Introduction

Te Puna Aurei / LearnFest is an annual symposium that celebrates innovation in tertiary teaching and learning. Historically, the symposium was a face-to-face event hosted since 2016 by Te Puna Ako - Centre for Tertiary Teaching and Learning at Te Whare Wānanga o Waikato / The University of Waikato in Hamilton Aotearoa, New Zealand. The pandemic period saw the event moved online for the first time in 2021 — which opened up opportunities to reach out to a more global audience. In 2022, Te Puna Aurei was jointly hosted for the first time with Cardiff University. The papers in this collection emerged from that partnership and were inspired by discussions, reflections and synergies arising from that event.

For the 2022 symposium, when much of the world was at an (almost) post-pandemic point, our theme was Revitalisation. Understood broadly, this theme embraced revitalisation of higher education generally, revitalisation of individuals' practice, and revitalisation of teaching specific disciplines. Although we had continued to host LearnFest symposia throughout the global pandemic, having moved the event online from 2020, our joint hosting with our partner, Cardiff University, served as an opportunity for revitalisation of LearnFest itself.

Meanwhile the joint venture of publishing this volume — the first to emerge from LearnFest — deepens the Waikato/Cardiff partnership further in what we hope will continue to be a friendship through which we share ideas and inspiration.

It is by now a commonplace that the global pandemic was a significant disruptor for education at all levels and has been pivotal for the way that teaching and learning takes place in higher education. As educators, we have witnessed, and enacted, major shifts in approach that have been embraced by many learners and by some teachers. While much of the future of tertiary education is uncertain, it is clear that many aspects of teaching and learning are not going back to how things were.

This volume is structured by theme, with the first being **Key Challenges**. This contains three papers exploring key themes that arose throughout the conference. The first chapter, by Kathryn Jones and Emmajane Milton, explores how university teaching staff understand and create their professional identities in a post-Covid context. The second piece, by Dan Weijers, engages with the complexity of efforts to indigenise a largely Western European curriculum. It explores this through the case study of the Philosophy Department at the University of Waikato. The final piece, by Julie Price, Stephen Rutherford, and Jason Tucker, looks at a case study of a Cardiff University law programme, exploring the possibility of 'silver linings' from the recent Covid experience.

Theme two explores the challenge of both student and staff **Motivation**. In the first chapter Jonathan Morris, Charlotte Brookfield, Maria Jose Rodriguez Pinzon, Barbara Holt, and Elin Arfon report on a research project investigating the motivations of adult Welsh language learners, while Owen Crawford in the second chapter describes the challenges and advantages of experimental collaboration between disparate teams working on the development of the Wales Virtual Hospital. The third chapter in this theme, by Nigel Gearing, explores the challenge of addressing demotivation amongst both Korean language learners and teachers as a result of the Covid pandemic. Finally, Emma-Leigh Hodge, Rahat Hasan, Eden Poihipi, and Rebecca Barker discuss the application of new artificial intelligence tools to the sentiment analysis of large-scale qualitative datasets generated from student evaluations."

Gamification is the third theme in this volume, and it opens with a case study by Anthony Richardson on the use of an educational computer game (on the Palestinian-Israeli conflict) to teach complex systems concepts to postgraduate policy students. This is followed by Benjamin Dorrington Redder's chapter on the possibilities of using historical computer games as multimodal tools to revitalise history teaching pedagogies. Michael Shoenberger's discussion of the pedagogical possibilities and challenges of teaching through role-playing games (RPGs) continues this theme. The theme closes with Vida Bote's case study of using the word game *Wordle* to promote equity and inclusion for Māori learners in an undergraduate accounting degree.

The fourth theme in this volume is **Confronting Climate Change**. Here both chapters address the onrushing challenge of climate change: the first at a classroom level and the second at an institutional level. In his piece Edgar Burns suggests an approach for teachers aiming to address the emotional and pedagogical implications of climate change, while Jennfier Campion outlines the current approach to mainstreaming climate change throughout the law curriculum in Te Piringa Faculty of Law at the University of Waikato.

The final theme is **Revitalising English Medium Instruction**. The Covid-19 pandemic was particularly disruptive to international higher education, and the three pieces in this theme wrestle with the implications of this challenge. The first chapter by Anthony Ryan provides a case study of how one English for Academic Purposes course in China dealt with Covid and the resultant lockdowns. The piece by Brendan Sheridan and Lucy Campbell focuses on the use of *Panopto* (a video capture and hosting tool) to facilitate the rapid transition of a language course to a fully online delivery mode. The final chapter by Nykki Lane presents a different kind of case study, exploring the use of an iterative group activity that provides students with opportunities to practise their language skills by engaging with environmental, social, economic, and political challenges confronting the world today.

Earlier, we made the now commonplace observation that the global pandemic had inflicted changes on tertiary education pedagogies that seem unlikely to be reversed. While this presents us with challenges, as the papers collected here demonstrate, it also presents us with opportunities for revitalisation, not only of pedagogies, but also of disciplines and of tertiary education more broadly.

Tracy Bowell   *Anthony Richardson*
Nicole Pepperell   *Maria-Teresa Corino*

Te Puna Aurei LearnFest 2022 was an online conference delivered by The University of Waikato in partnership with Cardiff University on 23 and 24 November 2022.