

## Statement of claims against the assessment criteria

**Proposed Citation:** For teaching that influences, motivates and inspires students to engage with theory and practice across Culture and Society and the Creative Arts.

**Overview:** My disciplinary background comprises Contemporary Art, Industrial and Digital Design, Cultural Studies, and Media and Communications. My practice-led PhD (2019–22) focussed on cross-cultural dialogue, exchange, and storytelling through multimodal collaboration. As well as teaching at ECU, I am a Research Officer (0.5FTE) with the ECU node of the ARC Centre of Excellence for the Digital Child.

Since 2022, I have tutored and lectured sessionally in the School of Arts and Humanities, typically teaching 2–3 tutorials/workshops per unit. Working within the Creative Humanities core units, *Storytelling and Meaning (SAH1250)*; *Creativity (SAH1150)*; and *Audience Perception and Experience (SAH2200)*—which takes a contemporary and interdisciplinary approach—I support students from many backgrounds to plan and execute open-ended, self-managed projects. I introduce students to a range of guest lecturers and disciplines, requiring me to be adaptive, responsive, and resourceful. From 2022–24, I created and presented a lecture (SAH1250) from the position of a researcher-practitioner, exploring cross-cultural storytelling via the integration of digital and material culture/media. In 2024, I presented four lectures (SAH2200) from my experience as a designer-curator, positioning co-design as a means of community engagement to address complex societal challenges. In Semester 1/2025, I taught *Co-Design: Designing for Intercultural Experience (TCU0160)* to students from Tokyo City University and Zhengzhou University of Technology (ZUT), as well as inaugurating the *Digital Design (DES1601)* curriculum. Next Semester (2/2025), I will travel to ZUT to teach *Communicating Ideas (SAH1100)*. I will respond to Subcategory 1: **Approaches to teaching and/or the support of learning that influence, motivate and inspire students to learn.**

**Statement:** From my position as a Multidisciplinary practitioner, educator and researcher, I focus on collaborative, co-design, and qualitative methods. I approach teaching as an opportunity to foster meaningful dialogue and reciprocity between students, unit content, and myself, while supporting students' individual needs. My goal is for students to feel confident and comfortable, actively participating in this dialogic encounter with curriculum, from which an inclusive and rigorous learning environment can emerge. Among other social, cultural and arts theorists, this approach is informed by a novel synthesis of *Dialogics* (Bakhtin, 1981) and *third hand* (Green, 2001), developed during my PhD. This synthesis posits that meaning does not emerge in isolation but through engagement with others. Making meaning is the byproduct of respectful and reflexive negotiation with alternative perspectives or unfamiliar ideas where difference is embraced as a source of creativity, connection, and critical self-reflection; in the co-exploration of knowledge, ideas emerge that were previously inaccessible to individuals working alone (See, 2025).

I have built on this foundation with pedagogically focussed scholarship, responding to the value of storytelling in higher education (Abrahamson, 1998). During 2022, I realised group assessments were unpopular with motivated students and I made **active attempts to respond to student feedback** and the challenges and opportunities of group assessments (Tumpa, et. al, 2022). The upward trend in my UTEI scores (below) shows my success. Of note, 2024 saw SAH2200 students assigned to groups early in the semester, supporting group work strategies. The increase from 67% to 96% reflects the improved experience for students.

Yearly Average Agreement (%) from available UTEI feedback	2022 (n=30)	2023 (n=6)	2024 (n=25)	2025
The tutor communicated clearly	75.0%	83.0%	96.0%	not yet released
The tutor provided useful help and guidance	80.5%	100.0%	96.0%	
The tutor assisted in developing my understandings	70.0%	100.0%	91.5%	
The tutor encourages my learning	78.5%	67.0%	96.0%	
The tutor assessed my work well	84.0%	83.0%	100.0%	
I am satisfied with this tutor	82.5%	83.0%	96.0%	

Students have also noted my welcome approach to feedback: “Harrison welcomed feedback openly and regularly adapted his teaching practices to better support student needs. He would frequently ask for input [...] and was always responsive to students' suggestions. [...] His reflective approach to teaching showed a real commitment to continuous improvement, which made a noticeable difference in the overall learning experience” (email of support, O. Jaffar (SAH1150/SAH2200), 2025, email of support).

My attempts to **foster student development by stimulating curiosity and independence in learning** is synonymous with supporting dialogue and reciprocity in the classroom. I aim to make content engaging, especially when students are (sometimes for the first time) grappling with challenging themes and applying critical thinking to real-world problems. These attempts align with my aim to **encourage student engagement through enthusiasm shown for learning and teaching**: “*you made coming to class enjoyable, you listened to students and were genuinely helpful*” (student email, 2024); “*it's been a fun class!*” (student email, 2024); “*[he] made the unit appealing and interesting*” (UTEI feedback, 2022); “*he has always emphasised that learning should be made fun by fusing what you enjoy with it, which has significantly influenced my view on studying* (P. Stoev (SAH1250/SAH2200), 2025, email of support); “*I personally looked forward to attending this class every week as Harrison had made the lectures very engaging*” (M. Toneh (DES1601), 2025, email of support); “*his classes inspired me every time*” (L. Wang (ECU buddy, TCU0160), 2025, email of support); “*his commitment to both student learning and collaborative teaching makes him truly deserving of recognition*” (P. Amorim (PhD Candidate and sessional tutor), 2025, letter of reference).

My supportive, respectful, and approachable position in relation to the dialogue between student, content and tutor encourages students to respect each other and each other's ideas and assists **students from equity and other demographic subgroups to participate and achieve success in their courses, improve their experience and enable learning**: “*the relaxed atmosphere he created made it easy to communicate*” (UTEI feedback, 2024); “*even if you answered a question wrong he didn't treat you like it was a stupid answer*” (UTEI feedback, 2024); “*[Harrison] encouraged me to stay motivated and confident in my work—this environment made me feel comfortable to share [...] ideas without feeling judged*” (S. White (SAH1250), 2025, email of support). I offer **effective and empathetic guidance and advice for students**, with 7 students noting how ‘approachable’ and/or ‘accommodating’ I am as a tutor (UTEI feedback, 2022–2024): “*[a] down to earth approach to learning, not just ‘teacher talk’*” (UTEI feedback, 2024); “*each student feel[s] like a valued contributor to the learning process, which encouraged more active participation and deeper understanding. His passion for the subject matter was evident and inspiring, often motivating students to explore the content further beyond the classroom. He explained complex ideas clearly and always encouraged thoughtful discussion, which helped build our confidence and critical thinking skills*” (O. Jaffar, 2025).

Beyond being approachable, I believe that I **inspire and motivate students through effective communication, presentation and interpersonal skills**: “*[He] regularly check[ed] in to ensure all students were on the right track*”, “*he drew from his own experiences and really helped me understand things in a way unique to me*” (UTEI feedback, 2022), “*Thankfully, [he] explained why [an alternative] approach would have worked far better. This did result in a great project as well!*”, “*he was actually engaged in our individual projects and perspectives*”, “*He was really good at recognising when I needed support.*”, “*[I] felt like he was actually engaged in our individual projects and perspectives*”, “*He was excited about our various projects [...] and encouraged us to actually stay on track*” (UTEI feedback, 2024); “*Thoroughly engaged with everyone so we all felt comfortable to voice our ideas and concerns*” (UTEI feedback, 2024). The more reflexive I can be towards students' unique, individual needs, the more I can **enable them to enhance their approaches to learning**: “*Harrison was not only an intelligent and engaging tutor but also a compassionate and thoughtful educator who had a lasting impact on his students. His classes were truly a highlight of my university experience*” (O. Jaffar, 2025); “*he has most certainly done an amazing job of making sure every student is understanding of every element [...] spending as much time with us as possible*” (M. Toneh, 2025); “*Harrison takes time and care to ensure each student feels heard in class, and motivates them to share their thoughts [...] The feedback and support Harrison provides [...] is targeted to their needs and is never a generic response. This high quality of evaluation has benefited me in [...] how I might improve my work in the future*” (Oscar Knorr (SAH1250/SAH2200), 2025, email of support).

### References:

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- See, H. W. (2025: accepted by peer review, awaiting publication in July). Collaborative art practice towards understanding and connection: co-imagining worlds through reciprocal painted storytelling. *Learning through ART, Special issue: Speculative pasts and pedagogical imaginaries*. International Society for Education Through Arts.
- Tumpa, R. J., Skaik, S., Ham, M., & Chaudhry, G. (2022). A Holistic Overview of Studies to Improve Group-Based Assessments in Higher Education: A Systematic Literature Review. *Sustainability*, 14(15), 9638. <https://doi.org/10.3390/su14159638>