

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

## **Third Space Symposium sessions (Sun 1<sup>st</sup> Dec)**

### **1. Slowposium review and session pitches**

**Presenters: Colin Simpson, Kate Mitchell, Kashmira Dave**

*To open the Third Space Symposium, we will provide a brief overview of key themes and ideas raised during the Slowposium, which was held directly before this event. Presenters of some interactive sessions being held today will also briefly outline how people can participate in their activities.*

### **2. Leading and working with leaders in the tertiary education third space**

**Presenters: Colin Simpson, ML Huppertz from ATEM (Association of Tertiary Education Managers), as well as Elaine Huber (Sydney Uni) and (TBC) sharing their distinctive perspectives.**

*What are the qualities of an effective leader of third space staff? How can third space staff work better with their managers? This discussion panel is intended to foster greater understanding of the unique challenges of leading in the tertiary education third space and explore opportunities for more effective collaboration.*

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

**Presenter: Miriam Reynoldson (University of Melbourne)**

*This presentation will collate the contributions to a Mural from the Slowposium, summarising the co-constructed narrative from alternate past to speculative future of a "shared space" model of university role architecture. That is: what if there were no academic/professional binary? What if we didn't need to imagine a third space for liminal identities, but instead held a shared space in which to power the university?*

### **4. Learning without limits: Designing transdisciplinary courses for future education**

**Presenters: Jacqui Thornley, Anne McKay (University of Auckland)**

*In an exciting new strategy, by 2026, all students at Waipapa Taumata Rau | University of Auckland, completing an undergraduate degree will be required to complete a 15-point transdisciplinary course. This will give students a unique opportunity to develop the necessary foundational skills and experience transdisciplinary approaches for learning how to respond to complex issues.*

*We will present our empirical research based on our direct experience as learning designers in collaboration with the faculty and teaching teams to design, develop and launch two pilot*



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*transdisciplinary courses launched in semester 2, 2024. The presentation will discuss and reflect on the ideation phase, learning design processes and procedures, the relationships and collaboration across faculty, the successes and challenges in the design process, and will seek to recommend some tangible actions, suggestions and strategies for other learning designers working in transdisciplinary course design space.*

### 5. Partners in crime: Nexus educational developers as co-leads for educational transformations in Faculty of Medicine & Health, UNSW

**Presenters: Jon Xiating Cai, Diana Saragi Turnip, Zara Khan (UNSW)**

*This presentation will explore the integration of Nexus educational developers as co-leads in educational projects within the Faculty of Medicine & Health at UNSW. It will focus on their role in enhancing collaboration, fostering innovation, and driving impactful outcomes in medicine and health education.*

*Participants will gain insights into the value of Nexus educational developers as co-leads and practical strategies for fostering innovation in their own projects within their own educational contexts in the faculty.*

### 6. Theorising the Third Space

**Presenter: Stephen Abblitt (Keypath)**

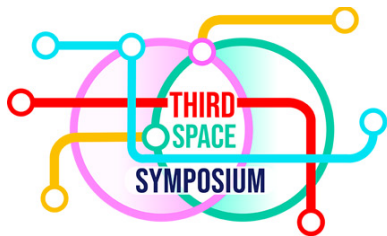
*What is the 'third space'? What are the conceptual origins of the 'third space', and what does this mean for both our use of the term here and now today, and for our practices and positionalities, individually and collectively, as 'third space' professionals?*

*In this workshop/discussion, attendees will be challenged to draw on their collective personal and professional experience working in the 'third space' to explore and test how this critical-philosophical genealogy of the concept might inform our understanding of our 'third space' roles and identities, including the potential challenges or limitations in applying the concept of the 'third space' to our work. Attendees will collaborate in small groups to create their own spatial metaphor to describe our hybrid identity and interstitial positionality within the university.*

### 7. Reclaiming the resources we make – The educational designer blog

**Presenter: Dana Bui, Monash University**

*Educational Designers spend a significant amount of time developing resources, workshops, presentations, tipsheets, and web assets designed to support others. I realised that if I chose to leave my institution, I would be leaving behind every resource ever developed, as the IP belongs to the institution. So, I decided to reclaim my skills, knowledge and experience by designing a process in which I revise, update, re-format and personalise my institutionally owned resources into a new space that is my own, a blog, creatively and imaginatively titled, *The Educational Designer*.*



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*I will share my process, the tools I have used (including AI), and my personal satisfaction and wellbeing outcomes gained through the process. I share this with other Third Space educators in the hope of creating a supportive network of people reclaiming their identities, skills, knowledge, and experience separate from the institutions in which they are employed. Basically, I want more people to play my game, and I want to show them how to do it.*

Blog: The Educational Designer <https://theeducationaldesigner.wordpress.com/>

### 8. Building connections - enhancing LinkedIn presence for Third Space women

**Presenters: Leanne Ngo (La Trobe), Helmy Cook (Monash), Simone Tyrell (Deakin), Karine Cosgrove (Griffith), Kranthi Addanki (JCU)**

*As Third Space educators, we navigate the complex intersection of professional and academic roles, which often lacks clear career progression pathways compared to traditional academia. Women are disproportionately represented in Third Space roles but remain underrepresented in senior leadership positions. This can lead to feelings of isolation, particularly in the increasingly remote working environment. Simultaneously, the rapid evolution of higher education, technology, and diverse student needs demands continual professional development.*

*Through interactive discussions and feedback, we aim to co-create a tailored approach to using LinkedIn as a tool for career advancement in the Third Space, addressing challenges unique to women in leadership. Participants insights will be invaluable in refining these strategies to support leadership growth among women Third space professionals.*

### 9. NTEU and the Third Space: where to from here?

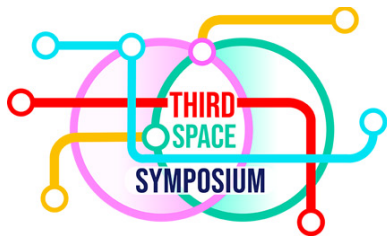
**Presenter: Ruth Jelley**

*From 2024, NTEU has been engaging members to articulate a vision of what the Third Space is, and to explore what works and what doesn't for the Third Space in higher education, and the workers that work within it. This presentation will report back on the NTEU's activities throughout 2024, including unpacking the findings of a sector-wide survey conducted by the NTEU. It will also invite discussion of "Where to from here?"*

### Lunch meet-up: Shaping the ASCILITE LD SIG Research Mentorship Program

**Coordinators: Kashmira Dave, Keith Heggart, Leanne Ngo, Kate Mitchell**

*Meet with the LD SIG mentors to fine-tune the ASCILITE Learning Design SIG's upcoming research mentor-mentee program, which is designed to support third space professionals in developing research skills and increasing professional visibility.*



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*We will get together, after collecting our lunches, to introduce the proposed mentorship program, outlining some key features such as group mentoring, expert-led workshops, and peer collaboration. Interested participants can provide feedback on program aspects, including the mentorship approach, workshop topics, and dissemination strategies. This session will help refine the program for its official launch, ensuring it meets the needs of the third space community.*

### 10. Third Space skills and competencies

**Presenters: Kate Mitchell, Keith Heggart, Colin Simpson (TELedvisors project team)**

*Understanding the diverse skills and competencies employed by third space practitioners is vital in developing relevant and consistent professional development for this community. The presenters will provide an overview of the way they have categorised the existing skills that surfaced from the Slowposium.*

*Participants will have the ability to move around the room adding/contributing posts and upvoting high priority items. We will then have a discussion and sign-up area for who would like to be involved in shaping competencies further - with a view to develop levels of competencies and skill sets under different role types/groups and develop training or support resources over the coming year.*

### 11. Using activity theory to explore the complexities of Third Space practitioner identity

**Presenter: May Kocatepe, Endeavour College of Natural Health**

*In this presentation I analyse the roles and relationships of learning designers and lecturers through the lens of activity theory. Activity theory provides a framework that seeks to understand the complex interaction between individual actions, mediational means and social contexts*

*I argue that the different interpretations that learning designers and lecturers impose on the activity of online course design can create complex and complicated relationships. While learning designers and lecturers might share the same outcome of online course design, the activities they engage in are grounded in differing sets of social practices. Such differences within and between activity systems can cause tensions and contradictions. Understanding the two different activity systems of lecturers and learning designers is an important step in finding ways of addressing complexities and tensions.*

### 12. Collaborative autoethnography on Third Space identity

**Presenters: Puvaneswari P Arumugam, Mahen Jayawardena (Deakin University)**

*Third space practitioners, occupy a liminal space (Bhabha, 1994/2004), challenge disciplinary academics about teaching and learning with questions; bring to the table ideas from their*



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*own disciplinary backgrounds; and exhibit different assumptions and beliefs about teaching and learning.*

*This research emerged from a Collaborative Auto-Ethnographic (CAE) study where three third space practitioners, all working notionally as learning designers/academic developers, reflecting on their professional identities; their work in supporting academics; the assumptions they bring to that work and the ways they sit alongside or in tension with those with whom they work with.*

### 13. Research for all in the future university

**Presenter: Olivia Inwood (Western Sydney University)**

*I will present a 'utopian' idea of the future university as a place where everyone can conduct research and the small interventions I am currently making to encourage this idea.*

*My dream is to give everyone in the university a chance to conduct research. Both academic (teaching-focused) and professional staff are often denied time to do this. In my university, I've established a Community of Practice (CoP) that is focused on academic literacy research – I would like to share information about how this CoP is progressing and the language/promotions we're using that are shedding light on the 'third space' and allowing more research collaborations to happen.*

### 14. Beyond the binary: Third space allyship and equity in the academy

**Presenters: Phillip Abramson, Miriam Reynoldson (Monash University)**

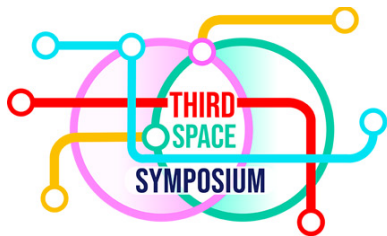
*Higher education professionals work hard to promote diversity of thought and create safe spaces for learners to contribute, but how many of us feel our workplaces do the same for ourselves and our colleagues? We argue that third space professionals possess unique strengths and opportunities to foster a more inclusive higher education work environment.*

*In this presentation, we make visible those third space attributes which allow us to be effective and active allies, offer practical strategies for everyday allyship, and share some of the progress, pitfalls and possibilities of a longer-term project to establish a faculty allyship network.*

### 15. Hub-and-spoke in professional development?

**Presenters: James Thompson, Kate Tregloan (University of Melbourne)**

*Despite general interest from educators in ongoing development of their teaching practice, professional development offerings related to teaching are often met with "a lack of interest and even with resistance". Much of this reaction evidently has to do with how professional development opportunities are presented to academics (e.g., whether the implication is that educators operate through a deficit model). This raises the question: What role can faculty-*



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*based academic developers play to support the uptake and impact of centralised professional development opportunities?*

*The presentation will report on the recent application of a university-wide hub-and-spoke model, and the critical role of faculty-based academic developers in liaising between individual educators and the central teaching innovation scheme. We will outline implications for how academic developers might strategically position themselves to better support teaching innovation within institutional ecosystems—and likewise how centralised schemes might better utilise faculty-level expertise and structures.*

### 16. Designing together: co-creating a collaborative learning design guide for Third Space professionals

**Presenters: Kashmira Dave, Leanne Ngo, Keith Heggart, Kate Mitchell (LD SIG project team)**

*In this session, the team will present details of the proposed resource and seek feedback and contributions from participants. The ASCILITE Learning Design SIG proposes the development of an open-source resource, Introduction to Learning Design for Third Space Professionals. This initiative will harness the expertise of the learning design community, offering a platform for professionals to contribute practical insights and examples. The aim is to build a collaborative, evolving resource that highlights key topics in learning design, enriched with real-life case studies and institutional examples.*

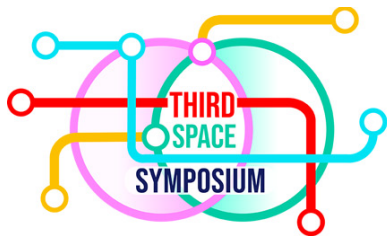
*The project will consist of essential learning design topics, each led by a Third space practitioner from the field. Contributors will add case studies, examples, and insights from their work. These resources will be open source, released progressively e.g. yearly with the first 5 topics, and continuously topics to be added to reflect current trends and practices. The staggered release ensures the resource grows over time, supported by the ongoing contributions of the learning design community.*

### 17. Framework for LDs

**Presenters: Sue Sharpe (ANU), Jenny Boreland (QUT), Tanya Henry (UQ)**

*In this session, we will focus on the challenges of demonstrating value and evidencing expertise. We will present a new framework for third space professionals, specifically learning designers and similar roles. The framework aims to guide collection and use of evidence demonstrating LD impact and efficacy, increase visibility, justify funding, support career progression and identify development needs.*

*We propose the framework as a solution to evidence expertise for career progression and professional development and demonstrate value and contribution to higher education generally. The framework is a 'fit for purpose' redesign of similar approaches used by*



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*academic staff for promotion. Participants will have the opportunity to apply the framework to their own contexts and plan future actions.*

### 18. Framework for ADs

**Presenters: Kate Tregloan (University of Melbourne), Naima Iftikhar (Western Sydney University)**

*We invite participants to join us to explore a framework that describes academic development (AD) activities across multiple third space spectra, and to map their own projects in these spaces. Participants can test and explore the framework, and to use it in their own projects for planning, evaluation and impact.*

*The Built Environments Learning and Teaching (BEL+T) Group is a faculty AD group. BEL+T operates in three forms: as a design studio, a consultancy and as a research group. These approaches cross three spectra in our framework: modes of operation (Academic and Professional); values and goals (Staff and Institutional); and planned outcomes and impact (Research and Teaching). This interactive workshop will explore these spectra through mapping of participants' experiences, followed by reflection and discussion of the commonalities and differences uncovered through this activity.*

### 19. Navigating the ebbs and flows of change as a Third Space professional

**Presenters: Katie Freund, Karlene Dickens, Fang Li**

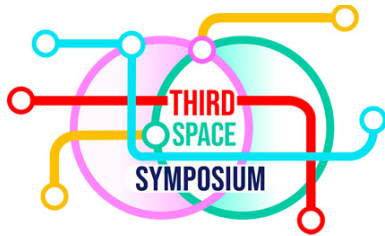
*Third Space professionals are often responsible for promoting change in higher education, such as driving strategic education goals, redesigning curricula, or implementing new technologies. While being facilitators of change, Third Space professionals are also vulnerable to changes such as restructures and shifting strategic priorities, with little autonomy or agency due to the liminal position of these roles.*

*This fishbowl discussion will invite participants to speak on the panel or contribute online from across Third Space roles and institutions to provide a diverse range of perspectives. Topics will include how to maintain wellbeing, relationships, and community amid uncertainty in higher education, the soft skills and emotional labour required to facilitate change with our key stakeholders, and strategies we can enact to manage the inward and outward stressors in this complex environment.*

### 20. Establishing credibility

**Presenters: Sharon Altena (QUT), Meredith Hinze (University of Melbourne), Rebecca Ng (Wollongong University)**

*Learning Designers are highly qualified learning and teaching professionals (Altena et al., 2019) who have struggled over the past 40 years to establish their legitimacy and credibility within universities. The positioning of learning designers as "support staff" or "techies"*



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*within institutions is unhelpful for convincing academic staff to see learning designers as equal partners. How can learning designers and other third space workers establish their credibility within institutions?*

*In this workshop, we take a proactive, strengths-based approach, where three learning designers will share their practical strategies for building their credibility and profiles within their institutions. Importantly, participants will be encouraged to share and discuss their own strategies for building their credibility. In the second part of the workshop, participants will have the opportunity to prepare a plan and to action some of the strategies and receive peer feedback on their approach.*