



ONLINE SLOWPOSIUM FRI 15 - SAT 30 NOV 2024  
IN PERSON SYMPOSIUM SUN 1 DEC UNI OF MELBOURNE

## Third Space Slowposium sessions (15-30th Nov)

### Asynchronous

#### 1. I am not a chicken farmer: A learning designer's reflections on co-designing with academics

**Host: Mark Parry, Western Sydney University**

*This presentation poetically explores co-designing with university Academics and other Subject Matter Experts (SMEs) by reflecting on that large part of the 'educational technology iceberg' that's usually hidden and underwater. Those faint pencil-mark discussions, negotiations, and planning sessions are eventually erased and removed, rendered invisible when the final, sparkling learning resource is delivered. This spoken word presentation explores a central yet often overlooked role of learning technologists in higher education and beyond.*

*Engage: View video and add thoughts and responses to discussion forum*

#### 2. From Third Space to Shared Space: A speculative renovation of university role architecture

**Host: Miriam Reynoldson, University of Melbourne.**

*For years we have struggled against the binary of academic and professional work in universities. Some of us feel sure this two-space model is wrong and fails to accommodate our liminal identities. Others believe it is adversarial, with the other side constantly encroaching or claiming a greater share. Either way, none of us are happy. But instead of creating a third space, what might happen if we shared just one?*

*Engage: Using a speculative futures methodology, participants are invited to speculatively demolish the partition wall. A collaborative online mural will guide participants to reflect on the origins of the academic/professional binary, alternate histories that might eliminate the present need for a third space, and the future potentialities and dangers of sharing space in university role architecture.*

#### 3. Epistemology of Third Space Professionals

**Host: Aaron Stoller (Colorado College)**

*I would like to motivate a discussion about a chapter I previously published on the epistemology of third space professionals. The chapter argues that part of the challenge of gaining support is that our epistemic contributions are mis-aligned with the paradigms of traditional disciplines which value theory over practice.*



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*Engage: Collaborative annotate the chapter using an online tool*

### 4. Empowered OER – Explore this resource

**Host: Ash Barber (UniSA)**

*[EmpoweredOER](#) is an online resource/website designed to help open education practitioners develop open educational resources (OER) with inclusive design front of mind.*

*EmpoweredOER is an open resource that builds on the BranchED Equity Rubric for OER Evaluation by extending the rubric and contextualising it for an Australian audience, providing concrete examples of good practice and ideas for implementation, and providing a blog post section where updates and the latest in inclusive open education are discussed. This tool will be useful for anyone creating or adopting teaching and learning resources (e.g. textbooks, training videos, H5P, etc.) in higher education.*

*Engage: Attendees may engage with EmpoweredOER by exploring the site, viewing/downloading the example documents and considering how they could use the tool in their own work — or whether it would be a useful tool to direct their academics or other third space colleagues towards to facilitate equitable access to education.*

### 5. Negotiating Third Space identity through the process of writing it

**Host: Carina Buckley (Solent), Alicja Syska (Plymouth)**

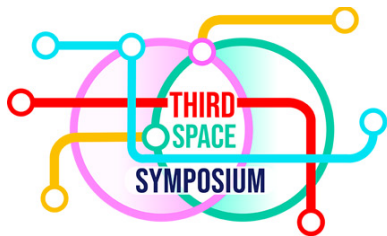
*This is a podcast conversation of 30 minutes on the topic of third space professionals negotiating their identity through the process of writing. In it, we will discuss our recent international triple-site qualitative research study exploring the potential of writing for publication to support the creation, negotiation and stabilisation of the professional identities of third space practitioners in HE. What our data reveal is that professional identity formation and negotiation is not just about how we see ourselves and how others see us, but also about what we do as a result, with the 'doing' part being strongly bound with writing. Indeed, what we demonstrate is that writing can become a site of liberation and resistance that may offer third space practitioners an opportunity to establish a narrative thread that has the power to stabilise their professional identity.*

*Engage: We invite interactivity by embedding the podcast into a digital tool, such as H5P, that would allow the Slowposium's participants to respond, share ideas, and ask questions.*

### 6. Speculative future university

**Hosts: Carmen Vallis (Sydney), Wendy Taleo (Monash)**

*In this activity, participants create and explore speculative future scenarios for third spacers in higher education in five parts.*



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- *Part 1: Imagine : Imagine a university in the year 2040. Has learning design and the concept of third space professionals evolved? Why or why not? Create or generate a visual representation of this future university on the Miro board.*
- *Part 2: Persona Development : Create a persona for a third-spacer in your 2040 scenario.*
- *Part 3: Dilemma : What dilemmas will your persona face in this future scenario?*
- *Part 4: Help a friend : Review at least two other participants' future scenarios, personas, and ethical dilemmas. For each, propose a solution or approach to addressing the dilemma presented. Consider how different future scenarios might handle similar challenges differently.*
- *Part 5: Debrief : Choose your favourite. How can we prepare for these potential futures? Discuss themes, divergent visions, and insights for current practice.*

*Engage: Participate in these activities using a Miro online whiteboard and associated tools*

### 7. Promoting AI literacy

**Host: Chelsy Hooper, Auburn University**

*How should creative technology departments in libraries adapt to the prevalence and shifts of ChatGPT or other AI apps and generative AI art tools and assist in AI literacy on campus? This session will present various ways AI literacy is addressed on our campus through in-house library workshops, collaborations across campus and with professional entities, online resources, and within credit courses.*

*Engage: Specific class activities, integration strategies, and examples of workshops and collaborative events will be shared along with participant feedback, mainly focusing on integrating Copilot and generative AI art within the Adobe Creative Cloud applications.*

### 8. Creating a persona for a third space professional

**Host: Claire Bowmer, Flinders University**

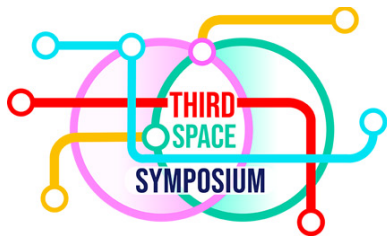
*Third space professionals are probably familiar with creating personas and user profiles to represent students in projects. This thought experiment is to create an abstracted self-portrait to represent self. Think about what we bring to the space within the collaborative context. See your avatar adds to a multifaceted crowd. Select your tools like at the start of a computer game. Feel like continuing to reflect create a zine using these characters.*

*Engage: Explore a small website, and option to adapt a digital poster and printable zine. View and comment on examples.*

### 9. The best HE discipline to work with

**Host: Colin Simpson, University of Sydney & TELedvisors Network**

*Over the 15 days of the Slowposium, participants will be able to vote in a series of light-hearted online polls - two per day - to identify the best discipline area to work with in higher*



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*education. This will use a 32 'team' head-to-head framework, each poll will be open for 24 hours.*

*Engage: Attendees can vote and there will also be a forum to discuss qualities of different disciplinary areas. Positivity will be encouraged.*

### 10. Untitled Ed Tech Game

**Host: Colin Simpson, University of Sydney & TELedvisors Network**

*This is an interactive decision tree game designed to teach players about the factors involved when an institution implements a new technology. Participants will play the game (approx. 20 mins) and then have the option to discuss their experience in the forum with some directed questions.*

*Engage: Participants play the game and, in the forum, can discuss the choices they made / score they received and what (if anything) they learnt about ed tech implementation that they hadn't considered previously.*

### 11. Building a Third Space practitioner research library

**Host: Colin Simpson, University of Sydney & TELedvisors Network**

*Discussion: Can we build a collection of third space practitioner created research to elevate practitioner voices in third space literature reviews? How? This will be a discussion question shared in the Slowposium forum intended to find ways to collaboratively create a shared resource. Existing literature reviews of the tertiary education third space can be constrained by conventional practice of only including peer-reviewed journal publications - which many professional 3S practitioners struggle to contribute to. This results in a skewed understanding of the third space*

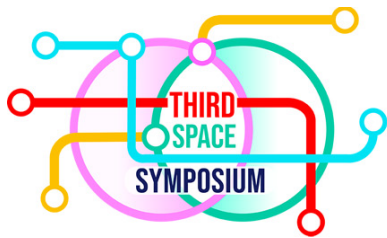
*Engage: Participate in a forum discussion, potentially join a working party to build a resource.*

### 12. Let's solve the question of Third Space titles

**Host: Colin Simpson, University of Sydney & TELedvisors Network**

*Make your pitch for what your role title should be - across the sector. Inconsistently used titles are the bane of our existence in the third space. We may not solve this issue here and now, but wouldn't it be nice to find consensus. Discussion will be informed by a previous conference paper exploring the impact of inconsistent titles.*

*Engage: Make a pitch - either in a 300 word (max) or in a 2-3 min recording explaining why the third space community should adopt your choice of title for a given role. Points\* awarded for logic and hilarity*



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### 13. Sharing the oxygen mask: Collaboration so we can all breath more easily

**Hosts: Cristy Bartlett, Kate Derrington (UniSQ)**

*How 3rd space practitioners can leverage individual expertise and collaboration to improve profile and impact. In this session, we will share and discuss vignettes of practice, then demonstrate how to build greater visibility and recognition of the value of the third space. By using collaborative practice with other third space practitioners, we can create a stronger shared identity which gives us all a seat on the plane*

*Engage: Watch a short video 10 - 15 minutes; plus, a moderated forum for people to share collaboration stories. In our video will ask the prompt questions, How are you already collaborating? and What are your ideas for future collaborations?*

### 14. Learning Designers: to define, or not define?

**Host: Dan Laurence, Meredith Hinze (University of Melbourne)**

*While the profession of 'Learning Designer' has many pseudonyms and various emergent and liminal qualities, it is not as new as many might like to contend. Learning Design is a heterogeneous profession that famously takes in often multiskilled communicators, teachers, artists, technicians, psychologists, therapists and taxidermists. This Third Space Slowposium activity pulls apart the pros and cons of this thorny question and seeks to have Learning Designers themselves input their opinions into the topic in a structured way using a Kialo board to facilitate a democratic voice from all participants.*

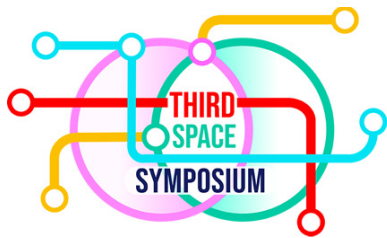
*Engage: Contribute to this discussion in a Kialo board by adding pros and cons for the statement "Learning Designers should be defined by professional standards"*

### 15. Navigating the 'Third Space': Insights from Education Design and Development Professionals

**Host: Diana Turnip and colleagues, UNSW**

*This podcast series, "Navigating the 'Third Space': Insights from Education Design and Development Professionals," aims to formalise, bring together, and better recognise the achievements of third space professionals at UNSW, highlighting their critical role in driving educational innovation and transformation in today's rapidly evolving higher education landscape. Each 15-minute episode will focus on a specific role within the Education Design and Development teams at UNSW, drawing on the expertise of professionals in similar roles at other institutions.*

*Engage: Attendees of the Slowposium would engage with the podcast series by listening to the episodes to gain insights into the roles and experiences of third space professionals, sparking discussions and reflections available on the Moodle site*



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## 16. Using quotes to explain the Third Space

**Host: Donna Murray, Uni Edinburgh**

*I have written a short piece about how I use quotes in my work to attract attention to my team when I'm faced with being part of a parade of presentations, and I know people won't remember. I've then shared a quote which represents how I feel about being third space and asked people to contribute their own quote, or image, or metaphor etc. I hope it will encourage conversations about how we see ourselves, noting that third space is such a complex area that maybe finding a quote is easier to do than try to explain it in our own words.*

*Engage: Reflect on the post and respond in a discussion forum*

## 17. Learning for Learning's Sake in the Third Space

**Host: Craig J Bellamy**

*As a learning designer working within a Third Space, your role involves balancing these tensions. You are tasked with designing curricula that meet vocational requirements but inspire students (and yourself) to engage in learning for its own sake. By balancing vocational learning and learning for its own sake, we can create educational environments that prepare us and students for careers and inspire lifelong learning. As learning designers, we can shape spaces into vibrant communities of inquiry that celebrate both structured achievement and intellectual exploration. How do we achieve this?*

*Engage: Read the blog post and share your comments*

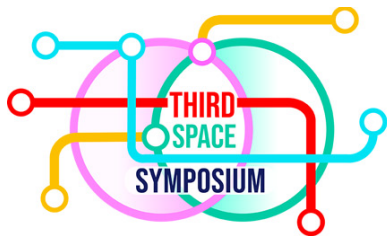
## 18. Building effective student-staff partnerships in the Third Space

**Hosts: Naima Iftikhar, Genevieve Bryant, Jared Fraser, Dasindu Suwarapola Liyanage, Banjo Akinyemi, Mohamed Al Ramahi, Matthew Elias (Western Sydney Uni)**

*This digital artefact aims to share how the identities of Digital Champions as student educational developers transform in the Third Space while delivering digital literacy projects at Western Sydney University (WSU) and implications for their future careers. It includes a vlog and reflective panel discussion of participants in the program*

*Engage: Attendees will connect and reflect on the perceptions of the Digital Champions and consider implications for their own context of practice. The attendees will be provided with opportunities to share their reflections through a Padlet about how they can create beneficial opportunities for students in third spaces.*

## 19. Pernicious ignorance and the marginalisation of third space professionals: reflections on lived experience



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**Host: Dustin Hosseini, Uni Glasgow**

*This case study surfaces a recurring challenge encompassing the recognition and visibility of third space professionals in higher education as educators who experience silencing stemming from pernicious ignorance. Accordingly, I use Dotson's notion of pernicious ignorance to analyse a reflective vignette to illustrate a challenge that undermines third space practitioners. The aim is to equip readers with theory that they can use to counter negative workplace behaviours, whether observed, experienced or both, while strengthening their positions as third space professionals.*

*Engage: Read the article and share your responses in a forum*

### 20. Third Space careers visualised

**Host: Emily McIntosh (UWS), Diane Nutt**

*This 30 minute recorded presentation is based on research involving qualitative questionnaires and semi-structured interviews with those identifying as third space professionals in UK, Australia and New Zealand. To encourage reflection in the survey and interviews, participants were asked to select and submit up to two images that best described their work in the third space (to the survey) and asked to visualise their career journey during the interview. The images and visualisation were discussed in the participant interviews.*

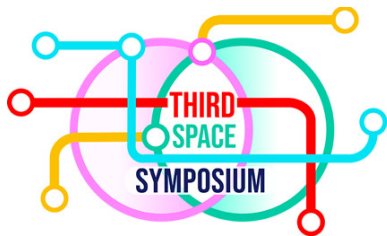
*Engage: Participants will be encouraged to engage in discussion following the presentation, to consider their own journeys in the third space in different ways – and there will be prompts regarding future research and enquiry.*

### 21. Relationships between Instructional Designers and lecturers

**Host: Frances O Donnell, Atlantic Technological University**

*Are instructional designers and lecturers fully aware of each other's challenges, and could this awareness lead to more effective collaboration? This 'Slowposium' presentation aims to utilise a visual and vibrant recorded presentation to spark discussions around the competitive versus collaborative culture in higher education. Overall, the presentation advocates for a community culture that highlights the importance of embracing diverse skills and perspectives to address the challenges of integrating yet another technological advancement (AI) in higher education, promoting a supportive, rather than competitive, academic environment.*

*Engage: Attendees would be asked to share their perspectives on the potentially provocative presentation, for example, the role of IDs and expectation of IDs (and lecturers) varies*



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*greatly across different settings. Participants will be encouraged to agree or disagree with the picture portrayed in the presentation of the current state of ID/lecturer relationships*

### 22. Leading from the Third Space

**Host: Gosia Drewniok, Bristol University**

*In this short presentation, I focus on how one can embrace the Third Space when stepping into a leadership role and how it can potentially help integrate one's identity, especially for someone with a diverse or non-standard career path. I will look at two ways working in the Third Space affected my professional identity. First, on a more personal level, how it helped me integrate various strands of my experience and interests. And second, how leading from the Third Space allows me to shape the work I do and navigate various relationships I need to build and maintain to do that. I will end with some tips – things that worked for me and suggest questions to consider for an asynchronous discussion*

*Engage: View the recording and contribution to a discussion*

### 23. The (in)visibility of librarians in the third space

**Host: Heidi Butters-Stabb, La Trobe University**

*On the (In)visibility of librarians in third space - a blog post looking at the way in which libraries and librarians have and have not featured in discussions of "third space", while in many ways being the ultimate in third space(s). Many library staff, particularly liaison librarians who teach classes to students, would seem to be prime candidates for the descriptor of "third space workers". Why then, is there so little mention of libraries and librarians in this area? This is very much in the vein of exploring some ideas around this area and opening up something I see as a gap in the literature.*

*Engage: Collaborative annotation and discussion of the post*

### 24. Co-creating in the third space with friends

**Host: Jane Kiddell, Deakin University**

*Using a facilitated, asynchronous Mural board, audio, video, physical invitations and easter eggs, participants will be invited to listen and to share their own third space experience. In this digital environment, we warmly invite you to explore together how relationships and friends impact co-design, success and outcomes in the third space. This will be a welcoming, reflexive and conversational space to consider the power of existing relationships and collegial networks in the success or otherwise of our work. Through these interactions we will also celebrate the diversity of skills, qualifications and lived experience of third space practitioners.*





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*Engage: Asynchronous sharing on a Mural board and collecting physical information cards during the face to face Symposium*

### 25. The contested nature of teaching in the context of Canadian university continuing education

**Host: Jennifer MacDonald, Erin Careless (Dalhousie University)**

*Teaching is an activity that frequently appears in discussions around definitions and descriptions of third space professionals, roles and careers. It was traditionally exclusively associated with the academic domain. But teaching may figure in the job descriptions or duties in other non-faculty roles within higher education, in the form of credit or non-credit-bearing classes, facilitation of workshops, tutoring or on-on-one teaching, or delivery of professional development session and learning. Indeed, inclusion of the act of teaching in one's job description in some cases is the element that can move a role that would traditionally be considered non-academic into the Third Space.*

*Engage: We will share a 10-15 minute recorded discussion on the contested nature of teaching in the context of Canadian university continuing education. Slowposium participants will be invited to join in the discussion via comments, which we will moderate and contribute to throughout the Slowposium.*

### 26. What can learning design do? A case for theory before technology

**Host: Jeremy Stothers, Monash University**

*This is a 10-min presentation: What can learning design do? A case for theory before technology. LDs are often asked to apply technology to learning. But, if we first apply learning theory, then the student experience can be a lot richer.*

*Engage: Attendees will watch the video and contribute thoughts to a discussion forum*

### 27. Applying Tuckman's Stages of Group Development in the Third Space

**Host: Josephine Hook, Monash University**

*Third Space colleagues at different stages of their career provide videos about their experience, with some guiding prompts, loosely related to Tuckman's model - to hear about different ways of working, what strategies do people have to push through the different stages. This is then connected to ideas from the reflective practice guides from the Society for T&L in Higher Ed in Canada which prompt us with a range of suggestions to develop our own portfolios of practice, build rapport and trust in our practice, and reflect on our practice.*

*Engage: Attendees explore the resources and reflect on them via interactive H5P activities*



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### 28. Proposing a third space practitioner contract

**Host: Joanne Caldwell, Salford University**

*A Padlet where people can discuss being a member of the third space, how that impacts their identity and a discussion about the idea of creating a third space contract that all university wide members have instead of an academic or professional services one. This links to a podcast I recently took part in.*

*Engage: Reflect on ideas and contribute to a Padlet*

### 29. Enhancing wellbeing and preventing burnout in the third space

**Host: Kate Casey, Keypath Education**

*A Pecha Kucha style video presentation will be provided covering practical strategies for the prevention of burnout. It would be based on the known issues faced by third space providers from my experience working with learning design and production teams over 20+ years. It would also have a secondary focus on future of work ideas that suggest that purpose is a good antidote to the challenges of modern working life.*

*Engage: The video presentation would be supported by an online discussion space where others can contribute strategies for enhancing wellbeing, and there is also an opportunity for a live chat if there is interest. A PDF resource would also be provided with links to additional information for each of the strategies covered.*

### 30. Third Space skills and competencies

**Hosts: Kate Mitchell (Melbourne), Keith Heggart (UTS), Colin Simpson (Sydney)**

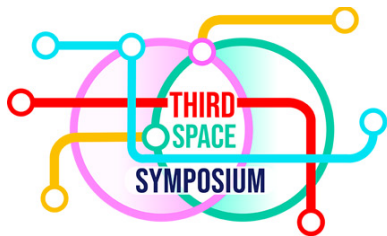
*This activity will allow participants to note the skills that they require and use within their roles as third space TEledvisors (academic developers, learning designers, educational technologists, learning and teaching consultants). The aim is for ground up generation of skills, skillsets, knowledges and duties, without clarifying the type of role necessarily.*

*Engage: Participants will contribute posts to a Padlet board that the facilitators will then thematically sort and present back for further validation during the Symposium.*

### 31. (De)constructing the Professional Identities of Third Space Practitioners through Zine Making

**Host: Kate Molloy, Atlantic Technological University**

*This activity will provide participants with a medium for constructing, and deconstructing, their professional identity. The diverse communities traditionally represented in zines provide*



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*a valuable construct for reflection on professional identity in the third space. Zines promote community-building and connection - a platform to construct meaning and to connect those working, or existing, in often lonely spaces.*

*Engage: Participants will engage with reading and multimedia materials in a structured blog post (or Moodle book) to explore the zine-making process. A recording and materials from a pre-facilitated session will be provided for participants, as well as a Padlet to share their artefacts and reflections, with examples provided from the facilitated session*

### 32. The MOSAIC Learning Outcome model

**Host: Kay Harrison, Auckland University**

*The MOSAIC Learning Outcome Model combines foundational knowledge, cognitive skills, adaptability, emotional intelligence, and a growth mindset. I will share an animation video of a conversation between a learning designer and a teacher, which role models the relationship between the two roles and how to use the MOSAIC model and answer the critical question: "What skills do I want students to take away from this course?" The dialogue is based on conversations I have had with different teaching staff in the last 12 months.*

*Engage: Watch the video and discuss the ideas presented*

### 33. What's beyond Twitter/X?

**Host: Meredith Hinze (Melbourne), Sharon Altena (QUT), Rebecca Ng (Wollongong)**

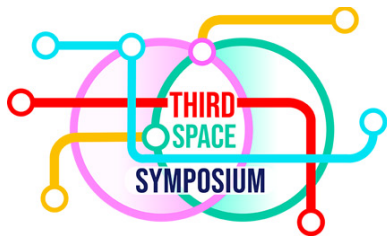
*During the pandemic, Twitter was the "go to" platform for learning designers to ask questions, offer support, share resources and communicate with those in other institutions globally. What do people use now in the aftermath of the collapse of Twitter? How do we build and sustain communities of practice? How do we promote and share our work? How do we find out about professional development opportunities? How do we connect at a more international and global level?*

*Engage: A discussion stimulus will introduce and set the scene for the topic for discussion. Participants will be encouraged to respond to the stimuli, with the hosts of the session also contributing and extending the discussion*

### 34. Using Generative AI in Education

**Hosts: Minh Huynh, Fran Van Den Berg, Osu Lilje, Liana Pozza, Floris Van Ogtrop (Sydney)**

*I'd like to gather ideas around what people are doing with AI in education. At Sydney university, we are using an AI tool called Cogniti in a variety of ways to support learning: assessment feedback (teaching and student facing), role play, case studies, Socratic tutor etc. We've created a Cogniti AI assistant which expands on marker feedback and also just*



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*released a student facing AI assistant that gives students feedback on written drafts of scientific reports.*

*Engage: People can contribute by participating in a Mentimeter activity or Padlet.*

### 35. To Trial or Not to Trial – A Space Invaders’ Dilemma

**Hosts: Naomi Milgate, Colleen Hodgins (James Cook University)**

*In the vast galaxy of academic tech, third space practitioners are on a mission. Should we launch trials of new and emerging technologies in teaching and learning? Or are we invading others' space? What? Who? How? Where? When? Why? These are the questions fuelling our interactive journey. Together, we'll explore sustainable strategies for trailing tech in the educational cosmos.*

*Engage: A Thinglink guided tour including Padlet discussion boards and other creative tools/technologies*

### 36. The seven-year itch: Are Directors' and learning designers' perceptions of the role of learning designers a marriage made in heaven?

**Hosts: Ruth Greenaway (Southern Cross University), Dom McGrath, Christine Slade (Uni Queensland)**

*Our research from seven years ago explored learning design practices in Australian universities, focusing on recruitment, employment, and retention from the perspectives of Directors and Learning Designers (LD). It revealed diverse entry paths into the profession, gaps in professional development, and desired career pathways for LDs. We noted that the research results could enhance practice by supporting evidence-based decisions in defining LD roles and managing LD staff. We aim to discuss the role of LDs and how these roles are conceptualised by both Directors and LDs. Through an interactive online forum, we will explore these questions:*

- *How do you describe the role of a LD?*
- *What factors contribute to retaining LDs?*
- *What professional development is available for LDs at your institution?*

*Engage: Interact with content and comment and reflect in a Padlet about your experiences*

### 37. Hard-pressed, but not crushed: A disposition of the heart in the space in-between

**Hosts: Rebecca Kan, Eliza Yeo Hui (Nanyang Academy of Fine Arts)**

*In this slowposium session, we feature our thoughts as Third Space Practitioners who are caught in the space in-between as academic developers in higher arts education. The promises of this space arise when we probe deeper: Artists have a disposition to creatively*



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*creolise boundaries between the center and the periphery, “dividing the familiar and the foreign, the owned and the borrowed, the near and the far. At the same time, school administrators behold dispositions to “establish a safe school environment, creating a trusting school culture, and setting high student academic expectations”. With such a combustion of strengths, this dialogic exchange seeks to understand how dispositions emerge through the in-between. We question how we may develop the professional identity of Third Space Practitioners, in order to be renewed day by day.*

*Engage: Read the dialogue and share your thoughts on five questions in a forum*

### 38. Weeding through data? A tool to cultivate dynamic learning environments

**Hosts: Roar Murphy, Muna Musarrat, Wayne Errington, Kristin Wiese, Ashley Beathe, Don Kollura (Western Sydney University)**

*Schools and faculties can get lost in the data overgrowth. They want to be driven by data but may struggle to understand how to implement the ideas it uncovers. This Slowposium session introduces the pilot of a digital tool that supports schools and faculties to directly address today’s key teaching and learning priorities through the use of data. The tool guides users through a series of targeted questions, enabling them to identify teaching and learning ‘thorns’ (struggles), ‘roses’ (successes), and ‘buds’ (emerging potentials) based on data as well as their own experiential knowledge*

*Engage: Slowposium users will be invited to interact with the tool through using their own data or knowledge of their institution. This will enable them to gather insights into how their teaching and learning environment intersects with current sector priorities*

### 39. The advantages of networks and alliances for the Third Space

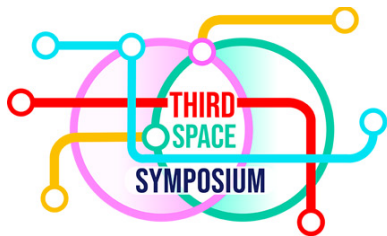
**Host: Silke Kirberg, Hochschule Niederrhein**

*From the German-speaking world, I would like to show what kind of networks are active in supra-regional and regional contexts in the field of instructional design/eLearning, or specifically on LMS such as Moodle or in other areas of the Third Space, and how we get involved and help each other.*

*Engage: I would like the attendees to collect their networks and show each other how they benefit from them. Not only well known networks like e.g. ASCILITE but also informal or not so well known networks, if they want to name them, so that others get inspiration to be active themselves or to join a network*

### 40. Co-design an AI literacies framework

**Hosts: Stephen Abblitt, Adelle Ryall (Keypath Education)**



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*This asynchronous online workshop encourages participants to co-design an AI literacies framework for the academic, professional, and third space staff who contribute to practices of teaching, learning, and assessment in higher education. Applying a socio-material lens, participants will reflect critically on the current relationship between human and artificial intelligences in the learning process and consider how AI can augment the role of students, educators and third spacers now and into the future*

*Engage: Participants access a short Moodle module which provides a welcome and sets the scene, introduces the workshop format and overviews existing digital and AI literacies frameworks. Then, over the two weeks of the slowposium, asynchronous discussions will address three broad aspects of AI literacies*

### 41. Collaborative research agenda.

**Host: Stephen Ablitt, Keypath Education**

*There has been an increasing interest in the work of 'third space' practitioners, and there is also a growing body of research about those who work in the third space. But third space practitioners such as learning designers often still "toil in the interstices between the more prominent teacher and student narratives", such that our roles, identities and contributions to higher education are often poorly understood. This asynchronous online workshop seeks to help third space practitioners ideate a collaborative research agenda.*

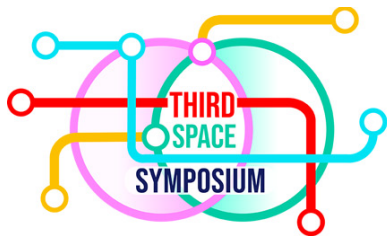
*Engage: Using a digital pinboard (Padlet) or whiteboard (Miro), over the course of the slowposium attendees will be encouraged to: 1) identify and share broad trends and themes in research on the third space; 2) articulate the aims and objectives of a research agenda for third space practitioners, including potential research outputs; and 3) develop connections with like-minded peers to initiate research projects.*

### 42. Third Space professional experiences with sense-making to drive successful partnership outcomes

**Hosts: Tran Nguyen, Lisa Soviero (Keypath Education)**

*Partnerships in online learning are becoming increasingly common in higher education. Third Space professionals, such as learning designers, often play a critical role in these partnerships by setting standards, developing processes and building relationships. Key to success in these partnerships is sense-making, which helps foster empathy, collaboration, innovation, and resilience by focusing on people rather than process alone. Our contribution, taking the form of a short interactive online module and discussion, shares two case studies.*

*Engage: Prompts and guiding questions challenge participants to reflect on the role of sense-making and relationship-building in their own professional practice, and an asynchronous discussion will facilitate sharing of ideas and further questions to help inform and improve this practice*



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#### 43. What does the Third Space look like?

**Host: Wendy Taleo, Monash University**

*Using Gen AI images rinsed through other tools, this visual feast with poetry will portray some of the struggles of 3rd space practitioners. This short video will ask the observer to pause for a moment in their day. This will be packaged using H5P and invite responses from the audience.*

*Engage: Interact using the features of the H5P tool.*

#### 44. I'm in higher education's Third Space, who is here with me?

**Host: Zoë Allman, De Montfort University**

*By exploring who else is in the Third Space we can better understand current perspectives of higher education, the roles and relationships of those who consider themselves Third Space practitioners, how we all contribute to greater understanding and knowledge of the Third Space, and how we can ensure that we recognise and support one-another. As an academic leader in middle-senior management, when I first came across the concept, I thought I was exempt, that the Third Space was not an area that academics or leaders could be part of, but I increasingly realise that this isn't so. If I felt like that how many others do? How do we collectively contribute to the understanding of the Third Space to welcome all our fellow Third Space inhabitants? Let's start making that change today.*

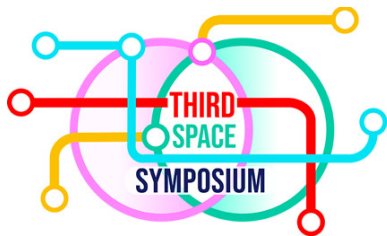
*Engage: Through reading the provocation piece and engaging by adding responses via a discussion forum or similar format. If technology permits it would be great to allow a range of media responses, including memes etc., to empower as many as possible who want to engage to do so in a manner that best reflects their personal preferences.*

#### 45. Journeys into Third Space working: personal experiences of boundary-crossing

**Hosts: Tara Webster-Deakin (Nottingham), Charlotte Verney (Bristol), Kelly Vere (Nottingham)**

*We recently explored third space working in universities drawing on our three doctoral research projects. We reflected on individual, institutional and sector-wide experiences of third space working and how boundaries between academic and professional staff can be crossed and even dismantled to enable more productive relationships and working. In this activity, we will be sharing our three distinct yet connected personal experiences of Third Space professional working in higher education in England through three mini case studies and/or Vlogs, accessible to participants via a Padlet.*

*Engage: Consume the contributions and add comments in Padlet*



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## Synchronous events

46. (Re)Imaging the future of Faculty professional development  
Thursday 21<sup>st</sup> November. 8am (Netherlands) / 6pm (Melbourne, Australia)

**Hosts: Alexandra Mihai (Maastricht University), Colin Simpson (Sydney)**

*My research into Centres for Teaching and Learning in the US and Europe has revealed a variety of patterns for the relation between CTLs and educational technology teams (with their various names and identities). This workshop will draw on this research and will kick off with a short presentation outlining the most relevant models encountered. Participants will then work in small groups on exploring various scenarios aimed at developing strategies for enhancing internal coherence as well as the impact on the teaching quality and student experience at the respective institution.*

*The subsequent plenary discussion aims to bring together the strategies linked to the different models and enable participants to better understand what is necessary to make the work of these teams (merged, separate or collaborating) effective given the specific institutional context.*

*Engage: Participate in the workshop activities, share reflections later in a forum post*

47. Coffee with Gosia  
Saturday 16<sup>th</sup> November, 1pm UK time.  
**Host: Gosia Drewniok, Bristol University**

*Live meetup – informal chat and sharing experiences*

48. Fireside chat - Higher Education Third Space research group (HETS)  
Friday 22<sup>nd</sup> November, TIME TBC (UK time)  
**Hosts: Maeve O'Dwyer (Dublin City University), Rebecca Sanderson (Lincoln University)**

*We would like to offer a drop-in fireside chat, where Gosia, Maeve and Rebecca would discuss the Higher Education Third Space research group (HETS), who we are, what we're excited about for the Slowposium from an EU time perspective, and what our plans are for future activity e.g. how people might work with us and hopefully a CFP for a special issue of a journal in 2026*

49. Explore a new framework to evolve third space relationships





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Monday 25<sup>th</sup> November, 6pm Queensland / 7pm Melbourne

**Host: Natalia Veles (James Cook University), Colin Simpson (Sydney University)**

*In this one-hour interactive session, we will challenge your perceptions and further inspire your third-space imagination by, presenting you with a four-phase framework for the evolution of professional interaction within changing boundary practices and identities. These phases combine work by Whitchurch (2012) and Veles (2023) which describes a practical pathway for re-imagining third space relationships, from Contestation to Reconciliation to Reconstruction and finally to Transformation. In the second part of the session, participants will work to apply this framework to real-world third-space scenarios as we look for new and desired futures. We will engage in collective critical reflection about how the combination of third-space working, boundary learning and the collaborative capital of relationships and recognition of people's contributions can be applied to and shape contemporary and emerging university practices.*

### 50. Coffee with Puva

Wednesday 20<sup>th</sup> November 3pm & Monday 25<sup>th</sup> November 11am (Melbourne time)

**Host: Puvaneswari Arumugam, Deakin University**

*Let's chat about being a third space practitioner/third space academic*

### 51. How can we facilitate third space working within our organisations?

Monday 25<sup>th</sup> November [TIME TBC] (UK time)

**Host: Tara Webster-Deakin (Nottingham), Charlotte Verney (Bristol), Kelly Vere (Nottingham)**

*Drawing on the online activity referred to above (#45), we will host a live online discussion/webinar (to be recorded so it can be shared after the activity) focusing on 3-4 questions provoked by the article. During the discussion/webinar, we will link to challenges and opportunities shared by participants during the Week One activity, clustering ideas and themes brought to the discussion via the Padlet.*

### 52. #LTHE Twitter/X chat

Tuesday 20<sup>th</sup> November, [TIME TBC]

**Hosts: Wendy Taleo (Monash), Gosia Drewniok (Bristol), Maeve O'Dwyer (Dublin City)**

*We will partner with the LTHE crew (UK based) to run a Twitter/X (Bluesky/Mastodon pending) chat. We will design at least 6 questions to be run over an hour period for a live/sync discussion on topics related to Third Space Practitioners. The facilitators will post the questions, respond to participants and keep the conversation going.*