

# TATAL Tales

*Join your HERDSA colleagues in Talking about Teaching and Learning (TATAL).*

More than sixteen years on and we are again inviting HERDSA members to the highly successful Talking about Teaching and Learning (TATAL) workshop. TATAL offers a safe, trusting, respectful space for reflective practitioners to meet to enhance their education skills and the learning of students.

The TATAL workshop begins with brief online introductions two weeks before the HERDSA conference followed by a face-to-face, pre-conference workshop and a breakfast. The workshop provides the starting point for a collaborative reflective investigation into your teaching and your students' learning. During the online and workshop experiences you will be supported in developing your teaching and learning philosophy. Following the conference, you can choose to continue collaboratively reflecting.

## TATAL program

- Registrations close 23<sup>rd</sup> June
- Online TATAL commences 23<sup>rd</sup> June (~2 hours asynchronous)
- TATAL Workshop Monday 7<sup>th</sup> July 9.30am to 3.30pm with a light lunch
- (Optional) TATAL (byo Breakfast) Wednesday 9<sup>th</sup> July 7.30am to 8.45am.
- (Optional) TATAL monthly sessions: dates to be decided by participants

## Following the conference

Participants can continue to TATAL with the workshop participants after the conference face-to-face and/or online. Participants may use the TATAL meetings to collaboratively reflect on teaching portfolio elements (for a HERDSA, CMALT and/or HEA fellowship), wrestle/reflect on the puzzles of their teaching and their students' learning, review applications for jobs, awards and grants or engage in the scholarship of learning and teaching.

## Information

For further information contact Stuart Schonell [ceo@advocacywa.org.au](mailto:ceo@advocacywa.org.au) or Abigail Lewis [abigail.lewis@ecu.edu.au](mailto:abigail.lewis@ecu.edu.au).

To register go to: <https://expertevents.eventsair.com/herdsa-2025/registration/Site/Register>

## Selected TATAL Literature

Intrigued? Want to know more? Here are some publications to explain the benefits of attendance further.

Kennelly, R., & McCormack, C. (2015). Creating more 'elbow room' for collaborative reflective practice in the competitive, performance culture of today's university. *Higher Education Research and Development*, 34(5), pp. 942-956. <https://doi.org/10.1080/07294360.2014.911259>

McCormack, C., Gilchrist, J., Hancock, E., Islam, J., Kennelly, R., Northcote, M., & Thomson, K. (2016). "The alchemy of facilitation revealed through individual stories and collective narrative". *Reflective Practice*, 18(1), 42–54. <https://doi.org/10.1080/14623943.2016.1251407>

McCormack, C., & Kennelly, R. (2011). 'We must get together and really talk ...'. Connection, engagement and safety sustain learning and teaching conversation communities. *Reflective Practice*, 12(4), 515-531. <https://doi.org/10.1080/14623943.2011.590342>

McCormack, C., Kennelly, R., Gilchrist, J., Hancock, E., Islam, J., Northcote, M., & Thomson, K. (2017). From dream to reality: Sustaining a higher education community of practice beyond initial enthusiasm. In J. McDonald & A. Cater-Steel (Eds.), *Communities of Practice: Facilitating Social Learning in Higher Education* (pp. 599–622). Springer. [https://doi.org/10.1007/978-981-10-2879-3\\_28](https://doi.org/10.1007/978-981-10-2879-3_28)

McCormack, C., Schönwetter, D. J., Ruge, G., & Kennelly, R. (2023). Promoting university teacher resilience through teaching philosophy development. *The Canadian Journal for the Scholarship of Teaching and Learning*, 14(1). <https://doi.org/10.5206/cjsotlrcacea.2023.1.13781>

Ruge, G., Schönwetter, D. J., McCormack, C., & Kennelly, R. (2023.) Teaching philosophies revalued: beyond personal development to academic and institutional capacity building. *International Journal for Academic Development*, 28(1), 59-73, <https://doi.org/10.1080/1360144x.2021.1963735>

Schonell, S.H., Ruge, G., Shekhawat, G. S., & Schonwetter, D. J. 2025. Fostering reflective educators: The transformative impact of TATAL communities of practice, *Advancing scholarship and research in higher education*, In Print.

Schönwetter, D. J., Ruge, G., McCormack, C., Kennelly, R., & Gareau-Wilson, N. (2020). A future-ready teaching philosophy: Opportunities to reflect, re-value and re-frame a teaching philosophy. *ETH Learning and Teaching Journal*, 2(2), 437-443.

Scott, J., Pryce, J., Fisher, M., B., Reinke, N. B., Singleton, R., et al. (2021). HERDSA TATAL tales: Reflecting on academic growth as a community for practice. in *Academic Voices* . eBook ISBN: 9780323914963 Paperback ISBN: 9780323911856

Scott, J., Pryce, J., Reinke, N. B., Li, D., Shuker, M. A., Singleton, R., ... & Parkinson, A. L. (2023). Towards a 'Community for Practice'—A Narrative analysis of the evolution of higher education scholars. *Education Sciences*, 13(12), 1239. <https://doi.org/10.3390/educsci13121239>

Swiatek, L., Ducasse, A. M., Coburn, J., Northcote, M., & Samarawickrema. N. (2024). Extending higher education recognition programs through a dedicated post-award reflective practice tool. *Reflective Practice*, 25(4), 529–549. <https://doi.org/10.1080/14623943.2024.2369355>