

## 2024 Editorial

Welcome to Volume 7 of the *ATLAANZ Journal* (2024). This issue contains seven thought-provoking articles by tertiary learning advisors in Aotearoa New Zealand that cover a range of topics from kaupapa Māori frameworks to generative artificial intelligence. These articles reflect the complexity and diversity of the learning advisor role, including how it continues to evolve. Read on for an overview of each article as well as information on the newly launched ATLAANZ Professional Accreditation Awards:

- In **“Wāhine Māia: Being Bold, Courageous and Persistent in the Face of Adversity”**, Melanie Katu and Sue Brotherton (Toi Ohomai) evaluate a pilot initiative that uses a kaupapa Māori framework to foster the success of ākonga wāhine (female students) studying in trades programmes.
- In **“Digital Storytelling to Engage and Support Toitū te Tangata | The Whole Person”**, Julie Wuthnow (University of Canterbury) proposes that tertiary learning advisors adopt digital storytelling as a pedagogical approach in the context of embedded teaching to enable the development of ākonga voices, identities, and digital literacies.
- In **“Pivoting Away from the Online/Offline Learning Binary: Reflections from an Intensive Academic Literacies Course”**, Brendan Sheridan, Laura Gurney, and Anthony Richardson (University of Waikato) share experiences of practical value to all tertiary learning advisors about the design and delivery of a hybrid online-offline intensive academic literacies course.
- In **“Effective Learning Advisor Strategies for Neurodiversity: Time to Get it Right”**, Glenys Ker and Rachel van Gorp (Otago Polytechnic) identify practical strategies for working with learners who present as neurodivergent as they provide a richly informative account of how one tertiary learning advisor and one neurodivergent learner worked together in the context of a Master of Professional Practice Programme.
- In **“Ka mua, Ka muri - Looking Back to Move Forward: Culturally Conscious Support for Kaimahi/Tauira as Whole Persons in the Educational System”**, Hua Dai and Lynda Toki (Unitec Institute of Technology) reflect on their experiences of teaching from a culturally conscious position to support students from diverse backgrounds in the environment of higher education in Aotearoa New Zealand.
- In **“What Is the Ideal Methodological Response for the Learning and Teaching of Critical Thinking and Evaluative Judgement in the Age of Generative Artificial Intelligence?”**, Nigel Gearing (University of Auckland) draws on second language motivation research to discuss the potential merits of Liu and Bridgeman’s (2023) two-lane approach to the use of generative artificial intelligence in assessment.
- In **“If We Can Do It, So Can You: How Doctoral Study Leads to Personal and Professional Growth for Tertiary Learning Advisors”**, Mark Bassett (Auckland University of Technology), Kaaryn Cater (Whitireia WelTec), Nigel Gearing (University of Auckland), and Quentin Allan (Auckland University of Technology) reflect on their personal experiences of undertaking a doctoral degree while working as learning advisors, including insights about how their journeys have enhanced their professional practices.

## **ATLAANZ Professional Accreditation Awards**

All forthcoming volumes published by ATLAANZ Journal will recognise authors' and editorial board members [professional accreditation](#) status. Professional accreditation awards recognise the breadth of skills and expertise learning advisors bring to their mahi, providing formal acknowledgement not only for individuals but also for their teams and the profession as a whole. In 2025, applications are being accepted in May and August. Also, keep an eye out for the upcoming [Chatlaanz](#) information session.

## **2024 Editorial Board**

We acknowledge and thank the *Journal's* team of peer-reviewers and copyeditors: fellow ATLAANZ members whose insightful comments, and willingness to mentor novice authors, have helped make this publication possible:

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The *ATLAANZ Journal* invites submissions on topics relevant to the tertiary learning advisor community, such as higher education, learning partnerships, responding to environmental changes, innovative practice, and working with students (including international, postgraduates, Māori, Pasifika, neurodiversity, rainbow-takatāpui, etc.). We provide guidance and support for new authors, and we are also keen to hear from colleagues interested in acting as peer-reviewers. Please send expressions of interest to [mark.bassett@aut.ac.nz](mailto:mark.bassett@aut.ac.nz) and [c.todd@massey.ac.nz](mailto:c.todd@massey.ac.nz)

## **Co-editors**

### **Dr Mark Bassett**

Learning Advisor and Senior Lecturer  
Te Mātāpuna Library & Learning Services  
Auckland University of Technology  
Aotearoa NZ

### **Dr Cherie Todd-Williamson**

Postgraduate Learning & Development Facilitator  
Graduate Research School & Ethics  
Massey University  
Aotearoa NZ