

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15. Student Co-Creation as a Mechanism for Reinventing the Curriculum and the Student Experience
Ms Mollie Dollinger

I would like to present work on my dissertation thesis entitled, "Student Co-Creation in Higher Education." Co-creation, also known as value co-creation, is a management and marketing strategy that integrates user resources such as their experiences, opinions, and preferences into the design, production, and deliver of value propositions (i.e. offerings). When applied to a higher education context this strategy can be useful for creating a model onto which educators can illicit and encourage the co-design, co-teaching, or even co-assessment in the classroom.

In my presentation I would like to firstly discuss two cases I have included within my dissertation on co-created curriculum. These case studies highlight how co-creation can take many forms within the classroom. Secondly, I would like to discuss the relevant emerging research on co-created curriculum in higher education and touch on some of the major themes including power-balance, inclusivity, and student voice (e.g. in Bovill, Cook-Sather, Felten, Millard & Moore-Cherry, 2016). Finally, I would like to present my model for student co-creation in higher education, detailing the indicators, processes, and outcomes.

My presentation will also discuss why co-creation can lead to improved student learning experiences, such as ownership, stronger relationships with peers and staff, and graduate capabilities, all of which can make the BA more compelling to students and validate the value of higher education experience.

References:
Bovill, C., Cook-Sather, A., Felten, P., Millard, L., & Moore-Cherry, N. (2016). Addressing potential challenges in co-creating learning and teaching: overcoming resistance, navigating institutional norms and ensuring inclusivity in student–staff partnerships. *Higher Education*, *71*(2), 195-208.

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16. Capping the degree: Providing a strong
HASS capstone experience

Dr Wajeehah Aayeshah, Dr Mitch Goodwin, Dr Bryonny Goodwin-Hawkins, Dr Kay Are, Dr Maxx Schmitz

A capstone subject should ideally enable students to develop and showcase a portfolio of skills and expertise they have learnt throughout their degree. This subject should assist students in establishing a link between their education and real-world practice (Judd et al., 2015; van Acker & Bailey 2011). In an undergraduate timeline, the capstone has been contextualized as a coming of age experience. Durel (1993) describes this as a rite of passage, as the students' learning over time culminates in knowledge that they can now apply to their immediate future (Star-glass, 2010).

However, a more sophisticated approach to the capstone might also draw on the rising importance of Work-Integrated Learning (WIL). Any degree embedded with elements of WIL or Work-place learning (WPL) enables students to link their learning with practice. The students are prepared from their very first day to be ready for the field so that their employability is high. Such students require more from a capstone experience than developing links between theory and practice. They are ready to become independent learners, critical thinkers and pragmatic workers. A capstone on this model can allow students to become global citizens, with strong ethical roots (Kachra & Schnietz, 2008). Most importantly, it can encourage students to create a sense of professional identity, in addition to their 'graduate' identity (van Acker et al., 2014).

We propose a workshop that would involve active participation in identifying the elements of a benchmark HASS capstone. It will assist participants to explore the strengths of programs offered by their home universities and develop preliminary requisites for a capstone that would cater to their target audience. This workshop is a first step towards establishing a capstone curriculum design working group across Australian universities.

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17. History and HBO, or using popular culture to teach unfamiliar pasts
Dr Rhiannon Evans

We approached the teaching of the past, initially ancient Rome, by incorporating popular culture's representation of this past into the curriculum. Versions of the ancient world from films, and t.v., such as HBO *Rome*, are available in a format which students can readily consume and understand—in a word, familiar. Students are comfortable with the conventions of a Hollywood blockbuster or HBO series, because they make alien cultures more palatable and recast the past through a modern lens. Even if they show a past of slavery, poverty and violence, 'good' characters are usually egalitarian in their outlook, with a recognisably modern viewpoint and a Judeo-Christian moral compass. To many historians these are shortcomings, but we use these visual texts to engage students in active learning, as they must find primary evidence which supports or negates a modern version of the past. Our model has a double benefit: engaging students via an attractive access point to the past; and encouraging them to test its reliability by carrying out active research. This is a form of structured research, possible from earliest stages of university education; it averts the panic which accosts some students when faced with a vast number of possible primary and scholarly sources. Anxiety is a primary reasons for the use of unreliable web sources: students see it as a way of cutting through the confusing array of materials. In the case of ancient history, these materials can be offputting as they deal with concepts which are difficult to grasp. The popular culture entry point gives students a familiar focus on the world of the unfamiliar past and allows them to become experts who can identify anachronism. In the process they also defamiliarise their own culture and are forced to consider why and how modern narrative conventions exist.

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18. BA students qualitative feedback and reflections on assessment tasks: Identifying relevance in the BA
Dr Amy Forbes & Dr Marie M'Balla-ndi

Scholars have long praised the value of a Liberal Arts education, and universities have struggled with the decision over continuing to offer   a Bachelor of Arts

degree in the face of dwindling enrolments and often disgruntled and confused students. At JCU, we have visited and re-visited the Bachelor of Arts program beginning in 2009 as part of the university's curriculum refresh project. Since then, the curriculum has undergone numerous revisions in its structure and assessment tasks, each seeming to emanate from limited, sometimes vague student satisfaction measures. In this research, we turn our attention to the qualitative responses of the students themselves both in the subject and teaching evaluations following significant improvement of student satisfaction scores in the last three years. Have we finally hit on a curriculum design that students view as clear, relevant and engaging? Using qualitative student feedback from 2015-2017, we examine the honest (anonymous) evaluation of key assessment tasks included in the many variations of the Bachelor of Arts curriculum. With additional data from focus group discussions with current students, we discuss the structure of the new program and describe key assessment tasks students see as relevant vis-à-vis future employment and personal growth. We review and support the commitment of the university to good teaching and improved student engagement through establishing a supportive and positive learning environment where student learning is at the center in order to maximise their liberal arts education. Finally, we highlight the continuing effort of academics to valorise the Liberal Arts and show positive effects on students to help universities develop a more impact agenda and assist in redefining the institutional approach to social engagement, and move away from more commercial and entrepreneurial concerns.

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19. In defence of discomfort: on the importance of making students sad through radical defamiliarisation
A/Prof Greg Hainge

In this paper, I set out to explore the importance of making the familiar unfamiliar and extend this general principle out to what I term a radical defamiliarisation. I begin with the philosopher Gilles Deleuze who considers the work of philosophy to be a struggle against common sense, saying, "it's nice to talk like everybody else, to say the sun rises, when everybody knows it's only a manner of speaking" (Deleuze and Guattari 1987: 3). I believe that it is in the Humanities that such

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common sense assumptions are put under duress and that students are thereby enabled to see the world from outside of their existing cultural sphere and preconceptions. To do this, however, is to ask students to become discontent with their own knowledge frameworks and thus, to paraphrase Deleuze again, in a very real sense to sadden them. Deleuze writes: "The use of philosophy is to sadden. A philosophy that saddens no one, that annoys no one, is not a philosophy. It is useful for harming stupidity, for turning stupidity into something shameful" (Deleuze 2006: 106). What this insight calls for is a pedagogy of discomfort, a learning environment in which the safe haven of a stable worldview is abandoned and in which the student is asked effectively to leave their own self behind. This can be achieved either through a gradual process of defamiliarisation in which students are asked to look at an object or text afresh and question their own reading of it or, alternatively, through a radical defamiliarisation, a confrontation with something that presents as entirely foreign. A very literal instantiation of this kind of learning environment can be found in the language classroom, but a similar environment can be created by confronting students with extreme "difficulty".

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20. The Third Space - managing disruption and building capacity in the arts
Dr Mitch Goodwin, Dr Wajeehah Aayeshah, Dr Kay Are,
Dr Bryonny Goodwin-Hawkins & Dr Maxx Schmitz

As technology disrupts the higher education landscape and legacy technologies constrict innovation and curtail flexibility (Morris 2013) how do we manage meaningful change in the Humanities and Social Sciences? What conversations do we need to have to create a stable and supportive environment that is mindful of traditional pedagogies while also being responsive to an increasingly fragmented future? This paper will argue that collaboration through dialogue and knowledge sharing is a key enabler for driving pedagogical change in the Arts. Further to this, for any initiative to be sustainable requires a considered teaching and learning design framework that transcends silos, budgets and disciplines. Enter, the 'third space'.

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As universities expand and 'traditional' academic career opportunities contract, third space academics – who serve not only scholarship but institutional priorities – are emergent. Third space academics are neither exclusively teaching-focussed nor research-orientated, yet they participate in intellectual communities and bring an academic skill base to bear on their provision of university services. (MacFarlane 2011) The third space has been defined as a space that exists between academic and professional roles and modulates both. (Whitchurch 2012) Commonly, such definitions refer to professional staff with minimal – if any – teaching experience and who are rarely research active. We argue that, to be effective and cognisant of teaching and learning pedagogies, third space academics need to operate fluidly and constructively across both territories.

In this paper, we will unpack the Curriculum Design Lab (CDL) model within the Faculty of Arts, to discuss possible future directions of third space academics working in HaSS programs more broadly. Drawing upon our convergent roles as internal curriculum consultants, hybrid technologists (Bali 2017) and facilitators of professional development, we will also examine the CDL model in the context of its intersection with other professional services and research initiatives that share similar aspirations for meaningful curriculum change.

References:
Bali, M. (2017). Hybrid Pedagogy. Digital Pedagogy Lab. Cairo, Word Press / Centre for Learning and Teaching at the American University in Cairo). 2017.
MacFarlane, B. (2011). "The Morphing of Academic Practice: Unbundling and the Rise of the Para-academic." Higher Education Quarterly 65(1): p59-73.
Morris, S. M. (2013). Decoding Digital Pedagogy, pt. 1: Beyond the LMS. Hybrid Pedagogy, Digital Pedagogy Lab.
Whitchurch, C. (2012). Reconstructing Identities in Higher Education: The Rise of 'Third Space' Professionals. Hoboken, Taylor and Francis.

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21. The Common European Framework of Reference for languages - bitcoin for language graduates?

The Teaching Innovation Grant (TIG) research team led by A/Prof Marisa Cordella

One of the desirable features of a liberal arts education is having outcomes that are not attached to a profession and which allow graduates to display attributes such as effective interpersonal skills, creativity, innovation, and an awareness of ethical, cultural and social issues. The University of Queensland's School of Languages and Cultures (SLC) also values students being able to describe their language proficiency in explicit, internationally understood terms so as to enhance a list of graduate capabilities.

To this end, the SLC is undergoing a two-pronged process as part of a collaborative project partnering colleagues in the School with the university's Institute for Teaching and Learning Innovation (ITaLI). First, it is benchmarking its language course outcomes in all eight programmes against a globally recognised set of standards - the Common European Framework of Reference for languages (CEFR); and second, the School is reviewing and revitalising the assessment tasks in these courses so that students will be able to describe in detail what they are capable of doing in a given language on completion of a study sequence such as a major. This is in place of having to rely on somewhat vague notions of being beginner, intermediate or fluent speakers. Since the CEFR is not language specific, it can describe achievement levels across multiple languages, Asian and European, thereby enabling graduates to state their language proficiency in terms of CEFR standards which is increasingly expected by employers operating beyond national boundaries.

This paper will report on preliminary findings of the process of mapping first-year language courses against the CEFR, and rewriting assessment criteria and Course Outlines. It will discuss the challenges posed by the need to ensure transparency and comparability across language programmes while, at the same time, respecting individual language programme differences and harnessing the

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significant language teaching and assessment expertise of all academic staff in the School.

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22. Research-led teaching in the Arts: Pathways to Active Learning and Student Engagement?
A/Prof Martin Forsey

Teaching and research are usually positively correlated in the minds of academics (Hattie & Marsh 1996, Healy) although as Brew pointed out in 2001 "the belief that there is a connection is stronger than the statistical evidence". There is, however, evidence that active pedagogies are effective and that research based teaching can increase student engagement in their learning (Healy 2005). Sharing my own experimentation in research-led teaching in sociology/anthropology classes I want to open up space for participants to share their experiences, but more significantly to focus attention on the practicalities and desirabilities of engaging in research based learning and teaching across a range of disciplines associated with the BA degree.

References:
Brew, A. (2001) The Nature of Research: Inquiry in Academic Contexts (London: Routledge Falmer).
Hattie, J and H Marsh (1996) The relationship between research and teaching: A meta-analysis *Review of Research in Education* 66 507-542.
Healey, Mick. (2005) Linking Research and Teaching to Benefit Student Learning, *Journal of Geography in Higher Education*, 29(2): 183-201.

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Abstracts: Pecha Kucha Presentations
4:30 – 5:00pm

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1. JxD: lessons from interdisciplinary teaching
Dr Skye Doherty

UQ's Journalism Design course began as a cross-faculty collaboration between humanities and information technology. By teaming up journalism and interaction design students the course aimed to build understanding and competencies in fields that are not typically connected. The project was successful in many ways: it facilitated collaboration and pushed students to explore new ideas and practices. However, at times the leap was too great and some struggled to develop core skills in the new domain. As creativity and human values become increasing important to the development of technology and computation, interdisciplinary courses could become more common. This poster explores lessons from this initiative and how they might apply more broadly.

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2. Cirrus: a teaching & learning platform for innovative digital assignments
Ms Kerry Kilner & Dr Natalie Collie

In 2016 and 2017, the University of Queensland funded the development of a new teaching and learning environment using, in part, the technology and content management affordances of the AustLit resource. Cirrus allows academics to embed into their courses technology-enhanced learning activities such as text, image and video annotation to develop close reading and interpretation skills, or online exhibition and illustrated long form writing options. Integrated with AustLit's publication platform, Cirrus also provides students with an opportunity for publication in an annual Best of student work. Find out more at: http://cirrus.austlit.edu.au and watch a video explainer here. The poster and Pechakucha sessions would reveal the ways that Cirrus has been used at UQ in many courses in HASS demonstrating the value of using these innovative assessment techniques in the BA.

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3. The adventures of HASS Crew
Ms Clarissa Dharmeseta & Ms Ellen Dearden

We'll be talking about an 'unfamiliar' approach at UQ – students helping students, and how a student lead, student delivered program attempted to reach out to new students, welcome them to HASS and connect them to their new environment. There were some discoveries on this adventure and some plans for student lead approaches being laid for 2018.

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1. The Need for a Mentoring Program in the Bachelor of Arts Honours Year
Ms Emma Cooke

It is in society's interest to have the best and brightest minds researching, problem solving, and addressing challenges of the future, yet study progression is determined largely by social structures rather than an individual's merit. I will outline my honours experience, apply a sociological perspective to my personal problem and identify a social issue, and propose a solution in the form of an honours mentoring program. My honours year experience was stressful; however, I was lucky to receive informal mentoring from my honours supervisor, and I am now delighted to be in the early stages of my PhD. Research on the experiences of Australian honours students finds that students lack knowledge of what honours will entail, and struggle with intense workloads and transitions into new learning environments, which contributes to emotionally overwhelming experiences (Allan, 2011). The quality of relationships with supervisors and classmates significantly influences students' honours experiences (Allan, 2011; Kite et al., 2012). Implementing a group mentoring program would allow students to share their aspirations, build networks, and receive mentoring from PhD students and other academics. This intervention will make the BA more compelling and hopefully result in greater and more diverse groups of students pursuing further research.

References:

Allan, C. (2011). Exploring the experience of ten Australian Honours students. *Higher Education Research & Development, 30*(4), 421-433.

Kite, J., Russo, S., Couch, P., & Bell, L. (2012). The Honours Year—A Reflection on the Experience from Four Former Students. *Journal of Geography in Higher Education, 36*(1), 165-177.

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2. Exploring BA students expectations using Social Media
Ms Carmen Garratt & Ms Yitong (Coco) Bu

With the innovative economy nowadays, employers seek workers who can demonstrate logical thinking, emotional intelligence and the capacity to adapt to new ideas – all skills inherent to HASS. However, HASS disciplines have tended to operate in isolation, competing for status and resources. This project aims to assist the overarching project to articulate a value proposition for the BA program by investigating what students expect to learn as part of the BA program and what they expect to do with their degree after they complete the program. It seeks to explore what kinds of experience, knowledge, skills and mindsets that BA students anticipate will come from engaging in a BA program, and translate the value of a BA program from students to educators, educational institutions and employers. This project uses popular social media both as a research field and as a research tool to engage participants in conversations. By the end of the project, we hope to establish a sustained network of students and alumni concerned with broadening conversations across disciplines and programs. We hope to provide a critical evaluation of the graduate outcomes of a BA program and re-imagine the place of HASS disciplines and BA in the contemporary higher education context and in a future world of work.

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3. Blended Learning Boot Camp: Professional Development to enhance active learning pedagogies
Ms Meredith Hinze

The Arts eLearning/eTeaching unit supports Faculty of Arts teaching staff at The University of Melbourne, integrate technology in their teaching and learning. The design of the new Arts West building teaching spaces reflects the shift in the humanities and social science disciplines to create an environment conducive to supporting active learning. Cochrane and Narayan (2016, p. 140) argue towards new forms of the professional development of academic staff that models "active participation within authentic contexts supporting a culture of pedagogical change". Successful approaches to staff professional development need to incorporate concrete strategies that address these concerns, and be open to not only full-time, ongoing staff, but also part-time and sessional teaching staff. Key challenges to be addressed are upskilling staff in digital

literacies and practical pedagogies, so that staff can better facilitate embedding digital literacies in student learning, student curated and created digital content, and assessment involving creation of digital content. A pre-semester three-day Blended Learning Boot Camp with teaching staff has proven to be a successful approach for transforming eTeaching/eLearning professional development in the Faculty of Arts, at the University of Melbourne, fostering design thinking, tangible and incremental changes to enhance active learning pedagogies. Teaching Staff are inspired and supported to explore and implement eLearning approaches and innovative tools in their teaching. The model provides an authentic experiential learning process, through focused intensive work. The program aims to support staff through practical skill-building, thinking through learning designs, and optimising the relationship between the virtual (LMS) space and the classroom physical space. This poster describes the planning, development and outcomes of this professional development approach. Case studies from the inaugural Boot Camp are presented and a QR code on the poster links through to the promotional video for Blended Learning Boot Camp.

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4. Tracking Changes in the Bachelor of Arts Program Across Australia
Ms Zoe Winder

With Deanne Gannaway as my supervisor, I am adding a historical analysis of changes to the BA program in Australia since 2008. In particular we are interested in the increase in program level core courses as well as Work Integrated Learning (WIL) within the BA program. Through this analysis we seek to collate changes across 36 Australian institutions and identify emerging trends throughout the last decade.

I am wanting to present my findings to the conference as a poster presentation to show the current data I have collected so far. My aim is to combat the widespread conception that the Bachelor of Arts is a 'stepping stone' program by showing the areas in which the BA is thriving as a stand-alone program. The BA, in many respects, is a comprehensive program which produces graduates with strongly developed skills of communication and critical thinking. Further, as this study is beginning to show, graduates also acquire real-world experience through WIL programs during their degree.

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