

THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA



centre of **excellence** for **equity** in higher **education**

**Researching Pedagogical
Practice: why research
matters for excellence and
equity in teaching & learning**
Prof Penny Jane Burke
Global Innovation Chair of
Equity & Director, CEEHE

Changing Pedagogical Spaces

research matters & pedagogies are critical to the urgencies of our times

- Higher education has a key role to play in ensuring more socially just and thus peaceful and stable societies into the future. The power of higher education is immeasurable and profound but this power is often *reproductive* of, rather than *disruptive* to, social injustices and inequalities. The project of changing pedagogical spaces in higher education is necessarily long-term and challenging [and...] requires *enduring and sustained levels of commitment and attention to the insidious and subtle ways that inequalities and misrecognitions play out in and through pedagogical spaces*. Individual teachers and students must be part of such enduring and sustained levels of commitment but must also be fully supported by wider policy frameworks and their institutions to develop the theoretical, conceptual, structural and material resources necessary to effect change.
- (Burke, Crozier & Misiaszek, 2017)

SRHE Society for Research into Higher Education
Advancing knowledge Informing policy Enhancing practice

Changing Pedagogical Spaces in Higher Education

DIVERSITY, INEQUALITIES AND MISRECOGNITION



Penny Jane Burke, Gill Crozier
and Lauren Ila Misiaszek



RESEARCH INTO HIGHER EDUCATION

Understanding Pedagogical Excellence and Equity

Can teaching be excellent if it is inequitable?

Can teaching be equitable if it is not striving towards excellence?

And...what meanings do we bring to these concepts of “excellence” and “equity”? How are these contested?

These complex concepts should never be reduced to simple definitions:

require detailed consideration of contextual, historical, social & cultural formations and dynamics...

...including how structures & discourses of difference and inequality shape the meanings we bring...

...research/practice (praxis) is crucial to enable this.

What is pedagogy anyway?

- Considers teaching & learning *beyond* technical, instrumental, “how to”
- Sees teaching & learning as relational concepts – disrupting “banking education” (Freire, 1972)
- A framework for supporting the co-development of our teaching methods/approaches
- Brings attention to dimensions of teaching & learning otherwise hidden by the taken-for-granted assumptions & values, such as:
 - Emotion and belonging; Cultural & Symbolic inequalities; Participation & Voice; Power, knowledge & knowing; Spatialities & Temporalities; Identities, Diversities and Differences; Technologies; Inclusions & Exclusions; Belonging & Connections...and so on...



Reconceptualising Teaching & Learning

- By drawing attention to the dimensions of teaching & learning that are taken-for-granted...
 - high quality research sparks our pedagogical imagination
 - new spaces are opened for innovation and transformation
- Helps strive towards those challenging goals of excellence and equity (by thinking about what these *mean, to whom & in what contexts – and building parity of participation in generating meaning*)
- Helps consider the relationship between the micro, meso and macro levels of practice & experience



New lines of inquiry reshaping and revitalizing our practice

Enables us to examine our practices in a deep and rigorous way by:

- Demanding that we generate new and meaningful questions in relation to pedagogical practice & experience
- Taking new perspectives on, & interrogating established, practice(s) in dialogue with generative bodies of literature and empirical data
- Designing a project locates our questions in wider fields – engaging with the questions of others, broadening the scope of our thinking, discovering new theoretical and methodological tools and identifying a key problem in relation to a strong ethical framework
- Develops pedagogical expertise and knowledge in the context of disciplinary expertise & knowledge (teaching is not a skill and is a site of expertise)

Collaborative inquiry

- Opening time & space for collaboration enriches knowledge-formation
- Creates opportunities for inter- and trans-disciplinary knowledge(s) to support excellence and equity in teaching
- Communities of *practice*? Or **Communities of Praxis**



Communities of Practice include...

- a shared domain of interest;
- a community in which shared exchange, learning, understanding and values underpin a sense of belonging in that group;
- a set of shared practices that characterise the connection amongst the community in term of ways of doing and ways of being.



Problematising CoPs

When left uninterrogated, CoP become trapped in a kind of circularity: shared values & interests are continuously reproduced -- become entrenched discourses framing practice.

Perpetuates exclusion of values, interests & perspectives of those outside of, or on peripheries of, the CoP.

This can produce a sense of 'not belonging', alienation or disconnection and a way of misrecognising difference.

This misrecognition is a form of inequity, in which the CoP's cultural patterns of value become internalized in a person through a pathologizing and/or deficit notion of difference.

Power relations, which are not always visible, are at the heart of these exclusionary dynamics, even when the experience of key participants is felt as inclusive and legitimating.

Towards Communities of *Praxis* to enable...

- interrogation of shared values, interests, assumptions (reflexivity) through cycles of *critical* reflection-action and action-reflection (*praxis*)
- thinking-with and becoming-with but in...
- sustained and collective examination of taken-for-granted practices
- processes of ongoing exchange to create *greater sensitivity* to diversity and difference
- exercising an ethics of care and response-ability
- examining lines & relationships of (dis)connection
- rejection of indifference, reductive forms of futurology (or TINA) & bounded individualism
- consideration of “who renders whom capable of what, and at what price, borne by whom?”
 - (see Burke, Crozier & Misiaszek, 2017; Haraway, 2017)



Generating Ethical, Reflexive Timescapes

What is the impact on pedagogical practice of constrained (and constraining) timescapes of contemporary higher education?




Is it possible to open up new timescapes that enable reflexivity, praxis & thinking-with?



University of Newcastle examples:

Excellence in Teaching for Equity in HE (ETEHE) (co-funded by DVC-RI & CEEHE)

tEN Research stream (of which our panel members were part) (co-funded by DVC-A & CEEHE)



Introducing ETEHE & tEN projects & panel members

Excellence in Teaching for Equity in Higher Education

Purpose of the ETEHE projects

Teaching is a core practice in higher education that takes place across all disciplines often with little critical investigation. Whilst the scholarship of teaching and learning in higher education has become an internationally recognised field of research there is much work to be done, especially in relation to the experiences of students from under-represented backgrounds. Teaching for equity in higher education is an area that is under-researched and under-theorised, making it a compelling and urgent concern for all higher education practitioners, leaders and managers.

The aim of Excellence in Teaching for Equity in Higher Education (ETEHE) is to **support, commission and produce high quality research on teaching for equity in higher education** which contributes to the international field and identifies implications for teaching at UON and across the sector.

ETEHE research is underpinned by a **praxis-oriented framework**, with a strong focus on methodologies that bring **research, theory and practice** together in ongoing, continual dialogue.

The research undertaken as part of ETEHE has a focus on the intersections between teaching, equity and excellence and works at multiple layers of influence: local, national and international.

Each Project leader/team will be allocated a **research mentor** who is an international leader in the field of teaching for equity in higher education, and associated with CEEHE through its visiting scholar program.

Project Briefing Sheets

Read recommendations for policy, practice and future research arising from some of the ETEHE projects

SUCCESSFUL Transitions into STEM STUDIES AND ADVANCING STEM DIVERSITY

Catherine Burgess, Dr Heath Jones, Professor Colin Waters, Dr Murray Soffer, Dr Jennifer Irwin, Dr Jennifer Vasquez, Dr Troy Szabzy

Project Summary

Despite declining STEM (Science, Technology, Engineering, Mathematics) participation in schools and tertiary education, there has been steady growth in the number of students returning to study STEM (Science, Technology, Engineering, Mathematics, Medicine) in Australian 'enabling' (university access) programs over the last 5 years.

The aim of this project was to identify the equity and opportunity issues that influence students' decisions to engage/return in science-based study with limited science background and to use the findings to inform and develop innovative pedagogical strategies to improve outcomes for students who choose to study science after completing school.

We also sought to address a gap in the current understanding of how equity issues and other social access influences aspirations to study science, focusing on enabling students in foundational and undergraduate university programs and examining what pedagogical experiences help sustain interest and passion for the sciences for tertiary students. This study will help to inform future enabling and undergraduate science course design.

Key Points

This study has employed a mixed methodology approach, using both quantitative and qualitative data in order to deepen the understanding of the responses from the study group of 1120 students at UON the profile of the students in the study returning to study science indicated the following:

- Limited or no science and/or mathematics at HSC level
- Educational disadvantage: regional, remote or disadvantaged schools
- Limited support network: no family members in science-based study of career
- Financial constraints: working to support their study

The findings of our study indicated that over 80% of the students surveyed chose to return to study a science course to improve their career prospects within the STEM field and to make a positive societal contribution.

The demographic data of the enabling students has provided, for the first time, an insight into the profile of the post school/tertiary age students returning to study science and has highlighted the diversity of students who will be returning to study science at school while at the same time highlighting the student's shift in attitude to science after leaving school.

One of the key insights gained from our study was the acknowledgement by the students of an increased confidence to study science and that life experience had helped them overcome earlier doubts regarding education. Students also felt they had a greater knowledge of STEM fields, the contribution STEM careers make to society, as well as more realistic expectations and understanding of their own capability.

Toward Greater Linguistic Equity in Higher Education: Engaging with Language in the Disciplines

Dr Rachel Burke

Project Summary

Language and literacy practices represent significant barriers to engagement in higher education for many learners from traditionally underrepresented backgrounds (Terry, Naylor, Nguyen, & Rizzo; 2016; Hirari, 2014; Brigoglio & Watson, 2014; Skyrme & McCree, 2016). While subject-specialist language and textual practices can present ongoing linguistic barriers to engagement in higher education, this important aspect of widening participation is often overlooked in institutional policy, and remains noticeably under-researched, particularly in terms of practical implications for academics engaged in teaching.

This study explored academics' understandings of the linguistic embeddedness of their discipline, their perceptions regarding the linguistic needs and strengths of learners, and their approaches to scaffolding learner engagement with specialist language and discursive practices. Ten academics from a range of STEM and humanities-related fields participated in narrative-based interviews focused on eliciting significant moments, important events, and turning points that have shaped their understandings and practices regarding language and literacy.

The experiences of the academics in this research offer a useful vantage point from which to consider the various ways in which language and literacy may be conceptualised in higher education, the possibilities for embedding linguistic support in content area instruction, and the need to ensure tailored and responsive language assistance for learners throughout their studies.

Key Points

- The project provided a comprehensive account of participants' current practices regarding linguistic inclusion across a range of degrees (including undergraduate, postgraduate, and Research Higher Degree) and disciplines.
- For all ten academics, there was notable cohesion between conceptualisations of language, their self-reported classroom practices, and the roles they assumed in relation to student language development.
- While most participants had not received formal professional development regarding strategies for scaffolding student engagement with subject-specific language, they described a range of innovative and discipline-specific approaches, indicating a strong awareness of the need to offer students authentic and meaningful communicative contexts in which to develop subject-specialist literacies.

Out of sight, out of mind?: Pedagogical and equity implications of videoconferencing for healthcare students' education in rural areas

Dr Anne Crokes, Mrs Katrina Weekly, Assoc Prof Lesanne Brown, Dr Lauren Coone, Mrs Emma Cooper, Ms Lani De Silva, Mrs Anna Edgar, Dr Karin Fisher, Dr Miriam Grosvenor, Mrs Alan Little, Ms Fiona Little, Mrs Sorilla Libbattio, Mr Simon Humeo, Mrs Kelly Squares, Dr Luke Weekly

Project Summary

We began this research from the stance that as educators in a rural area we need critical awareness of using videoconferencing as an educational tool. Firstly, by being critically aware we can facilitate positive educational experiences in rural areas. Secondly, critical awareness can help prevent inadvertently reinforcing the 'problem' that the solution is aimed to address, that is, that rural areas are all about 'disadvantage' (challenge and difference). Our research question was: What are pedagogical and equity implications of videoconferencing for healthcare students' education in rural areas?

The model we developed introduces the concept of 'joining via technology from...' and enables us to step back and discuss the parts of the concept while keeping the whole concept in view.

Key Points

- Learning through 'joining via technology from...' is complex.
- The term 'joining via technology from...' reflects a complexity encompassing: 1) MacLure's (2014) essential dimension: 'joining' (relational) and 'from' (temporal), and 2) 'being-in' (spatial) and 'learning' (corporeal).
- The whole view of 'joining via technology from...' includes:
- CURRENTCY as value for learning ...
- CURRENTCY as up-to-date and for ...
- CONNECTEDNESS between people and ...
- CADENCY OF CONVERSATION in relation to ...

Our model conceptualising these domains, and elements within these (see Fig 11) provides a foundation for ongoing conversations to prevent situations such as the following:

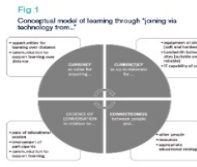
A usually calm educator rushed past my desk; dashing between the tutorial room and IT support desk, muttering in frustration to me and my nearby colleague: "I am doing another *IT!* exploring videoconferencing issues!" After the whirlwind passed my colleague commented to me: "We can have a disallowing relationship with technology isn't it?"

My colleague continued his reflections: "It's always the story that when you eventually have connection, you begin the videoconferencing by saying 'Story about that mix-up and delay. IT can be a bit out of our control. Can I apologise in advance for my further IT issues?' This sets the platform for negative interactions with technology and reinforces the divide between *real* and *meta*'.

On another occasion, an educator laughingly told me: "I wish you could have seen me the other day. I had so many videoconferencing forecasts, none of them worked. Rather than cancelling we continued by phone. It was so difficult not being able to see the students' reactions."

Fig 1

Conceptual model of learning through 'joining via technology from...'



Possible Technology Selves: Investigating Factors Contributing to Women's Absence from Technology Courses within Music and Communication Programs

Dr Helen English, Associate Professor Susan Kerrigan, Associate Professor Jon Drummond, Ms Melanie Coombes

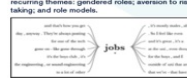
Project Summary

Women are under-represented in many areas of the Creative Industries, notably music production, cinematography and screen composition. Peak bodies ARIA and Screen Australia are currently implementing strategies to address gender imbalance. However, the gendered roles within Music and Media Production is evident earlier in the Higher Education domain. Our research investigated perceptions of gendered roles in Communications and Music degree programs, looking for factors that contribute to some students' reluctance to participate in particular courses and roles. The team was also interested in whether experiences and imagined futures alter during the Tertiary Education journey, due to barriers to participation as well as opportunities.

Key Points

"In this world, women's voices are not given enough importance, though I don't just blame the film industry or office for that. This is a problem that goes far beyond the cinema industry." Jane Campion (2018)

The research points to a prefiguring of gendered inequities in the Creative Industries within tertiary courses. Female students are influenced by what they see and hear about possible careers and view certain careers (such as music production and cinematography) as beyond their reach. The research findings point to learning environments within School of Creative Industries courses that could do more in terms of addressing gender equity and supporting female students. The data from the research was rich, presenting numerous avenues for analysis. We focused on the three recurring themes: gendered roles, aversion to risk-taking and role models.



Gendered Roles

Female students felt excluded from some learning environments and career paths, perceiving them as 'boy's clubs'. As research has shown, unequal gender relations are often internalised as a source of shame or not belonging.



Systemic gendered inequalities, i.e. inequality in practices, language and experiences, are often taken as a reluctance of female students to take risks in class. This manifests as holding back from asking questions, preferring to wait peers after class. This is often constructed through a deficit lens as an individual lack of confidence or assertiveness. Female participants also expressed the view that a career in a technology-dependent area felt too risky. They pointed to 'safe' careers that were gendered, such as teaching, as preferred options.

The research and the model of practice that is being developed by Uni4You is underpinned by:

- The bio-psycho-social or ecological model of human interaction (Bronfenbrenner & Morris, 2006)
- Strength-based practices in family and education work (Natalie & Cunningham, 2008)
- Transformative pedagogies (Cranton, 2011), and
- Career interventions (Frost & Pease, 1984).

The research involved interviews with people who had participated in Uni4You activities, and female technical staff and examples of undergraduate women in course materials. The employment of female tutors and revision of course materials to include more female exemplars in 2019 has already had a profound effect.

Uni4You: A case study of a community-based learning widening participation program promoting lifelong learning

Michelle Osham, Graeme Stuart, Kerroll Bourne, Deborah Hartman, Roger Currie, Mary Ross, Kathryn Duckenridge, Nicole Roser, Emma Freestone

Project Summary

Uni4You is an innovative, pre-access and widening participation strategy based at the Family Action Centre, University of Newcastle (UoN). Since 2013, Uni4You has supported thousands of students who have a level of educational disadvantage and are often the first in their families local communities and at local UoN campuses, as they make informed decisions about lifelong learning, journey through an enabling program at UoN, and transition to tertiary education. The project includes information sessions; workshops exploring resources and aspirations towards lifelong learning; preparation for study sessions; peer-learning support groups; and scaffolded psycho-social support.

The Family Action Centre has a history of making explicit the connections between research, evaluation, teaching and practice - an important foundation of practice (Burke & Lamb, 2019) through critical reflection, action learning, and transformative practice. As part of this commitment, the research team included both researchers and Uni4You practitioners.

This research and the model of practice that is being developed by Uni4You is underpinned by:

- The bio-psycho-social or ecological model of human interaction (Bronfenbrenner & Morris, 2006)
 - Strength-based practices in family and education work (Natalie & Cunningham, 2008)
 - Transformative pedagogies (Cranton, 2011), and
 - Career interventions (Frost & Pease, 1984).
- The research involved interviews with people who had participated in Uni4You activities, and female technical staff and examples of undergraduate students and the best ways to support them.

The research adds to the knowledge of the strengths of and challenges faced by students and if they decide to pursue higher education ways they can be supported to successfully transition to University undergraduate studies.

Key Points

- The students often had a strong sense of determination due to their lived experience of having dealt with multiple complex challenges simultaneously (e.g., financial difficulties, caring responsibilities, childhood trauma, domestic violence, or prior health issues).
- The students already had dreams and aspirations and required support in achieving their aspirations - not having their aspirations raised - and Uni4You allowed them to explore options and possibilities. The research challenges approaches to student equity that focus on 'raising aspirations' for students from low socioeconomic backgrounds (Sellar, 2013, p.1048).
- Career responsibilities add to the complexities and challenges of studying. At the same time, being a role model for their children often motivates them to undertake tertiary studies and they were excited to see the influence they had on their children's futures.
- Community practitioners (e.g., teachers, family and health professionals) have a significant impact on the journey and experience of students' work (Natalie & Cunningham, 2008).
- There were many and varied measures of success: in addition to completion of an enabling program, or enrollment in an undergraduate program. Examples of positive student outcomes included: being successful in training programs or focusing on family commitments (see Fig 1).

Enablers and Barriers to an equitable Higher Degree by Research (HDR) learning Environment

Associate Professor Kylie Shaw and Associate Professor Michelle Picard

Project Summary

Little is understood about the learning environment of Higher Degree Research (HDR) candidates in terms of their engagement with and progression through the complex 'matrix of opportunities, resources, monitoring processes and expectations' (Petersen, 2014; Pearson et al., 2016; Odams & Burgess, 2017). Widening access to undergraduate study has been paralleled by narrowing access to postgraduate study and research indicates that those from equity backgrounds are more likely to drop out. Compounding this, the limited access to resources and support to participate in research activities (Petersen, 2014; Pearson et al., 2016; Odams & Burgess, 2017). For doctoral attrition, the most striking risk factors are having a disability, family and carer responsibilities, part-time employment outside the PhD, financial hardship, and part-time students (West et al., 2011).

A previous case study at the University of Newcastle (UoN) identified significant differences between equity and non-equity groups including longer time to completion and greater risk of attrition. Using Shaw's (2015) research journey plot tool, the research team sought to understand the experiences of HDR students on the enablers and barriers to students' full participation during candidature who are from equity groups. This research was most helpful to:

- understand the experiences of equity groups by exploring the implications for each equity group and unpacked the assumptions and pedagogical approaches that currently inform and supervision of HDR candidates and that reproduce inequality in the increasingly complex researcher-developed environment.

Key Points

- The research focused on female students in two different contexts: a regional university with an established equity program and a research-intensive capital city HDR University comparing experiences in STEM and Medicine with those in HASS, Business and Creative disciplines across stages of candidature.

- Barriers identified included financial pressures; lack of a quiet work environment; challenges with supervision; need for ongoing systematic support; unequal distribution of support across faculties and schools; lack of a strong research community; technical and compliance issues; microaggression of equity groups; and emotional ups and downs.
- Enablers included central provision of workshops/writing groups and the networking opportunities these provided; "hidden" help from academic advisors and colleagues; positive emotions of being recognised as an equity group member; positive partner support.

Recommendations for Policy or Practice

- Access to supervision: Supervisors may need to think about staggering leave so that one supervisor is available at all times during candidature with one supervisor available over the Christmas period over the Christmas period.
- Help candidates, particularly those off campus or from different cultures, to understand the support structures available.
- Office provision: Develop spaces based on response to equity groups and ensure access to learning communities during the early stages and quieter spaces towards the later stages.

Shaw and Picard



About the Educator Network Research Stream

tEN Research Stream was created to:

- achieve the research goals of [the Educator Network \(tEN\)](#);
- create an exciting, collaborative and innovative space that supports educators to research the effect of new approaches to teaching and learning;
- foster a vibrant community of practice (praxis) across research/practice at the University of Newcastle; and,
- raise the profile of scholarly activity in the field.

tEN Open provides a regular space across the year for UON staff and students to discuss our pedagogical interests, challenges and inspiration through engaging with research.

The aims of this series of research network forums include:

- sharing of pedagogical research to reflect on key insights for our practice
- providing space for collective reflection on UON educational concerns (e.g. What is teaching excellence? What does it mean to be student-centred or learning-centred? How do we realise our goals in practice?)
- providing an open opportunity for sharing insights across different contexts, placing our commitment to education high on our agenda of priorities, giving space to reflect on and interrogate what we do and how we do it
- opening up our pedagogical imaginations
- bringing people together and making key connections across areas, units, disciplines, schools and faculties

Out of sight, out of mind?: Pedagogical and equity implications of videoconferencing for healthcare students' education in rural areas >

This project arises from our grappling with experiences and discourse associated with **videoconferencing** as a tool intended to enable **parity of participation** for healthcare students living and learning in rural areas. Examples from our Department of Rural Health are provided below to illustrate our grappling:

- A usually calm educator rushed past my desk; dashing between the tutorial room and IT support desk, muttering in exasperation to me and my nearby colleague: “I am doing another (mild expletive) videoconference tutorial”. After the whirlwind passed my colleague commented to me: “Interesting that it takes (educator’s name) so out of character, and how disturbing that we just accept this as reality. We can have a disempowering relationship with technology can’t we”.
- My colleague continued his reflections: “Isn’t it always the way that when you eventually have connection, you begin the videoconference by saying ‘*Sorry about that mix-up and delay. IT can be a bit out of our control. Can I apologise in advance for any further IT issues*’. This sets the platform for negative interactions with technology and reinforces the divide between rural and metro.”
- On another occasion, an educator laughingly told me: “I wish you could have seen me the other day, I tried so many videoconferencing formats, none of them worked. Rather than cancelling we continued by phone. It was so difficult not being able to see the students’ reactions.”

This grant will enable us to explore **equity and pedagogical implications** of videoconferencing for healthcare students' education in rural areas. We aim to transform practice and avoid inadvertently reinforcing deficit discourse associated with one aspect of living and learning in rural areas. Our team of researchers and educators within the Department of Rural Health will bring these implications of videoconferencing 'into sight and into mind' to dialogue with and about them.

Project Team

Dr Anne Croker, Dr Karin Fisher, Mr Simon Munro & Dr Leanne Brown

Toward Greater Linguistic Equity in Higher Education: Facilitating a culture of ongoing collaboration between bridging/enabling, language, and discipline specialists

This research will critically examine how educators across different disciplines and contexts (three campuses of the University of Newcastle, each constituting a unique sociocultural and linguistic environment but with a shared equity agenda and commitment to teaching excellence) perceive their role in relation to students from non-dominant language and underrepresented backgrounds.

The study will critically examine educator understandings of the linguistic embeddedness of their discipline, their perceptions regarding the linguistic needs and strengths of learners, and their approaches to scaffolding learner engagement with specialist language and discursive practices.

A key focus within the study, will be the nature of collaboration (or lack thereof) between discipline specialists, English Language Teaching (ELT) experts, and enabling and bridging program educators.

Chief Investigator:

[Dr Rachel Burke](#)

Enablers and barriers to an equitable Higher Degrees by Research learning environment >

The aim of this project is to uncover the enablers and barriers to an equitable Higher Degrees by Research (HDR) learning environment. Increasingly, universities are offering researcher development activities, such as workshops, online courses, industry-based internships and work-integrated learning opportunities, as part of the HDR degree that aim to enhance the employability of research students and help them to become full participants in a rich research community. However, there is concern that these activities are designed around a 'mythical' young, full-time PhD student with minimal external responsibilities. Research suggests that those from equity backgrounds are less likely to enrol in HDR study and once enrolled are more likely to drop-out before completing their program. In addition, students often have more than one compounding disadvantage affecting their studies. Completing studies online, by distance or through part-time study often signals that students have significant work and/or carer responsibilities which understandably affects retention and completions in research-based programs. Rather than focussing on retention and completion, we explore the experience of HDR students from recognised (and unrecognised) equity groups within the researcher development environment. Using Shaw's (2010) journey plot tool, we will seek insights from HDR students of the enablers and barriers to their full participation during their candidature. This will illuminate the students' personal external enablers and networks and identify which aspects of their learning environment are most helpful to them at different stages of their candidature. We will provide feedback to Australian universities to outline strategies and avenues to assist students from disadvantaged or atypical backgrounds who are experiencing challenges in their PhD journeys. For this small study we will focus on female students in two different contexts, a regional university with an established equity program and a research-intensive capital city G08 University comparing experiences in Science Technology Engineering Mathematics and Medicine (STEMM) disciplines with those in Humanities, Social Sciences, Business and Creative disciplines.

Project Team

Associate Professor [Kylie Shaw](#) & Associate Professor Michelle Picard

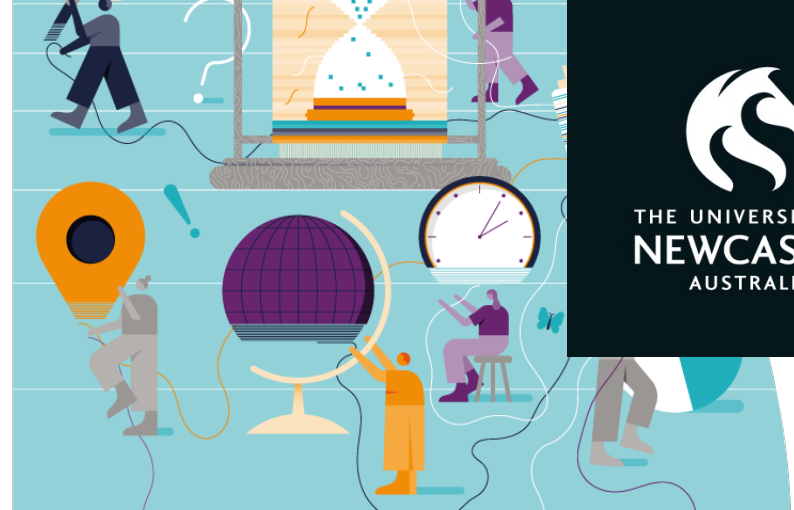
Knots to know?: Making visible, untangling and exploring tensions associated with different pedagogical approaches to interprofessional education for healthcare students.

The project draws on experience within the department of interprofessional education to research and conceptualise different approaches and build a community of practice/research. The research has led to the identification of explicit teaching opportunities within interprofessional learning activities.

Alexandra Little, Anna Edgar, Jane Ferns, Miriam Grotowski, Lani De Silva and Dr Anne Croker - University of Newcastle Department of Rural Health

Panel Insights

- Dr Anne Croker and Alex Little, Department of Rural Health and
 - Dr Rachel Burke, School of Education
-
- **From your experience, what is the value of researching pedagogical practice?**



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA



Thank you

Please contribute your
questions, reflections,
experiences & ideas