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Book of Abstracts  

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Accreditation to the HERDSA Fellowship Panel of Assessors

Dr Susan Blackley
\textsuperscript{1}
\textsuperscript{1}Curtin University, Perth, Australia

HERDSA Fellowship Assessors’ Pre-Conference Workshop - 2018

Accreditation to the HERDSA Fellowship Panel of Assessors

This workshop has been designed for current HERDSA Fellows who are, or would like to become, accredited assessors of Fellowship applications. Fellows wishing to mentor Associate Fellows through their portfolio development are also encouraged to attend, as the experience will enhance their mentoring. Participation in this workshop is essential to enhance the consistency of assessment and feedback provided to Fellowship candidates.

Participants will:
1. Compare their experiences of assessment of portfolios (either their own, their mentees or those they may have already assessed).
2. Review the criteria under which Fellows are assessed.
3. Determine the features needed to demonstrate the various levels of grading of a portfolio.
4. Moderate and critique examples of different portfolios.
5. Discuss appropriate feedback that can be provided to applicants and their mentors.

The workshop will be discussion-based and provide extensive opportunities for assessors and mentors to clarify areas of uncertainty.

The workshop will be facilitated by Dr Susan Blackley.
A digital OSCE tool for Health Sciences – Optometry, Nursing and Physiotherapy

Dr Kwang Meng Cham¹
¹University of Melbourne, Parkville, Australia

Pre-Conference Workshop
A digital OSCE tool for Health Sciences – Optometry, Nursing and Physiotherapy

Name: Cham Kwang Meng¹, Tarrant Bronwyn¹, Mathew Thomas¹, Kelly David¹, Cochrane Anthea¹
¹University of Melbourne, Victoria, Australia
(Optometry: Kwang and Anthea; Nursing: Bronwyn and Thomas, and Physiotherapy: David)

Overview of the workshop:
A digital iPad-based Objective Structured Clinical Examination application (OSCE app) has been adapted to conduct clinical assessments in Optometry, Nursing and Physiotherapy at the University of Melbourne. The aim is to improve the provision of student feedback after OSCEs to allow critical self-reflection, and at the same time, enable time-efficient and cost-effective staff administrative processes.

Target audience:
We anticipate this workshop will attract higher education providers, educators, researchers and industry partners in learning technologies.
Introduction to Learning Analytics: Role, benefits, and challenges

Dr Srecko Joksimovic1, Dr Vitomir Kovanovic1, Dr Oleksandra Poquet1, Dr Negin Mirriahi1
1University of South Australia, Adelaide, Australia

Pre-Conference Workshop
Introduction to Learning Analytics: Role, benefits, and challenges

Overview of the Workshop

Recent sociotechnical developments in educational research and practice highlighted a tremendous potential of sophisticated digital tools in supporting activities across various learning contexts. Besides being essential for both formal and informal online learning, the recent technological advances became increasingly important in traditional classroom settings. Most importantly, these sociotechnical changes resulted in abundance of learning-related data being available for researchers and practitioners, bringing the current era of big data and analytics to the educational space. Building on the tremendous potential of this newly available data for improving student learning, several new fields have emerged, such as learning analytics and educational data mining.

Although learning analytics has attained significant attention among higher education institutions, the majority of Australian institutions are at the early stage of their adoption. This primarily concerns leveraging learning analytics to become “data informed” in their decision making. The majority of learning analytics applications focus on building learning dashboards that would provide insights into the process of learning, identifying students at risk of not completing a course, or automated feedback provision, to name a few.

This workshop aims at introducing tools and methods for academics to engage with learning analytics, thus raising the awareness of the current state and developing capacity and capability. Through a series of use cases, we will introduce commonly used methods and present recent findings from the field. Moreover, the workshop will engage participants in exchanging their expectations around the use of learning analytics for their work needs. The participants will be invited to formulate questions they may want to address with the help of learning data and will devise data sources to help inform their teaching decisions. The limitations of the educational data and learning analytics will also be discussed. The interactive part of the workshop will be interleaved with examples and input on the common approaches.

Target Audience

The workshop targets academic and educational developers, educational technologists, data analytics, as well as administrative staff working with teaching and learning. At the end of the workshop the participants will understand learning analytics potential and limitations, will become familiar with commonly used tools, and obtain a hands-on experience.
Learning Analytics: exploring the applications within and beyond the classroom

Professor Deborah West¹
¹Flinders University, Bedford Park, Australia

Pre-Conference Workshop
Learning Analytics: exploring the applications within and beyond the classroom

Workshop Overview
While there continues to be much interest in learning analytics at the institutional level, the focus has predominantly been on student retention and student success. Yet learning analytics has much to offer beyond such applications. While there has been considerable debate related to definitions, learning analytics is commonly defined as the "measurement, collection, analysis and reporting of data about learners and their contexts, for purposes of understanding and optimizing learning and the environments in which it occurs" (Siemens & Long, 2011).

This interactive workshop explores various applications of learning analytics. The context for the discussion will be drawn from several national and international research projects (West et al., 2015; West et al. in press) which have explored institutional readiness and academic views on and uses of learning analytics. The discussion will be linked to the concept of innovation in learning and teaching to consider how learning analytics might support such changes and provide an evidence base for both innovation and continual improvement of current practice.

Target audience
This session is most useful with a mix of participants from teaching academics, course/program coordinators, students, senior administrators and those with responsibility for both using and developing learning analytics.

References:
Developing National Guidelines for improving student outcomes in Online Learning

Dr Cathy Stone
\(^1\) The University of Newcastle, Newcastle, Australia, \(^2\) National Centre for Student Equity in Higher Education, Perth, Australia

Pre-Conference Workshop

**Developing National Guidelines for improving student outcomes in Online Learning**

**Overview of workshop**

This workshop provides an overview of a national research project funded by the Australian Government Department of Education and Training under the 2016 National Centre for Student Equity in Higher Education (NCSEHE) Equity Fellows Program, into improving outcomes in online learning in higher education (HE), particularly within undergraduate studies. It will present and encourage discussion of: the background to this research; its key findings; and the National Guidelines for Australian institutions which the findings, together with evidence from the international literature, have informed.


**Target audience**

Academic and professional staff working directly or indirectly with external, online students in higher education, particularly undergraduate; also those who are interested generally in online student issues, whether in relation to research, teaching, support, policy, and so on.
Investigating conflicts and freedoms in the higher education environment: Unpacking the capabilities and capitals of first-in-family learners.

A/Professor Sarah O’Shea

1University Of Wollongong, Wollongong, Australia

Pre-Conference Workshop
Investigating conflicts and freedoms in the higher education environment: Unpacking the capabilities and capitals of first-in-family learners

Overview of workshop

It’s very much like moving to a foreign country where you don’t speak the language.
(Marilyn, 31 years, B Bus)

The quote above is from an interview with Marilyn, who was the first in her family (including partner) to attend university. As Marilyn’s statement indicates her journey to university was somewhat challenging, not least of which was her perception of being a traveller in an alien environment. Within Australia, first-in-family (FiF) learners comprise over 50% of the HE student population and research indicates that this cohort is at greater risk of attrition. This diverse student population is frequently intersected by various equity categorisations and students have described, in interviews and surveys1, a range of conflicting and demanding responsibilities in their lives. For students like Marilyn, simply gaining entry to university is a complex and difficult undertaking but once arrived, the freedoms associated with attaining a degree may also be constrained.

The focus of this workshop is on exploring how FiF students’ enact success within the HE environment. By drawing on understandings of capabilities and capitals, the workshop will explore the various ‘conflicts’ and ‘freedoms’ learners encountered within this environment and how they managed these interactions. Findings inform understandings about the negotiations that occur between students’ existing capitals and capabilities and those expected within the university environment. A focus that recognises how some student cohorts ‘… are unable to enact the student role in the ways expected by university discourses’ (O’Shea, 2015, p. 255).

Target audience:
This workshop would be relevant to equity practitioners, HE researchers, teaching and learning staff as well as HE policy staff.

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1 The research in this presentation is drawn from projects conducted over the last five years including O’Shea, 2013, 2014, 2016; O’Shea, May, Stone & Delahunty, 2015
Contract cheating and assessment design: applying the outcomes of an OLT-funded strategic priority commissioned project

Dr Rowena Harper¹, Associate Professor Tracey Bretag¹
¹University of South Australia, Adelaide, Australia

Pre-Conference Workshop
Contract cheating and assessment design: applying the outcomes of an OLT-funded strategic priority commissioned project

In response to a series of media scandals exposing student cheating in Australian universities, the Australian Government’s Office for Learning and Teaching commissioned a research project to explore the relationship between academic integrity and assessment design. This workshop shares the outcomes of that project, and engages participants in a series of activities examining how six of the key project findings might be addressed in higher education.

These findings are:
6. Students ‘share’ their work a lot, and this can lead to cheating
7. Students don’t care about contract cheating, and we’re not talking to them about it
8. Contract cheating is primarily influenced by dissatisfaction with teaching and learning
9. LOTE students are particularly vulnerable to contract cheating
10. Suspected cases of contract cheating often aren’t reported
11. Authentic assessment is not the solution, and assessment designs that may minimise contract cheating aren’t widely used

The workshop will:
• present the data on the six findings
• share the resources developed to support sector-wide action on those findings
• workshop these resources with participants
• generate ideas for applying these resources in different higher education contexts

Outcomes of the workshop will be added to the project’s resource site to enhance the usability of the resources, and better support initiatives to address contract cheating.

The workshop will be of value to anyone who supports student learning in higher education:
• Teaching staff
• Curriculum leaders
• Educational development staff
• Student support staff

Intended outcomes for participants include a research-informed understanding of what contract cheating is, how and why it occurs, and the complex relationship between contract cheating and the teaching and learning environment. Participants will also take away practical strategies for addressing contract cheating through program, course and assessment design, and student learning support.
Unleashing the potential to link evaluation and accountability: An Indigenous higher education case study

**Associate Professor James Smith**\(^1,2\), Mr Matt Brett\(^2,3\)

\(^1\)Charles Darwin University, Darwin, Australia, \(^2\)National Centre for Student Equity in Higher Education, Perth, Australia, \(^3\)LaTrobe University, Melbourne, Australia

**Pre-Conference Workshop**

**Unleashing the potential to link evaluation and accountability: An Indigenous higher education case study**

**Overview**

This workshop aims to engage participants in critical reflection and dialogue about evaluation and accountability in the context of Indigenous higher education at both institutional and national levels. By examining the interplay between evaluation and accountability using recently developed conceptual models and frameworks, participants will be encouraged to identify the opportunities and challenges they face in relation to strengthening Indigenous higher education policy, practice and research outcomes through their work. The workshop is informed by research undertaken through two National Centre for Student Equity in Higher Education 2017 Equity Fellowships.

**Target Audience**

The workshop will be of benefit those with an interest in:

- Indigenous higher education;
- evaluation and quality improvement;
- equity and higher education; and/or
- accountability in higher education.
TATATing; Talking about Teaching and Learning

Mr Robert Kennelly¹, Mr. Stuart Schonell², Dr. John Gilchrist³, Dr. Kate Thomson⁴
¹Mr Robert Kennelly, Canberra (UC), Australia, ²Mr. Stuart Schonell, Hobart (UTas), Australia, ³Dr. John Gilchrist, Canberra (ACU), Australia, ⁴Dr. Kate Thomson, Sydney (USyd), Australia

Pre-Conference Workshop
TATAL: Talking about teaching and learning
Facilitated by HERDSA TATATers and The South Australian Branch of HERDSA.

An outline of the 8th HERDSA TATAL Workshops to be run at the conference in Adelaide.

Learning Outcomes:
Participants will enhance their awareness and understanding of their beliefs and values that underlie their teaching and learning practice through collaborative reflection on their teaching philosophies and those of their colleagues.

Workshop Description
TATAL makes us think about how we teach and also about how we align our teaching with the scholarship of teaching...“it makes me aware of how research can underpin and strengthen my teaching. And it’s fun”. (TATAL participant 2012)

Intended audience:
Delegates who have at least two years of teaching experience and want to develop their own understanding and awareness of their teaching philosophy; those with more experience who want time to reflect on their teaching and learning; Associate Deans Education, Academic Developers and champions for teaching and learning who seek to use TATALs (Talking about Teaching and Learning) to foster a serious approach to teaching and learning in their institution.

TATAL workshops develop cohorts of reflective practitioners who meet regularly to enhance their teaching and the learning of their students. Participants reflect on and share their practices using a collaborative model developed by McCormack and Kennelly (2011)⁵. Participants will start their TATAL experience in a virtual classroom; continue the TATAL experience after the conference through synchronous online collaborative sessions, with a view to beginning the HERDSA Fellowship process. HERDSA TATAL Adelaide will include a Face to Face (F to F) a half day workshop and finish with a session at breakfast, morning or afternoon tea during the conference.

Lights, Camera, Action: Best Practice in Creating Instructor-Made Videos (IMVs)

Dr Giriraj (Raj) Shekhawat¹, Dr Lukasz Swiatek²
¹University Of Auckland, Auckland, New Zealand, ²Massey University, Wellington, New Zealand

Pre-Conference Workshop
Lights, Camera, Action: Best Practice in Creating Instructor-Made Videos (IMVs)

Overview of workshop
This workshop will provide participants with a stronger understanding of the production of instructor-made videos (IMVs) and, specifically, best practice in producing such videos. These types of videos are being increasingly made by tertiary teaching staff (in different roles and at different teaching levels), due to their inexpensiveness and relative ease of creation; however, teachers often have limited understanding of how best to develop these videos, how they can most effectively engage students, and what pitfalls to avoid in the pre-production and production stages. This workshop will assist in filling those gaps. The facilitators have significant experience in developing IMVs and have successfully used them in enhancing student engagement and learning.

Target audience
The target audience will be all teaching staff who would like to learn more about IMVs and their use.
How do we help students manage their time more effectively? Work out what they’re doing first.

Mrs Amanda Richardson¹, A/Prof Sharron King¹, Prof Tim Olds¹, A/Prof Gaynor Parfitt¹, Dr Belinda Chiera¹
¹University of South Australia, Adelaide, Australia

Pre-Conference Workshop
How do we help students manage their time more effectively? Work out what they’re doing first.

Student cohorts are becoming increasingly diverse as universities seek to widen participation. This brings with it an increase in the diversity of student commitments outside of university and the ways they attempt to balance study and life. With only 24 hours in a day, how do students manage their various time commitments to have a successful experience?

Very little data exists around students’ time allocation on a day-to-day basis. We know roughly the hours/week spent on activities like study or work. However, we don’t know what else is competing for their time, and what could be traded for study and/or maintaining their health. Not all activities can be traded equally as some commitments are non-negotiable (self-care, travel, and caring), while others, such as TV, are more easily adjusted.

What is needed is a deeper understanding of how successful students are spending their time. This workshop provides insights into the complexities of student life in the 21st Century and draws on research that analysed multiple domains of students’ time use. Participants will trial the MARCA (Multimedia Activity Recall for Children and Adults) computer program that provides a highly-detailed analysis of our day to day activities. Following this trial, participants will have the opportunity to explore how this data can be used to balance their work and life commitments. The workshop will engage participants to exchange ideas of how we can best support students to manage their time to not only achieve academic success but also maintain their health and wellbeing.

Intended outcomes:
1. Deeper understanding of the complexity of students’ lives—time management is not always simple
   • Explore how the MARCA can be implemented into the curriculum, providing support in teaching students better skills in managing their time
   • Explore how participants can also manage their own time more effectively to maintain a healthy work/life balance
   • From collaborative partnerships utilising the MARCA tool

Intended audience:
Academic and educational developers, as well as professional staff supporting students’ transition to university.
Transitioning out’ of higher education for students from refugee backgrounds: setting an agenda for collective good practice

Sally Baker
sally.baker@unsw.edu.au

Pre-Conference Workshop
Transitioning out’ of higher education for students from refugee backgrounds: setting an agenda for collective good practice

A collective from the Refugee Education Special Interest Group (including students)
Coordinating author: sally.baker@unsw.edu.au

There is a marked absence of scholarly interest in students’ ‘transitions out’ of higher education, irrespective of background, although supporting post-university destinations will form a central part of Higher Education Participation Program (HEPP) funded activities from 2018. A recent series of studies, including two funded by HEPP via the National Centre of Student Equity in Higher Education (NCSEHE), have analysed graduate destinations survey data to examine the employment and further study trajectories of equity group students, and this work suggests that students from non-English speaking backgrounds – of which people from refugee backgrounds are a subset – are particularly disadvantaged in the job market (Mestan & Harvey, 2014; Li et al., 2016; Richardson, Bennett & Roberts, 2016). This is assuming that NESB students can find employment after graduating; Mestan & Harvey (2014) report that NESB graduates were 67% more likely to be seeking full-time employment post-graduation compared to their peers, and their salaries are likely to be lower.

For students from refugee backgrounds specifically – particularly those who arrive with higher qualifications and professional experience – international studies and practitioner observations tell us that finding employment related to their studies is particularly challenging (Colic-Peisker & Tilbury, 2006; Colic-Peisker, 2009; Morrice, 2012; Koyama, 2013; Lenette & Ingamells, 2013; Gately, 2014; Nunn et al., 2014). Anecdotal evidence shared by practitioners and academics at a recent Refugee Education SIG-supported symposium and at the 2017 Multicultural Youth Advocacy Network (MYAN) conference suggests that existing work-readiness and mentoring programs are offered in the settlement sector to support people from refugee backgrounds navigate the Australian job markets. However, there is little known about how higher education institutions currently are, and could or should be supporting students from refugee backgrounds with transitioning out of undergraduate and/or postgraduate studies and into further study or employment.

This workshop, therefore, intends to address the lack of knowledge and shared practice around students from refugee backgrounds’ ‘transitions out’, acting as a gathering of the collective brains’ trust to identify what we know and what more we need to know, to showcase good practice, to share experiences, and to collaboratively forge a future agenda for practice and research. We suggest that in addition to the benefits of meeting face-to-face to discuss this at HERDSA, we will use this workshop to initiate collective future work in this area, such as an article for the HERDSA newsletter and a possible joint venture that will seek funding to undertake a collaborative project on students from refugee backgrounds’ graduate outcomes and ‘transitions out’.
References


(Re) Designing for Authentic Assessment in the University Classroom: Beyond the Academic Essay

Professor Carol Miles¹, Mr Keith Foggett¹
¹University of Newcastle, Callaghan, Australia

Pre-Conference Workshop
(Re) Designing for Authentic Assessment in the University Classroom

This workshop addresses current considerations necessary for the redesign of traditional academic assessment tools, specifically the referenced academic essay, as no longer the best measure of student achievement of learning outcomes. This is pertinent in the move towards blended and online learning modes where active learning approaches means more authentic assessment measures are most appropriate.

Given the range of assessment tools currently available, a disproportionate number of university assignments require a formally constructed and referenced academic essay. This is done in the belief that students need to learn to write academically whether or not it is a learning outcome of that course. The primary focus of marking these assignments is often the adherence to referencing formats and citation monitoring rather than whether or not the course outcomes have been achieved.

Addressing this requires a substantial transformation in the ways that we measure student achievement. This workshop will exemplify how traditional academic essay assessments can be redesigned as more authentic and relevant to students’ academic success and career aspirations. Implications for dissuasion of plagiarism (especially in the online environment) and the reduction of marking load will also be discussed.

Participants will finish with strategies for redesigning assessments to address a variety of modes of course delivery assuring the authentic measurement of student achievement. Participants will demonstrate the ability to scaffold assessment throughout programs based on Krathwohl’s (2002) modification of Bloom’s Taxonomy, and will receive a variety of exemplars of alternative assessment items.

Examples of traditional essay assignments will be provided to participants for consideration and modification. Participants will then discuss changes to the distributed assignments, with a focus on appropriateness for mode of delivery and authenticity of the tasks. This workshop will be useful for teaching academics, academic administrators and academic developers/learning designers charged with designing valid and reliable assessment tasks aimed at measuring student achievement of stated learning outcomes.
A workshop to support academic staff undertaking peer review of assessment over distance or online

Pre-Conference Workshop
A workshop to support academic staff undertaking peer review of assessment over distance or online

Intended audience
In 2017 the Council of Australasian University Leaders in Learning and Teaching (CAULLT, formerly CADAD), awarded a grant to develop a resource to support the development of academic staff undertaking peer review of assessment across the higher education sector in Australasia. While several Office of Learning and Teaching projects on peer review of assessment and associated processes have been conducted, there is a need for an online resource to support the key steps in the peer review of assessment between institutions, especially as most are done at distance or online and not face to face. Evidence for this came from feedback from 600 participants at the Higher Education Services (HES) workshops in all States and Territories in 2016 which recommended a resource on peer review of assessment be developed for the higher education sector. It was also proposed that the resource include a certification element, so that staff working through it could gain recognition for their professional learning.

The resource presented at this workshop has been designed to support four key steps in the peer review of assessment used within the peer review portal released in the sector in early 2017. This workshop will be an opportunity for participants to evaluate and provide feedback to the design team on the resource prior to its launch across the sector in late July 2018.

This workshop addresses the sub-theme of Teaching, Learning and the Student Experience, in particular, the professional learning of academic staff within an online environment, in this case the recently released Peer Review Portal, a different space and place in which to conduct peer review.

Target audience
This workshop is primarily aimed at university academic staff (course and unit/subject leaders) undertaking or intending to work in the area of peer review of assessment – particularly those who will be taking part in cross-institutional external referencing and giving feedback to colleagues based at other institutions. In addition, this workshop will be useful for those supporting this process - academic developers, staff in quality units and faculty/school course managers.
Unbundling Higher Education and commercialisation: A critical examination of emerging new models of provision enabled through digital technologies

A/prof Laura Czerniewicz

University Of Cape Town, Cape Town, South Africa

Pre-Conference Workshop

Unbundling Higher Education and commercialisation: A critical examination of emerging new models of provision enabled through digital technologies

Target Audience

The target audience is senior academic leaders, academics, educational technologists, Institutional planners, service providers of higher education provision

Workshop description: The proposed workshop offers an opportunity for engaged discussion for those interested in the changing nature of higher education, and in particular in new models of teaching and learning provision, the role of digital technologies and the effect of marketisation and commercialisation on teaching and learning in the sector. The discussion will explore the ways in which digital technologies used in teaching and learning do, or will in future, impact on access to higher education in South Africa and England. MOOCs, online degrees and other forms of online provision could offer increased access to higher education, but the value ascribed to these modes of provision is of particular interest. There will be consideration on what these new modes of provision might mean for access in an unequal society.

Intended outcomes

This workshop will provide attendees an opportunity to explore current critical issues with their peers as well as to benefit from the expertise of the facilitator(s).
Mentoring is often conceptualised as a one-to-one interaction between peers or as an academic to student interaction, with the aim of developing self-esteem, connectedness, identity, and academic attitudes within one party. While various researchers have provided support for effectiveness of mentoring in fostering the aforementioned qualities, limited studies have looked at the impacts of outreach mentoring programs. This article examines the impact of the LEAP-Macquarie Mentoring (Refugee Mentoring) program on high school students from refugee backgrounds who are mentees on the program and on the university students who are mentors on the program. A qualitative study was conducted using a grounded approach. Key findings highlighted that the LEAP-Macquarie Mentoring (Refugee Mentoring) program supported both mentors and mentees in making a smooth personal, social, and academic transition from high school to university, helped them develop leadership potential, and provided them with a connection to community.

**Keywords:** Mentoring, Refugees, University, High School
Why Students Don't Engage in Contract Cheating

Ms Kiata Rundle1, Dr Guy Curtis1, Dr Joseph Clare2
1Murdoch University, Murdoch, Australia; 2University of Western Australia, Crawley, Australia

Why Students Don't Engage in Contract Cheating

Kiata Rundle, Guy Curtis, Joseph Clare

Contract cheating is increasingly causing moral panic in academia with growing numbers of scandals reported in the media. However, only around 2% of students are believed to engage in contract cheating (Curtis & Clare, 2017). Much of the research to date has focused on why students engage in plagiarism behaviours. This study aimed to fill a gap in the literature and explore the reasons why students do not engage in contract cheating. An online survey was conducted and shared over social media; 1318 responses were received from university students nationally and internationally, with 98% of student reporting never engaging in contract cheating. Analyses revealed five factors that capture the key reasons why students do not engage in contract cheating, which were, in order of importance: Motivation for Learning, Morality and Norms, Fear of Detection and Punishment, Self-confidence/Autonomy, and Lack of Opportunity. Students’ reasons for not engaging in contract cheating were predicted by individual differences in their psychological profile including Machiavellianism, narcissism, self-control, and grit. The practical implications from this study include potential methods to reduce student engagement in contract cheating and identifying students at risk of engaging in contract cheating.
Learning Spaces around the world: an international comparative study

John Augeri
Paris Ile-de-France Digital University, Paris, France

The innovative physical Learning Spaces (i.e. Active Learning Classrooms, Learning Commons, Learning Centers) is a huge trend that can be observed all around the world.

An international comparative study of those formal and informal Learning Spaces in Higher Education has been launched in October 2016, focusing on their policies, trends, design principles, results on teaching and learning practices, and induced transformations on the campuses and on the institutions' daily life and strategy. Its geographical range covers European Union, USA, Canada, Japan, Australia, New Zealand and Singapore, with 120+ institutions (more to come) involved.

Considering the relevancy to compare the best practices and the experiences among the different countries, this poster uses the study’s collected materials and first results to highlight the shared matters, but also the key differences, in a cross cultural approach. Beside the material and operational points of view (layout, furnishing, embedded technology, BYOD, location on campus, opening hours, services...), it addresses the big picture of Learning Spaces in the different countries, especially regarding the stakeholders involved, the users' perception, the spaces' integration in the campus strategy, and the fundamental question of the assessment and the evaluation.
Engaging students as partners in global learning: (Re)valuing higher education in and for a globalised world.

Dr Wendy Green

University of Tasmania, Launceston, Australia

Abstract

Universities aim to prepare graduates to live, work and continue to learn, ethically and effectively in the multicultural communities of our interconnected, interdependent world. Achieving this aim requires the engagement of staff and students in ‘global learning’, defined as ‘the critical analysis of and an engagement with complex, interdependent global systems … and their implications for people’s lives’ (AAC&U 2002). Research indicates that students experience ‘internationalisation of the curriculum’ (IoC) - the means by which universities intentionally develop global learning - in diverse, often unintended ways. Students, with their diverse cultural backgrounds can offer unique perspectives on IoC, yet they are rarely invited to do so. This showcase presents research conducted during an Australian Learning and Teaching Fellowship, which was inspired by the ‘Students as Partners (SaP) Framework’. Students and staff (academic and professional) from diverse cultural, linguistic and national backgrounds engaged in 12 pilot partnership projects, which developed innovative approaches to global learning at home and abroad. The research explored the perspectives of staff and students who participated in the pilot projects through questionnaires and extensive narrative interviews. Analysis indicates firstly, that participants experienced enjoyment, empowerment, ownership of learning, increased agency, self-efficacy, and increased understanding of, and interest in global learning and the lived realities of (culturally) other students and staff. Secondly, analysis provides insight into how and why students and staff engaged in the co-design of global learning, the challenges and opportunities this approach afforded them, and how further SaP in global learning initiatives can best be supported.
Abstract

Student attrition is an increasingly costly challenge for universities across Australia, and the importance of finding ways to address the problem has never been more imperative (Beer & Lawson, 2017; Harvey & Szalkowicz, 2017). Several factors contribute to student attrition, such as voluntary discontinuation for a specified reason, administrative withdrawal, non-return after leave of absence (LOA) and being dismissed (Wintre, Bowers, Gordner, & Lange, 2006). Griffith Health (GH) data shows that non-return from LOA has contributed significantly to student attrition rates historically. Developing strategies to successfully encourage students to re-engage with the university after taking leave is therefore a key strategy to improve student retention. Few past studies have examined ways to successfully re-engage ‘departed’ students. This initiative therefore assessed an innovative outreach process to support GH students successfully return to study after taking a LOA.
Learning for an unknown future: Activity Theory as a framework for graduate attribute development through a critical realist lens

Dr Christine Adams

University of Tasmania, Hobart, Australia

c.adams@utas.edu.au

Abstract

At present, little research has considered how graduate attributes and student identity are supported in the learning environment. In a world that is radically unknowable: characterised by information overload, multiple interpretations and feelings of destabilisation, challenges exist for both educators to enable students to be prepared for personal and professional situations. In accepting the future cannot be known or anticipated by our students, there is a logic in supporting an ontological shift by educators’ vis-à-vis building a student’s sense of identity and the awareness of, and ability to manage external relations.

This research goes some way in addressing the question: ‘How can students engage with the learning environment to think, learn and demonstrate graduate attributes?’ The aim is not to test causality in a positivist sense, but rather, develop a framework that others can empirically test to confirm the personal, institutional and environmental factors that need to be aligned for the emergence of communication, problem-solving and social responsibility skills.

This research presents a case study of the experiences of educators and under-graduate student cohorts undertaking different modes of delivery within the Tasmanian School of Business and Economics at the University of Tasmania. Sayer’s philosophical underpinnings of critical realism are employed, through a mixed-methods explanation-based case study, and Activity Theory is used as a lens for analysing the data.

Using Activity Theory to guide data analysis, the unit of analysis was defined as the learning environment in which students interacted with the elements that compasses a learning activity system. Data was collected on student interactions with the learning environment, as well as student-student and student-educator interactions.

This research offers important insights into the dynamic relationship and interplay between the student, the elements of the learning environment and the implications this has for the nature of learning and graduate attribute development. For educators aiming to create transformative learning experiences, the use of Activity Theory affords opportunities to explore any contradictions that may occur as students are challenged to think more critically, independently and deeply. It helps to explain what interactions with the learning environment will increase the potentiality of students to alter, develop, increase and maintain key traits and dispositions needed to enable graduate attribute development. This study has confirmed the importance of pedagogical approaches that highlight the
virtue of students: their curiosity and latent aspirations in their search for self and identity, and the graduate attributes that will guide them in an unknown future.

This research contributes to highlighting the unique journeys that each student makes towards their own personal development. This has significant implications for the use of Activity Theory, as the student cohorts are not seen as homogenous, but rather a gathering of unique elements that align in random ways, vis-à-vis one student compared to another. Furthermore, this research also offers insights into new ways Activity Theory can be applied to educational research by employing a critical realist perspective.
Enhancing students’ assignment experience through video e-consultations

Dr Giriaj Shekhawat¹, Dr Lukasz Swiatek²
¹University of Auckland, Auckland, New Zealand, ²Massey University,

Enhancing students’ assignment experience through video e-consultations

Presenting author - Dr Giriraj (Raj) Singh Shekhawat (The University of Auckland)
Co-author - Dr Lukasz Swiatek (Massey University)

Background/context
This presentation showcases an innovative approach to enhancing the student experience in completing assignments: namely, by providing advice in staged, filmed consultation sessions. The presentation builds on existing research about ‘instructor-made videos’ (‘IMVs’) in higher education teaching and learning. To the best of the authors’ knowledge (based on an extensive literature review), no IMVs have been developed to date that feature staged student-instructor consultation sessions. In particular, Aragon and Wickramasinghe’s (2016) pluri-disciplinary review of existing IMV formats makes no mention of this approach. Hence, our research highlights the benefits of, and offers reflections on, this novel way of developing IMVs to enhance student learning.

The presentation addresses the conference sub-theme ‘Innovation’. Specifically, it speaks to the notions ‘Learning technologies’ and ‘Sharing innovative work and ideas’ within this sub-theme. IMVs are increasingly perceived to be a valuable learning technology, and are used more and more widely by educators seeking novel ways of engaging ‘Net-Geners’ (Hajhashemi et.al. 2017). The videos appeal to this demographic because they embody an engaging audio-visual format with which these learners are comfortable. IMVs have also been found to be particularly beneficial in scaffolding student learning (Pan et. al. 2012) and in enabling self-paced learning (Ranga 2017). Additionally, the videos are inexpensive and easy to develop. Given the ever-greater diversity of students in higher education, and the growing recognition of their varied learning needs, the new approach to using IMVs showcased in this presentation helps in (re)valueing higher education by providing a new option for engaging in effective teaching and learning.

The initiative/practice
Four IMVs were developed in a third-year capstone Health Systems course at the University of Auckland. The four videos produced for the four assignments in the course feature the instructor and student role-playing and answering questions about the assessments. The videos were deliberately prepared and filmed in a way that would help students feel comfortable to undertake the assignment successfully. The clips, available on YouTube from the start of semester, were able to be accessed by the students at any time.

Method(s) of evaluative data collection and analysis
This initiative was evaluated through qualitative research. Comments from 192 students from four end-of-semester course surveys (S1, S2 2016 and S1, S2 2017) were analysed to determine effectiveness.

Evidence of effectiveness
The feedback from the students indicated that the initiative was a success. All of the IMV-related comments were positive about the impact of videos on student learning and assessment quality. This will be discussed during the presentation along with the clips that made them engaging and helpful. Representative comments included: “the online YouTube videos for the assessments really helped me understand what was required” and “I also found the YouTube videos discussing the assessments were very valuable. They explained exactly what was expected, in a way that was easy to understand. It was also helpful that they were accessible on YouTube, which meant that they could be accessed whenever was convenient.”
Analysing SES qualitative data to find out first-year students’ experiences of assessment

Theda Thomas
School of Arts, Australian Catholic University, Melbourne, Private Bag X4115, Fitzroy, 3065
theda.thomas@acu.edu.au

Abstract
Assessment has been shown to be useful in helping first-year students integrate into university academically and socially, guiding them in their studies, and supporting them as learners. Unfortunately, poorly designed assessment or feedback can make students feel inadequate and lead to attrition.

Each year first-year and later-year students are asked to fill in a Student Experience Survey (SES) - one of the Quality Indicators for Learning and Teaching (QILT) that provides data to higher education and government institutions in order to inform decision making and identify areas for improvement. Much of this data is analysed at the level of the different indicators of the SES, but the data has the potential to give us a much more in-depth understanding of our students’ experience through the analysis of specific quantitative questions and the qualitative data.

The project aimed to explore first-year students’ perceptions of their experiences with assessment as depicted in the qualitative questions in the SES data on “What are the best aspects of your course?” and “What aspects of your course most need improvement?” The study was carried out at one university in Australia but shows the potential of analysing the SES qualitative data to explore different aspects of the student experience.

The study only included commencing undergraduate students who indicated that they had not studied at another university previously. This gave 2426 students’ responses for analysis. Of these 169 mentioned assessment as one of the best aspects of their course and 351 students mentioned it as needing improvement. A further 46 students mentioned undertaking group work in a positive way and 12 mentioned it negatively (without specifying whether this was group assessment or more general group work.) A thematic analysis was undertaken on these comments to identify the positive and negative aspects of students’ experiences of assessment in their first year at university. The paper will report on the specific findings and extrapolate what can be learnt about first-year assessment from these findings.

This paper addresses the conference sub-theme of teaching, learning and student experience. It shows how the qualitative data from the SES can be used to delve into a particular aspect of the student experience: in this case first-year assessment. The importance of assessment to first-year students is shown by their responses as the students were not specifically asked about assessment, but chose to discuss it in answer to the questions on best aspects and what needs improvement. Future research will link their answers back to the quantitative data to identify whether there are aspects of teaching quality, learner engagement, learning resources, student support, skills development or retention that are positively or negatively correlated with their assessment experiences.
Adopting education innovations: Lessons from flipped classrooms

Dr Glen Croy, Dr Mieke Witsel, Dr Pierre Benckendorff, Dr Catherine Link, Dr Karina Wardle, Dr Anna Kralj

Monash Business School, Monash University, Melbourne, Australia, School of Business and Tourism, Southern Cross University, Lismore, Australia, UQ Business School, University of Queensland, Brisbane, Australia, School of Business, Western Sydney University, Parramatta, Australia, Griffith Business School, Griffith University, Gold Coast, Australia

Abstract

Although universities have always had a focus on education, the past two decades have seen a predominance of performance-based frameworks and rankings that emphasise research rather than teaching and learning. Now that student experiences and outcomes are being used to rank institutions (e.g. UK’s Teaching Excellence Framework), the narrative is again changing. For some, the re-valuing of higher education has highlighted a need to change education practice to improve student outcomes. With this re-valuing comes new opportunities and institutional support for change, as greater resources are invested in teaching and learning, for example by appointing educational designers and funding education technologies. Indeed, some Universities have undertaken sweeping changes, such as Western Sydney University’s Business School’s blanket adoption of the flipped-classroom approach. The changed narrative has meant that those that chose to innovate will be vastly outnumbered by those that are directed to innovate. Roger’s (2005) Diffusion of innovation, and education studies, have predicted vast challenges for accelerated adoption of teaching and learning innovations. An innovation
is taken as a change to practice. These changes and challenges have consequences for academics’ work and identity. This research seeks to discover what these experienced consequences are, particularly within the context of adopting a flipped-classroom approach.

The research presents some of the challenges and successes in adopting flipped classrooms based on the structured reflections of educators across five institutions. The educators include innovators, early adopters and later adopters, though the self-selected reflections have a focus on challenges they have faced (as compared to successes achieved). These challenges include the time needed to develop the approach, changing students’ learning perceptions, and engendering student buy-in and perseverance to the new learning style. Collectively, the reflections highlight important characteristics for educational innovation adoption and persistence, also of value to institutions encouraging educational innovations.
ToD needed a tad of haute cuisine

Dr. Chamila Subasinghe¹
¹Curtin University, Bently, Australia

ToD needed a tad of haute cuisine

Chamila Subasinghe PhD
Curtin University, Perth, Kent Street, Western Australia
chamilas@curtin.edu.au

Abstract
Entry-level technology studies often baffle students, and academic staff in turn tend to resist teaching foundation studies in the technology of design (ToD). ToD has often been considered ‘high risk’ as evidenced by a high proportion of dropouts and retakes, and these studies thus have been deemed least preferred among both architecture students and academics. The introduction of the activism-based learning design transformed technology education, enabling students to learn through technology interaction instead of theory recitals and memory testing. The improved undergraduate ToD unit took on the form of a project hub; the technology students studied was immersive and hands on. This new learning design utilised real-world occurrences. When students could apply concepts and gain a clear grasp of their principles, learning outcomes become spontaneous. Design activism, which was inspired by the ubiquitous six-course meal model, built excitement around learning and assignment tasks. The six-course meal design uses simple gastronomical logics of palette cleansing, appetite building and enzyme secreting to introduce, familiarise and apply key technological concepts of design. Similar to a meal course leading to another, each technological concept presented an interdependent yet discrete scenario that constituted a sequential logic for a cyclical process of induction and deduction. While keeping its connection to the overall intact, this process allowed multiple entry points into the learning sequence. As a result, the learning process built escalating levels of curiosity in each scenario that excited learners to graduate into consecutive scenarios spontaneously. Learners exploited their scenario of comfort to enter, ruminate and follow it through other scenarios in the learning sequence. Backed by established learning and teaching concepts such as the controlled guidance procedure and scenario-based learning, ToD achieved increased student performance by reducing effort, inhabiting learning and facilitating memory retention. The increased performance and retention rates among students demonstrated the way in which design activism can help students approach learning via cyclic deductive–inductive learning routes with multiple entry points.
Jindaola: an Aboriginal approach to embedding Indigenous knowledges & perspectives into tertiary curriculum

Jindaola: an Aboriginal approach to embedding Indigenous knowledges & perspectives into tertiary curriculum

Jade Kennedy
University of Wollongong, Keiraville, Australia
jkennedy@uow.edu.au

Lisa Thomas
University of Wollongong, Keiraville, Australia
lkosta@uow.edu.au

Alisa Percy
University of Wollongong, Keiraville, Australia
alisa@uow.edu.au

Janine Delahunty
University of Wollongong, Keiraville, Australia
janined@uow.edu.au

Kathryn Harden-Thew
University of Wollongong, Keiraville, Australia
kathrynp@uow.edu.au

Bonnie Dean
University of Wollongong, Keiraville, Australia
bcord@uow.edu.au

Maarten de Laat
University of Wollongong, Keiraville, Australia
mdelaat@uow.edu.au

Abstract
A protector of many, many knowledges, the goanna, Jindaola [Jinda-ole-la] walks from place to place helping people know ‘proper way’. He speaks of protocol, the sacred and the special, and the appropriate practices we must perform to maintain the continuation of these...

The Australian experience of colonisation, settlement and the ensuing treatment and positioning of its Aboriginal peoples differentiates its reconciliation efforts from all other colonised nation states in the world. This is especially true for ‘curriculum reconciliation’ and the embedding of...
Indigenous knowledges and perspectives in an Australian context. To date in Australia, the embedding of alternate perspectives into mainstream tertiary curriculum has for the best part followed traditional non-Aboriginal approaches. Jindaola, is a new program, developed by staff in the Learning, Teaching and Curriculum (LTC) unit at the University of Wollongong, in consultation with local Yuin Elders and Knowledge holders. It presents a methodological approach to embedding Indigenous knowledges and perspectives into the tertiary curriculum, modelled on traditional Aboriginal systems for conducting business and maintaining knowledge integrity. This approach is unique to the shared places of the University and the Aboriginal communities on which its campuses rest.

Jindaola is a learning and teaching grant program that differs from the norm. Jindaola brings together grant recipients, LTC and Aboriginal community on a collaborative journey and authentic knowledge exchange for the purposes of knowledge creation, learning development and sharing. This is achieved through engaging in places and spaces of yarning, co-creation and development, where knowledge-based relationships are formed through a philosophy of practice, based upon the principles of respect, responsibility, and reciprocity.

Following such a way ensures the authentic, meaningful, respectful and appropriate integration of Aboriginal knowledges and perspectives into the curriculum. Where it is a grant program... and a way of approach... Jindaola is most importantly a journey...... you see... Jindaola has left his tracks across this place for us to follow... long ago before we knew his tracks were even there... it is simply our time to walk with him in this new way... together... and build meaningful connections and perspectives into the curriculum.

An Aboriginal approach to embedding Indigenous knowledges and perspectives into the curriculum is more meaningful and more effective in enhancing the relationships between the ancient knowledges of this land and those imparted within the institution. While this approach may offer unique contributions to other Indigenous peoples in Australia and around the world in addressing similar complexities particular to their places and peoples, Jindaola should foremost be understood as an opportunity for Yuin Aboriginal Elders and Knowledge Holders to co-create in the curriculum of UOW, as it is their land on which the University sits. Of most significance... we are all in this new ‘way’... learning together... sharing together... walking together...

This showcase will describe the design of Jindaola using Aboriginal symbolism, representing the significance of relationship between local Aboriginal communities of knowledge and UOW communities of knowledge, and its foundation for the authentic embedding of Indigenous knowledges and perspectives into university curricula.
Higher Education's Value: In the Experience Itself

Ms Mollie Dollinger
1
1The University Of Melbourne,

Higher Education’s Value: In the Experience Itself

Mollie Dollinger
The University of Melbourne, Melbourne, Parkville Campus
Mollie.Dollinger@unimelb.edu.au

Abstract
Globally, the traditional norms and practices of higher education are under question. Increasingly, higher education is assumed primarily to be a pathway for future employment, however, historically the value of higher education is more complex. It is not only after graduation that students receive value from their studies but also during when the experiences and relationships can have immediate have benefits. It is critical in the future that, as higher education continues to maintain its perceived value, it is able to communicate both the value of degrees towards employment prospects and also the value of the experience itself and the enjoyment and satisfaction that can be derived from student life. This paper will explore the construct of value-in-use to highlight and discuss the nature of value within the higher education experience. It will further unpack the construct across three dimensions: relationships, personalisation, and experiences to analyse how these dimensions are currently met or unmet in the typical higher education experience and how they may be innovated in the future to create more value for students. Empirical analysis arising from interviews with students who had participated in a range of higher education activities, such as peer mentoring programs, are further provided, and their responses on how specific activities influenced their perceptions of value-in-use were analysed. Analysis resulting from the data further demonstrates how specific activities may be designed to foster value-in-use and improve the student experience.

Keywords: revaluing education; higher education; value-in-use
Taken for granted? Valuing university learning and teaching grants

Abstract
Although many universities have continued to invest in internal competitive learning and teaching grants programs since the 1990s, only a small number of papers comment on their value and effectiveness as an educational development strategy. In many ways, it is simply taken for granted that funding scholarly investigation into practice and its dissemination will improve teaching and learning. Hum, Amundsen, and Emmioglu (2015) have argued, however, that without the appropriate enabling conditions, these investigations may fail to adequately build
upon previous work and design in appropriate evaluation and dissemination strategies, take too narrow a view of ‘impact’, and produce unsustainable practice. They suggest that greater consideration needs to be given to the design and evaluation of the funding program to ensure funded projects have the greatest chance of success.

This presentation reports on a review of a grants program that has been running since 1994 at one large Australian university. The review addressed two major questions: What is the perception of the value of the grants scheme in its current configuration? and How could it be improved to better cultivate, embed and sustain innovative learning and teaching practice? Data was collected through a whole of university survey, interviews with previous grant recipients, a literature review, and a desktop audit of similar schemes in other Australian universities. Selected data from the review is presented to discuss how the university community perceives the value of the grants program, and how they have suggested it could be improved. The findings highlight the importance of these schemes for fostering innovation in teaching and learning, particularly in research-intensive universities, but point to the need to better support project teams with embedding outcomes and dissemination.

This presentation addresses the conference theme ‘Governance and Policy’ because it is concerned with the use of internal learning and teaching grants schemes as an educational development strategy for reform. The findings are relevant to university administrators, teaching and learning staff, and those engaged in the scholarship of teaching and learning.
Facilitating and Valuing Communities of Practice in Higher Education

Jacquie McDonald\textsuperscript{2}, Dr Alisa Percy\textsuperscript{1}, Helen Stephenson\textsuperscript{3}

\textsuperscript{1}University Of Wollongong, Wollongong, Australia, \textsuperscript{2}University of Southern Queensland, Towoomba, Australia, \textsuperscript{3}Flinders University, Adelaide, Australia

Facilitating and valuing communities of practice in higher education

Jacquie McDonald
University of Southern Queensland
Jacquie.McDonald@usq.edu.au

Alisa Percy
University of Wollongong
alisa@uow.edu.au

Helen Stephenson
Flinders University
helen.stephenson@flinders.edu.au

Abstract
This workshop will bring together facilitators and potential facilitators of higher education (HE) communities of practice (Wenger, 1998), or social learning communities. The workshop provides facilitators with their own social learning space to connect, share and learn from each other, and potentially create the foundations for ongoing engagement as a national online community of facilitators. Drawing on her OLT Fellowship work, Community, domain, practice: facilitator’s catch-cry for revitalising learning and teaching through communities of practice, Associate Professor Jacquie McDonald will lead the workshop participants through a series of activities that involve individual, small group and broad group reflection and discussion on practice that explores the critical role and strategies of an effective facilitator.
A collaborative and sustainable approach to institutional curriculum development

Dr Lincoln Gomes¹, Ms Christina Del Medico¹
¹Navitas Ltd., Sydney, Australia

Abstract

Business principles are increasingly evident in higher education, making student retention and success priorities for all educational institutions. Equally, rapid technological development has seen higher educational institutions explore new ways of engaging students with dynamic learning environments. It has hence become imperative to find new, sustainable ways of encouraging and facilitating systematic curriculum reviews, whilst providing teaching staff with the skills to implement pedagogically sound approaches to learning design in higher education.

In 2017, a curriculum transformation process, at two Navitas colleges, was undertaken. This process aimed to implement a change to course curricula and delivery, and support increased use of technology in teaching, learning and the student experience. Importantly, the project focused on improving student pass and retention rates by establishing a bespoke professional development course, teaching staff the concepts of curriculum alignment, digital skills development, assessment design and support, and documenting/implementing active learning in blended learning environments.

To achieve these aims, a simple model of learning was applied, focusing on student centred active learning, through an aligned curriculum. Connections between students, teaching staff and their learning were made explicit, and emphasised reflective practice through participant peer review. Course coordinators at the colleges were encouraged to take part in a pilot trial of the course, and upon completion, they acted as advocates for future course iterations, providing additional institutional support (via peer review) for staff attending the course in later iterations. This model ensured continued staff support as the project transitioned to ‘business as usual’ and reduced organisational silos through the establishment of communities of practice.

Over three iterations of the course, 118 staff attended, working to transform 147 units, equating to over 4100 hours of professional design support. Course effectiveness was measured using a mix of qualitative and quantitative data.
Quantitative data was collected to measure participant satisfaction, perceived participant ability to implement a range of active learning strategies and engage learners, and participant impressions of facilitator knowledge. Qualitative analysis sought to collect and identify participant experiences during the course. Participants in the course also monitored their students’ pass rates compared with the equivalent period in 2016.

Analysis of 17 courses, which took part in the first iteration pilot, demonstrated an overall increase of 5% in student pass rates post intervention (8% and 3% respectively with pass rates in some individual units increasing by over 15%). Participants reported a high degree of satisfaction with the course and increased confidence to implement a range of active learning strategies. Qualitative analysis showed participants valued the principles of curriculum alignment and lesson plan documentation. Participants from both colleges also observed an increase in formal/informal knowledge sharing amongst teaching staff.

Teaching and curriculum design are complex endeavours. This presentation showcases effective strategies for scalable professional development programs emphasising peer review and support within the institution, which resulted in greater sharing of innovative work and ideas amongst colleagues. This positively affects student results and perceptions of teaching ability and confidence with innovation, which will be of benefit to all higher education providers.
Evaluating United Nations Development Projects: A Traditional Exam that Assesses Unconventionally

Miss Adina Stan¹, Dr Elyssebeth Leigh¹
¹UNSW Foundation Studies, Sydney, Australia

Abstract
Within the framework of a conventional two-hour final examination, students question the authorship, information validity and inconsistencies of a previously unseen but publically available Millennium/Sustainable Development Goals (M/SDGs) project. Their task is to critique the effectiveness of the project by documenting complex inferences based on report information using their prior knowledge and citing textual evidence to support their reasoning.

This summative assessment marks the completion of the two-semester cross-disciplinary problem-based learning course, International Issues and Perspectives (IIAP) at UNSW Foundation Studies. It is the final milestone in the students’ transition to undergraduate study in Australia. Students receive individual copies of the report and are required to annotate, edit, and add critical comments directly to it ‘as if’ in the capacity of M/SDGs project assessors. They are also required to evaluate and justify their conclusions about the quality and effectiveness of implemented solutions within the specific context of the project.

The curriculum design considerations underpinning this examination emerged from research into undergraduate learning needs. From here, it identified subjects addressing similar needs and examined their approaches. These were engaging students in reflecting on the effectiveness of Millennium Development Goals. However, to address our student learning needs, we developed an original strategy that scaffolds skills in regards to critical evaluation of specific attempts to achieve these goals in a given context. From this emerged the format and approach of the current assessment task.
The marking criteria are tailored to assess the originality of the students’ critical approaches to evaluative thinking. Analysis of results provides data to support our contention that this approach to a final examination allows students to demonstrate the full range of critical thinking skills required for university entry. Data shows that it enables students to exercise their skills including reinterpretation of knowledge acquired leading up to the exam.

**Keywords:** assessment, pathway to university, critical thinking, higher-order thinking
The Emergency Summit- Innovative Assessment that Excites, Inspires, and Empowers

Ms Mahnaz Armat1, Ms Elizabeth Rosser1
1UNSW Global Foundation Studies, Sydney, Australia

Abstract
The Emergency Summit is a unique assessment task using urgency to focus students’ attention on knowledge and skills required for completion of a university pathway course. This task, occurring in the final week of an extended role play simulation, excites learners to enact roles of real-world stakeholders and collaboratively address a ‘wicked problem’ of immediate international concern. This inspires application of decision-making and problem-solving skills incorporating knowledge and understanding acquired during prior lectures and workshops. It is uniquely interactive, noisy, and designed to foster an environment of open enquiry, debate and creative thinking, incompatible with traditional concepts of educational assessments.

The task is embedded within International Issues and Perspectives, a multidisciplinary and blended learning course. The Emergency Summit produces conditions of uninhibited immersion in stakeholder-driven negotiations. Being time-bound, there is a strong sense of urgency keeping students in-role generating a genuine need for teamwork which empowers individual team members, whose contributions are seen as critical to the assessable outcomes. This urgency of the Summit also overrides students’ need for a fully-formed, correct and authoritative answer, thus replicating the incompleteness and complexity of wicked problems.
Data is collected from teacher and observer feedback, student reflections and assessments from 20 iterations. Teachers and observers report intense on-task behaviour, enthusiasm and effective integration of prior learning. Student reflections indicate that the majority experience this as an authentic learning experience, reporting a high level of self-regulation and meaningful engagement leading to increasing enthusiasm and overcoming fears of being appraised or observed, even though both will occur. This is achieved through development, completion and presentation to their peers of designated tasks, which are assessable components of the UNSW Foundation Studies Program. Assessment of Emergency Summit tasks indicate students have consolidated knowledge and skills and confirm their capacity to apply learning to new and unfamiliar contexts.

**Keywords:** Emergency Summit, Assessment, Wicked Problem, Urgency, Consolidation, Immersion
‘Study drug’ use in Australian universities: Exploring the policy and regulatory environment and institutional responses

Dr Matthew Dunn
1Centre for Research in Assessment and Digital Learning (CRADLE), Deakin University, Geelong, Australia

‘Study drug’ use in Australian universities: Exploring the policy and regulatory environment and institutional responses

Matthew Dunn
Centre for Research in Assessment and Digital Learning (CRADLE), Deakin University, Geelong, Australia

Abstract
There is good evidence that the non-medical use of prescription stimulants and other substances (‘study drugs’) as academic performance aids in higher education settings is increasing in Australia. While there is a good body of literature investigating prevalence of and motivations for use, no study has explored the policy and regulatory and environments and institutional responses to this issue.

Qualitative interviews were conducted with 14 academics five Australian universities. Most participants had teaching experience; six participants were currently in student support roles. Of those currently teaching, all were heads of teaching and learning in either their School, Faculty, or University. Interviews were conducted in person or by telephone. A semi-structured interview guide was used. Interviews were recorded and transcribed, with transcriptions sent to participants and edits/suggestions/elaborations incorporated. Guided by an exploratory, inductive approach, the interviews were analysed using thematic analysis.

While many participants had heard of the phenomenon of ‘study drug’ use among students, and assumed it occurred, few had actually encountered the behaviour. There was a consensus that student behaviours such as this could not be regulated, and all felt that implementing a policy on the issue would be ineffective, with almost all participants using the professional sporting context as an analogy. Participants felt that existing policies, such as policies on student conduct and behaviour, or occupational health and safety, could effective manage errant behaviour or behaviour that placed students/staff at risk.

Study drug use is not new, however the few recent studies exploring this practice among Australian tertiary students has shown that students are engaging in the use of a range of substances with a view to helping them succeed at study. High demand environments require high levels of support, and study drug use may be related to a number of structural issues within the university.

This poster addresses the conference subtheme of ‘Teaching, Learning, and the Student Experience’ as it focuses on student health and wellbeing, and how this can be influenced by teaching and learning practices and university policy. It also considers graduate futures, as research shows that students consider study drug use a university-only behaviour, to be discontinued once they enter the workforce. Universities have a remit to prepare graduates for life after study, and this research considers whether study drug use should be included in this.
Facilitating the transition to university: Building First-Year Critical Thinking Skills via a Massive Open Online Course (MOOC)

Dr Carolyn Stott, Dr Katherine Olston, Mr Luke Alexander

University Of Sydney, Sydney, Australia

Facilitating the transition to university: Building First-Year Critical Thinking Skills via a Massive Open Online Course (MOOC)

Dr Carolyn Stott
University of Sydney, Sydney, NSW 2006
carolyn.stott@sydney.edu.au

Dr Katherine Olston
University of Sydney, Sydney, NSW 2006
katherine.olston@sydney.edu.au

Mr Luke Alexander
University of Sydney, Sydney, NSW 2006
luke.alexander@sydney.edu.au

Abstract
There is an evident trend in Australian universities for the close alignment of graduate qualities with employer-identified key characteristics desirable in a university graduate such as the ability to think critically (DEEWR, 2011). The transformation of our students into critical thinkers is a gradual process that begins in first year and continues throughout their academic life at university, with the metamorphosis ideally complete in time for graduation and entry into the world of work. Transition scholars such as Gallagher-Brett and Canning (2011) have identified critical thinking (CT) skills as notably lacking in high-school students, which increases the difficulty of an already challenging transition from the secondary into the tertiary sector. In acknowledging that no two students are the same, CT skill levels vary amongst first-year (FY) students; indeed, those who have completed the International Baccalauréat (IB) prior to beginning university may well be advantaged by a syllabus that actively encourages the development of such skills. This does not mean that students are able to articulate a definition of CT, which is a somewhat nebulous term (Vandermensbrugghe, 2004) understood differently across disciplines (Yanchar, Slife and Warne, 2008).

This pilot study begins from this premise, attempting to identify to what extent members of a group of FY students enrolled in Advanced French at the University of Sydney understand the concept of CT, already possess some CT skills, and acquire further skills through voluntary involvement in a Critical Thinking MOOC designed by colleagues in the Centre for English Teaching at the University of Sydney.
Transforming Lectures to Online Interactive Activities

Dr Sonia Wilkie¹, Mr Ghaith Zakaria¹, Ms Tania McDonald¹
¹Victoria University, Melbourne, Australia

Abstract:
Delivering content to students via face-to-face lectures is a teaching method that has been used extensively at many universities. However, academics at Victoria University raised concerns that this teaching method was no longer suiting the cohort of students. Attendance to the lectures declined over time, whilst attendance to tutorials and practical classes remained consistently high. These observations align with studies (Freeman et al., 2014) which suggest that the lecture delivery method is ineffective, does not engage students in their learning, and results in poorer student outcomes than active learning experiences. Further, investigation into our student demographics found the low attendance was also impacted by factors including students’ work commitments (with 75% of students working 21 hours per week or more), and long distance commutes (up to 2 hours travel time in each direction). The students needed exciting learning experiences to encourage them to attend classes. And when circumstances meant that they couldn’t physically attend classes, they needed other methods in which to obtain their lecture material, and greater flexibility as to when they undertook their learning, than was being provided by the traditional delivery method of weekly face-to-face lectures.

Taking these factors into consideration, it was decided to transform the curriculum with a design focusing on greater flexibility for teaching and learning, whilst enabling students to learn at their own Pace, Place, and Mode. A blended learning model was adopted and the lecture delivery format was replaced with active learning workshop sessions. Understandably, academics expressed concern about the importance of retaining the theoretical and technical rigor associated with the content delivered by the lectures. One solution was to develop online interactive activities (using the H5P toolkit with its large suite of objects) to provided engaging active learning experiences, which could be used as pre-class or in-class activities. Examples of the variety of activities that were developed to replace the lectures include Interactive multimedia with Guest Speakers, Case study scenarios, interactive technical demonstrations, 360° virtual lab tours (both videos and still images, that include hotspots, roll-over information, animated .gifs, quizzes), Interactive Diagrams with clickable hotspots and drag & drop activities; templated note-taking study guides; and check your knowledge quizzes. The process began by taking the original lecture PowerPoint slides (often 60+ slides per lecture), evaluating the content and ‘chunking’ the slides into bite-sized topic portions (approx.10 slide portions). Individual components were identified as suitable interactive hotspots (clickable pop-up information, web links, diagrams), as well as other multimedia techniques and mediums for the delivery of the information (e.g. Video demonstrations, case study examples) instead of detailed textual explanations.

Student access to the online space, online learning activities, and time spent on the space, their progress and results were all measured, in addition to gaining student feedback of their opinion of the online interactive activities. These results were compared with the previous mode of delivery (purely face-to-face lecturing with support material provided online). Analysis of the results indicate that student pass rate and retention increased, with feedback from students including “They are great – I like the interactive nature”, “They are good for breaking up learning compared to full lecture”, and “Great flexibility, thanks!”.
Preliminary investigation into the impact of designed learning activities, indicate that using a variety of different interactive activities to deliver the theoretical content (rather than a favored single tool) provides a novelty factor which maintains student curiosity and engagement, resulting in consistent high numbers of participation. Further, chunking the content into bite-sized activities (e.g., video clips approx. 3 mins in length; 10 slide interactive presentations) also assists students to absorb the information intensely without being compromised by distractions.

Staff at the university have built and shared more than 2000 online interactive activities and in 2018 the University expanded the model to encompass all 160 first year units, replacing lectures with workshop sessions that include the online interactive activities as pre-class and in-class activities.
What do new Australian higher education teachers value in a teaching induction MOOC?

Associate Professor Kym Fraser¹, Ms Linden Clarke¹
¹Swinburne University Of Technology, Melbourne, Australia

Abstract

Contemporary approaches to university teaching is a free online MOOC which was designed to provide ‘just in time, just for me’ teaching induction for those new to teaching in the higher education sector. The introductory topics were selected in light of a literature review and research on the topics provided in current Australian university induction programs (Fraser et. al. under review). Specialty topics such as Teaching mathematics, Work Integrated Learning, Sessional Staff, Your Professional Well Being, and Politics of Australian Higher Education are also included. Each introductory module is designed to take two hours of engagement, while also providing extension work. While structured to be taken one module a week, across the semester, participants can pick and choose the modules at a time that suits their needs and experience. The MOOC has been developed for any HE member who teaches, including sessional, contract and continuing academics, librarians and IT staff.

This showcase presents an analysis of the data from the semester 2, 2017 pilot. The analysis provides a snapshot of: the modules the participants engaged in; what they specifically valued about those modules; and their suggestions for ways in which the modules could be improved.
Educational applications for 3D printing: Human anatomy

Mr. Ghaith Zakaria¹, Dr. Sonia Wilkie¹
¹Victoria University, Melbourne, Australia

Educational applications for 3D printing: Human anatomy

Providing students with maximum time in the laboratories can be difficult for many universities. Laboratories are limited by the number of people they can accommodate, they are often in high demand by competing courses, and it can be difficult to obtain cadavers or specimens (AbouHashem et. al., 2015). With these limitations in mind, academics at Victoria University wanted to extend students' access to human anatomy classes outside of the scheduled laboratory sessions. Our solution was to construct human anatomy body parts with the 3D printer. Here we present two examples whereby 3D printed human anatomy parts enabled students the opportunity to work on models and gain hands-on experience with human anatomy outside of the laboratories sessions.

3D printing is known for its capacity to build models with precise detail. It is vital to provide students with accurate models which resemble those in the human body. The plastic filament used in printing provides valuable benefits for both students and environment. When compared to Cadavers and the preservations chemicals associated with their use, plastic provides a clean product without exposing students and staff to the health and safety issues associated with cadavers (McMenamin et. al. 2014). As environmentally conscious citizens, the impact of plastic on the environment is a prime concern. Models that are damaged during the printing process are used in class activities (described below), and the plastic filament is recyclable with all of the excess plastic that is produced during the printing process shredded and remodeled as a new usable filament.

First year Osteopathy students are required to learn the anatomy of the upper limb, memorizing the individual names of the body parts, their functions, how they interact, conditions which affect the corresponding parts, and what normal and abnormal anatomy look like. We printed the bones of the upper limb, consisting of the clavicle, scapula, humerus, radius and ulna, carpus, metacarpus, and the phalanges. The relatively low cost for printing meant that we were able to build a complete set of bones for each of the 160 student to use, take to different classes, and to keep, allowing them to maximize their time and experiences with the anatomical models. The anatomy learning activities were extended by providing the students with different colored clay in which to model the muscles and tendons on to the bones, as well as string to model the Neurovascular system, providing a more detailed hands-on experience. Models which are damaged during the printing process were used in activities whereby students learn to recognise and discern the appearance of normal and abnormal bones. Student feedback on the activities is currently being recorded, and analyses on student performance in anatomy memorisation tasks and overall student results as compared to previous deliveries without the 3D printed models is also being conducted. These results will be presented at the conference.

First year Psychology students need to learn the different regions and functions of the human brain. They do not gain access to human brains during their study and in previous deliveries of the course students studied diagrams and images to memorise the different lobes and their functions. We printed puzzle type models of the Brain whereby each lobe was a different colour. The models provided the foundation for many in-class activities, ranging from assembling the models correctly, labelling the
lobes, exploration and discussion of the lobe functionalities, and discussion combined with multimedia on how the lobes interact with each other. Initial feedback from students suggests that designing these tangible learning activities with multi-colored pieces representing the different brain lobes, resulted in a more engaging learning experience than was previously provided by the activities based on textbook diagrams. Qualitative and Quantitative results on student experience and progress will be reported at the conference.
Modelling the complexity of mainstreaming technology adoption in higher education teaching practice

Mrs Irena White

Flinders University, Bedford Park, Australia

Abstract

This presentation showcases a new research methodology that was developed for a PhD study to investigate how universities can build institutional capacity for mainstreaming the adoption of eLearning innovations. These are innovations that apply digital technologies in new ways for teaching, learning and critical inquiry. The process of mainstreaming the adoption of these innovations is commonly referred to in the research literature as the sustainable diffusion of eLearning innovations. The focus of the study reported in this presentation is on eLearning innovations that originate in higher education teaching practice. Unlike top-down implementations of enterprise-wide eLearning management systems that succeed because they are mandated by university policies, eLearning innovations that originate in higher education teaching practice mostly fail to achieve bottom-up mainstream adoption (Schönwald, 2003; Gunn, 2014). Previous studies of this problem have relied on traditional case study and survey research methods to identify individual and institutional actors and causal factors, while viewing technology adoption as a simple linear process (Csete & Evans, 2013; McGill, Klobas & Renzi, 2014; Singh & Hardaker, 2014; Selwyn et al., 2016). In this PhD study, the problem was viewed through a complex systems lens in which the process of technology adoption was defined as non-linear, dynamic and unpredictable. The method of study developed to investigate these complexity attributes combined case studies and computer modelling within an interpretive research design to form a new methodological bricolage. The use of the term bricolage describes a conceptual drawing together of existing research methods and is attributed by Kincheloe and Berry (2004) to Denzin and Lincoln (2000). This study applied this concept by building on the Denzin (2001) six-step interpretive interactionism research process of framing, deconstructing, capturing, bracketing, constructing and contextualising. These steps guided the phases of the study which included the identification and application of extant case study data to build a baseline Netlogo computer model (Wilensky, 1999; Levin & Jacobson, 2016) for conducting interviews; the recruitment and selection of case study interview participants and the collection and analysis of new insights, along with model data, generated during interviews. The interviews in this study captured the lived experiences of 15 de-identified voluntary participants from Australian and New Zealand universities. Their experiences were applied, during individual interviews, to the baseline computer model to simulate both real and ideal scenarios of technology adoption of eLearning innovations that had originated in university teaching practice. The behaviour of the models during the interviews produced new insights, for both the participants and the researcher, about the impact of enabling and inhibiting interactions between the roles of university stakeholders and the influence of specific roles in each scenario of mainstreaming technology adoption. In this way, the methodological bricolage developed for and...
applied in this study allowed the process of sustaining the diffusion of eLearning innovations to be viewed as more than the sum of its parts. This is the first study to develop an interpretive case-based modelling methodology for investigating institutional capacity building for mainstreaming technology adoption in higher education teaching practice. The results of the study suggest that this new research methodology (White, 2017) has potential for application in other studies of complex systems and processes found in educational practice.
Abstract

In recent decades, higher education has undergone dramatic change as the sector grapples with increasingly diverse students in greater numbers, budgetary pressures and ever-growing competition. This paper describes a project undertaken by a global higher education provider that aimed to pilot a ‘driver tree’ that was devised using data from seventy four data points about students, academics and curriculum for improving the likelihood of retention and success. Observations, interviews and analyses were used to understand the current state and core issues affecting pass rates of identified units. From this, a set of interventions was developed, ranging from ‘immediate and direct’ to those involving longer term implementation with more stakeholders. The process for selecting and implementing the immediate interventions over one trimester is described. These include the targeted introduction of more scaffolding activities, standards-based assessment rubrics to guide student work, templates and samples of work, along with practice exams. Results are still being collated as the trimester is yet to finish, however early indications are that the interventions have already had positive impact. In one unit, the submission rate of the first assessment task improved by 40% and in another unit the average grade for task one increased by 9%. Final results will be available post- trimester, in April 2018. Comprehensive analysis will require long-term tracking, however directions for policies to embed consistency and quality are already emerging. These are relevant for all higher education providers, along with the processes used to plan, implement and evaluate the interventions.

Keywords: Retention, student success, curriculum transformation.
Exploring the transition of Chinese students in the Scottish Masters’ programmes

Ms. Shuanghui Shan
1University Of Edinburgh, Edinburgh, United Kingdom

Exploring the Transition of Chinese Students in the Scottish Masters’ Programmes

Shuanghui Shan
School of Education, The University of Edinburgh, Edinburgh, Scotland, UK
sofiashan2013@gmail.com

Abstract
Like other international students, Chinese students are experiencing a significant transition into the UK higher education system that places an emphasis on cultivating independent and reflective learners (Gu & Maley, 2008; Turner, 2006). When Chinese learners are exposed to a different learning community, how do they construct, develop, or even transform their learner identities via internal struggle, and negotiation between self and environment? In order to answer these questions, I used longitudinal study to follow up 19 Chinese Masters’ students from different programmes at a Scottish University for a whole academic year (2016/7) with three individual interviews in order to explore their personal experience and their individual transition regarding their learner identities and how they perceive and cope with the transitions in different stages of their study.

The data analysis is still on-going. The preliminary findings show that Chinese international students experienced different transitions after they entered the Scottish Higher Education institutions and they responded to the new learning environment in various ways according to their expectations, motivations, personal backgrounds and personalities. This poster presents the preliminary findings in three main themes:

1. The shifted power distance in the new learning environment, especially in the relationship between teachers and students, has a significant impact on the Chinese students’ learner identities.
2. The UK learning environment is actually an international learning environment where various cultures co-exist and the students’ horizons are broadened.
3. There were obvious mismatching expectations on both teachers’ and students’ roles.

Although the sample is small, as the research continues, the findings will be richer and is expected to give the readers, both the Chinese international students or students in similar situation and the educators, a more detailed depiction and implication of the Chinese international students’ lives and study in the UK.
A Case Study: Exploring the Transition of Chinese Students in the Scottish Master’s Programmes

Ms. Shuanghui Shan
School of Education, The University of Edinburgh, Edinburgh, Scotland, UK
sofia.shan@ed.ac.uk

Recent data from the Higher Education Statistics Agency shows that Chinese students constitute the largest proportion of the non-EU student population in UK (HESA, 2018). Just like all international students, Chinese students are experiencing a significant transition into the UK higher education institutions, which emphasise on the ability of being autonomous and reflective, meaning students are expected to understand, interpret and explore knowledge independently. This paper introduces a longitudinal study following 19 Chinese Master’s students at a Scottish University for a whole academic year (2016-7) with 3 individual interviews, in order to identify and compare the students’ individual transitions in different stages of their studies. As the data analysis is still on-going, this paper presents the story of one participant – Rachael, for readers to have a close taste of her fluctuated experience and how it reshaped her identity during transitioning in, struggling to adapt to the new learning environment and requirements, and her frustration when re-contacting the Chinese society especially during her job hunting.

Keywords: Chinese international students, academic transition, higher education
The strengths of truly interactive conference formats

Eva Heinrich1, Roseanna Bourke1, Ying Jin1, Ian Fuller1
1Massey University, New Zealand

The strengths of truly interactive conference formats

Eva Heinrich
Massey University, Palmerston North, New Zealand
e.heinrich@massey.ac.nz

Roseanna Bourke
Massey University, Palmerston North, New Zealand
r.bourke@massey.ac.nz

Ying Jin
Massey University, Palmerston North, New Zealand
y.jin@massey.ac.nz

Ian Fuller
Massey University, Palmerston North, New Zealand
i.c.fuller@massey.ac.nz

Background/context
TERNZ conferences (Tertiary Education Research in New Zealand, see http://www.herdsa.org.nz/ternz/2017) emphasize a highly participatory and inclusive space for tertiary educators to discuss research and the scholarship of teaching and learning (SoTL). The conferences are organized around three main principles: (1) emphasis on discussion facilitated by long session times; (2) the absence of keynote or ‘expert’ addresses; and (3) host groups where delegates meet in small groups focused on collaborative sharing.

The initiative/practice
In 2017, we researched the impact of TERNZ on collaboration, identity-building and professional development, to explore the tensions around prioritizing research and teaching for tertiary educators. Colleagues who want to take a scholarly or research-based interest in teaching and learning, in addition to their disciplinary research, can face significant challenges.

Method(s) of evaluative data collection and analysis
A low risk University ethics notification was completed and survey invitations emailed to 69 TERNZ 2017 delegates. The analysis involved 39 responses. The survey was structured using sections to seek perceptions of engagement in working and researching in the tertiary sector; motivation, expectations and perceived benefits of attending TERNZ 2017; and achievements of the TERNZ aims stated as part of the conference philosophy.
Evidence of effectiveness
The findings show very strong support for the conference achieving its aims. The long session durations and the host groups featured strongly in the responses. Both facilitate discussion and enable all to contribute. Participant quotes underline these findings. As one participant noted “I find TERNZ very refreshing because of the interactive, non-hierarchical format that leads to invigorating exchange of ideas between equals”.

Opportunities to network in a safe community were emphasized, facilitated by the conference format that brings delegates together. These highlighted the re-valuing of a sense of belonging, community and networking with tertiary educators. For example, “It's good to feel part of a network of peers with similar interests” and “It helps me to get a sense of belonging – belonging to this community”.

Besides input for learning, teaching and research, delegates emphasized the impact on motivation, and noted they felt validated in caring about teaching and learning.

Academic work and identities
The importance these tertiary educators placed on valuing their ongoing professional learning within a context that affirms their learning and research about teaching and assessment is critical to the HERDSA conference theme of academic work and identities. We argue that TERNZ conferences, which place high value on professional learning, and re-value the importance of the scholarship of teaching and learning, have a strong, positive impact on delegates. The unique conference format facilitates inclusive discussion in a non-hierarchical community, where higher education is valued. Alongside formal research conferences like HERDSA, we need more informal and easily accessible events like TERNZ. Those enable a community of practice that brings novices and experts together into scholarly investigations and research into teaching and learning in higher education, contributing to staffing higher education.
Grand Designs - Renovate to disrupt a curriculum

Mrs Courtney Hayes\textsuperscript{1}, Ms Catherine McGrory\textsuperscript{1}, Mrs Jo Gibson\textsuperscript{1}
\textsuperscript{1}University Of Canberra, Bruce, Australia

Grand Designs – Renovate to disrupt a curriculum

Jo Gibson
University of Canberra, Bruce, ACT 2617
Jo.Gibson@canberra.edu.au

Courtney Hayes
University of Canberra, Bruce, ACT 2617
Courtney.Hayes@canberra.edu.au

Catherine McGrory
University of Canberra, Bruce, ACT 2617
Catherine McGrory@canberra.edu.au

Abstract
The Discipline of Nursing at the University of Canberra are implementing a new professionally accredited concept based undergraduate curriculum in 2018. The Discipline has moved from a loosely defined, modular curriculum to an integrated curriculum that is clearly framed conceptually, underpinned by a professional philosophy, and has a distinct pedagogy. This mini workshop aims to share and showcase the renovation and professional development innovation inherent in this new curriculum design, through an experiential opportunity to engage with concept focused learning technology.

Target Audience
The target audience for this mini workshop are educators who are renovating curricula and offers transferable learning for a range of disciplines.

Intended Outcomes
The intended outcomes of the workshop are to provide an immersive experience that;

\begin{itemize}
  \item Engages conceptual learning
  \item Stimulates reflexivity
  \item Challenges assumptions
  \item Creates a student focused experience with community safety at its core
\end{itemize}

Outline of Activities
\begin{itemize}
  \item A narrative introduction to the renovation of the University of Canberra undergraduate Nursing curriculum
  \item Concept-based learning activity – making the complex simple and transferable
  \item Group activity – designing a concept-based learning activity
  \item Group activity – facilitation of the planned concept-based learning activity
  \item Reflective/reflexive discussion
\end{itemize}
An innovative approach to educating accountancy students

**Dr Kala S Retna**

*Victoria University Of Wellington, Wellington, New Zealand*

Over the years, increased attention has been paid to preparing students for the future and this has resulted in educators and practitioners seeking innovative pedagogies for teaching and learning. At the same time, employers are expecting graduates to possess skills, knowledge and mindsets that will be valuable in the unknown future environment. One promising approach is Gardner’s framework, ‘the five minds for the future’ which include disciplined, synthesising, creating, respectful and ethical minds. The literature shows that Gardner’s framework has been mostly used in schools and not much yet in tertiary education. To address this gap, a qualitative study was conducted with post-graduate accounting students in a New Zealand university. The findings show that there is positive indication in the development of respectful and ethical minds and some awareness of the significance of developing the remaining minds for the future workplace. Implications for educators and researchers are outlined in the paper.

**Keywords:** Five minds, higher education, accounting, pedagogy
In 2012, following the recommendations of the Bradley report, the Australian government removed the cap on government funding available to support university enrolment for eligible undergraduate domestic students attending public universities. The reform permitted public universities to receive Commonwealth support for all eligible students they enrolled, and to choose the course mix they offered. This change was termed ‘demand-driven’ funding. This paper analyses the effects of demand-driven funding on specialist social professions and focuses on student choice and responsiveness of universities to skill shortages. The research combines document analysis with trend data for undergraduate student enrolment in specialist social professions courses, to see how the availability of these courses has changed since the introduction of demand-driven student funding. The courses selected were youth work, disability and gerontology. These were selected because they are areas with an unmet demand for graduates, where recent social policy change means that specialist graduate expertise will be required to lead and evaluate change, and where there is no established professional accreditation body. The discussion examines the implications of demand-driven policy for student choice, and for the capacity of higher education to meet the needs of employers and of society. In conclusion the paper makes several recommendations for change, including a greater role for government in ensuring that universities offer courses that meet social needs.

**Keywords:** Bradley Report, higher education, specialist courses, employability
Are all hands (really) on board? Re-thinking the design, delivery and evaluation of capstone units in a mathematics program.

Mrs Iwona Czaplinski¹, Prof Ian Turner¹, Prof Dann Mallet¹, Dr Kate Helmstedt¹, Dr Abigail Winter¹, Ms Michelle Apps¹

¹Queensland University Of Technology, Brisbane, Australia

Are all hands (really) on board? Re-thinking the design, delivery and evaluation of capstone units in a mathematics program

Iwona Czaplinski
Queensland University of Technology, 2 George Street, Brisbane 4000, Queensland
iczaplinski@qut.edu.au

Ian Turner
Queensland University of Technology, 2 George Street, Brisbane 4000, Queensland
i.turner@qut.edu.au

Dann Mallet
Queensland University of Technology, 2 George Street, Brisbane 4000, Queensland
dg.mallet@qut.edu.au

Kate Helmstedt
Queensland University of Technology, 2 George Street, Brisbane 4000, Queensland
kate.helmstedt@qut.edu.au

Abigail Winter
Queensland University of Technology, 2 George Street, Brisbane 4000, Queensland
a.winter@qut.edu.au

Michelle Apps
Queensland University of Technology, 2 George Street, Brisbane 4000, Queensland
michelle.apps@qut.edu.au

The networked approach to designing capstone experiences, based on a subtle net of partnerships and inter-connections, offers the potential to effectively address the challenges of delivering and evaluating capstone units. How various types of partnerships are initiated and maintained strongly impacts on the overall student learning experiences.

This research provides evidence of a need to re-think and deeply re-structure the ways students’ learning experiences in capstone units are designed. Based on two case studies of capstone units offered by the School of Mathematical Sciences at a large metropolitan university, the research team proposes a new, inclusive, network-based design framework. Such a framework aims to promote connectivity, quickly respond to the institutional barriers and roadblocks and, more importantly, to create a realistic learning environment. Within this environment students solve industry-based, real-
life problems, take the responsibility for organising their work, and present solutions, following professional standards, in front of a panel of specialists.

The design and successful delivery of the learning experience would not be possible without a common, coordinated effort of all stakeholders. A successful capstone requires partnerships within three domains: students, industry partners and university stakeholders. Recently proposed new models and frameworks of employability clearly shift their focus towards students’ engagement often seen as students’ involvement in building partnerships with academics. On the other hand, due to the challenges faced by Higher Education sector (e.g. innovation, highly competitive and complex research environment, emphasis on graduates’ employability), industry engagement is being transformed to facilitate its deeper involvement in the curriculum. This results in industry’s real influence on the ways learning experiences are designed and delivered. Consequently, new pedagogical approaches emphasise contextualised, realistic learning experiences and promote experiential, hands-on, active learning.

However, the primary responsibility of building connections with industry partners, students and faculty professional staff (e.g. learning designers, supporting officers) still rests on the academic’s shoulders. This poses the danger of too heavily relying on one’s connectedness, negotiation and organisational skills, with the risk of adversely impacting the learning design process and short-circuiting the entire learning experience.

The research investigated to what extent (if any) the capstone units assisted students with transitioning to a professional environment. One of the findings pointed towards the importance of connectivity and a networked-based approach while designing a capstone unit. The authors argue that these two concepts have a real impact on the effectiveness of the learning experiences.

The data were collected using mixed research methods including focus groups, structured interviews and quantitative data extracted from the university systems. The qualitative data were analysed using the theoretical framework of discursive psychology and interpreted through the theoretical lens of Bridgstock’s (2017) Graduate Employability 2.0 model. Quantitative data were used to complement and interpret the findings from the qualitative analysis. The results identify roadblocks, enablers, and enhancers for the design of capstone units. The findings also provide some insight into the ways of developing students’ graduate employability skills, a contribution to the research on good practice in designing capstone experiences.
This paper describes the creation of a community of inquiry in an undergraduate course previously taught in a traditional, information-transmission mode. Students are asked to work collaboratively to produce a blog post. Students can agree to post their work on a blog in the course Blackboard site. They can submit their post to a public blog and they can apply to work as editors of the blog.

The community of inquiry approach is pedagogically innovative for a large undergraduate class. It adopts a collaborative and constructivist approach. The work (publishing to a public blog) is authentic work that can be of use to others. The approach marks a return to the historical idea of the university: students are participants in the research work of the university and not mere consumers or spectators of research.

This approach has implications for assessment and feedback practice. Summative assessment is seen as a stage in the process of learning how to produce good work and of understanding the characteristics of what counts as good work in a community of practice. Feedback on work submitted for summative assessment is offered in the spirit that the work is not necessarily complete and that it can be improved upon.

The goal of the community of inquiry approach is to create a self-sustaining system for inquiry that inculcates in its participants an understanding and appreciation of the qualities of good work.
Gender effects on performance on admissions tools and impact on predicting future academic performance

Associate Professor Dimitra Lekkas1, Dr Pingzhou Liu1, Dr Janet Rountree2, Professor Alison Rich2, Associate Professor Tracey Winning1
1Adelaide Dental School, The University Of Adelaide, Adelaide, Australia, 2Faculty of Dentistry, University of Otago, Dunedin, New Zealand

Gender effects on performance on admissions tools and impact on predicting future academic performance.

Lekkas D
Adelaide Dental School, The University of Adelaide, Adelaide, Australia
dimitra.lekkas@adelaide.edu.au

Liu P
Adelaide Dental School, The University of Adelaide, Adelaide, Australia
pingzhou.liu@adelaide.edu.au

Rich A
Faculty of Dentistry, University of Otago, Dunedin, New Zealand
alison.rich@otago.ac.nz

Rountree, J
Faculty of Dentistry, University of Otago, Dunedin, New Zealand
janet.rountree@otago.ac.nz

Winning T
Adelaide Dental School, The University of Adelaide, Adelaide, Australia
tracey.winning@adelaide.edu.au

Abstract
Background/context: Significant relationships between performance on admission tools and subsequent academic assessments are not routinely reported. Confounding variables may contribute to these findings, e.g., gender differences for performance on admission tools and subsequent academic assessments have been reported. Therefore, this study aimed to explore gender effects on performance on various admission tools and dental academic assessments in the Bachelor of Dental Surgery (BDS) at Adelaide and Otago.

Research/evaluation method: Admission (pre-dentistry academic achievement for school-leavers: Australian Tertiary Admission Rank (ATAR) or for university students: Grade Point Average (GPA)), the Undergraduate Medical and Health Science Admission Test (UMAT; Books 1, 2 and 3) and structured admission interview (AI) and academic performance data in the BDS were collected (Adelaide: 2006-2012; n=375; Otago: 2006-2013; n=533). The main outcome measure was weighted average marks for each academic year. Differences in explanatory and outcome variables between sites and gender were
investigated using uni- and bivariate analyses. The direction and effect size of the potential confounder, gender, was also assessed.

**Outcomes:** There were no gender differences in pre-dentistry academic achievement at either site, however gender differences were found for UMAT1 (logical-reasoning and problem-solving) and UMAT2 (understanding people) at Adelaide, and UMAT2 and UMAT3 (non-verbal reasoning) at Otago. Males performed better on UMAT1 (Adelaide) and UMAT3 (Otago) while females performed better on UMAT2 at both sites. However, there was no gender difference in overall UMAT score at either site. Cohort differences in BDS performance across years were demonstrated and more females achieved an excellent grade at Otago. A positive confounder effect for males was evident for the relationship between pre-dentistry academic achievement and UMAT2, and UMAT2 and BDS performance while a negative effect was evident for UMAT3 and BDS performance. The fundamental difference between data at each site was the direction of the confounding effect of males on the relationship between ATAR/GPA and UMAT2 (Adelaide=negative; Otago=positive). The opposite confounding effects of gender on the relationships of UMAT2/UMAT3 to BDS outcomes may undermine the predictive role of UMAT for BDS outcomes when overall UMAT score is used.
Fostering employability through collaborative career development learning in the curriculum: How do we make it happen?

Professor Ruth Bridgstock¹, Ms Michelle Grant-Iramu², Dr Alan McAlpine²
¹Griffith University, Brisbane, Australia, ²Queensland University of Technology, Brisbane, Australia

Abstract
As graduate employability has become a central concern of the higher education sector, many Australian universities are now working to embed career development learning into the student experience in various ways. Thus, many academic teachers across all disciplines are now tasked with embedding and integrating career-related employability skills and career development learning into their programs. This can be a challenging endeavour, with an already crowded curriculum and the imperative for some programs to meet external accreditation requirements. In addition, this means that teachers need to be across career development learning to an unaccustomed extent. Academic staff have historically been hired for disciplinary capabilities and teaching expertise, and only some feel confident teaching career-related material. In addition, a few remain resistant to the incorporation of employability learning, citing the primacy of the disciplinary curriculum (Speight et al., 2013). In practice, career development learning tends not to be integrated throughout entire programs. Instead, it is often incorporated in specific areas of the curriculum (e.g., capstone work integrated learning programs), or the co-curricular space.

Meanwhile, careers services possess the specialist career development knowledge and skills required for career development learning, but sometimes are not across all of the disciplinary, professional and industry specificities. Traditionally stand-alone entities, they are often organisationally aligned with student support services or marketing departments (McKenzie & Howell, 2005). The primary role of the university careers service has historically been to provide opportunities for and to support students’ career development, often with a perceived emphasis on the former rather than the latter. These activities can include individual, group or online career guidance, support in making education and learning choices; graduate employment services such as careers fairs; and career mentoring.
services (McKenzie & Howell, 2005). Recently many career services have taken on a careers education approach, emphasising career development learning rather than traditional counselling or opportunities roles (which they still do) (Dey & Real, 2010). However, careers services are not resourced to service the needs of thousands of students at once, at least not using traditional methods. Further, as previously noted, careers services are often located in separate organisational ‘silos’ to Faculties and Schools, making any possible collaborations or integrative work challenging.

This showcase aligns with the *Partnerships, Pathways and Communities* conference theme. At the most proximal level, it asks how effective partnerships between Faculties and Careers Services can be formed within the university to foster employability and career pathways for learners. At a broader level it starts to ask how transformational change can be enacted in universities through collaborative organisational learning, and how we can learn to ‘silo bust’ for the betterment of our students’ learning experiences and lifelong employability.

This project asks: How are university careers services reinventing their practices and collaborating with other parts of the university to foster curriculum-based career development learning for graduate employability? Also, how can productive collaborations be forged to address career development learning in an effective and sustainable way?

Through 40 interviews with careers staff, academic staff, and university leadership representing nine Australian and international universities, this project explores and investigates the various collaboration models and strategies that exist across the sector for career development learning, and identifies barriers and enablers to successful collaboration. We take a case study approach to the data analysis, also identifying themes and principles that can be generalised to other institutional contexts.
Connecting with others for graduate employability and multi-institutional collaborative research: A ‘showcase / un-showcase’ of social connectedness

Denise Jackson3, Kate Lloyd2, Professor Ruth Bridgstock1
1Griffith University, Brisbane, Australia, 2Macquarie University, Sydney, Australia, 3Edith Cowan University, Joondalup, Australia

Abstract
This ‘showcase / un-showcase’ is concerned with the roles that professional collaborations and social networks play in both graduate careers and academic work. It builds on Bridgstock’s OLT National Senior Teaching Fellowship Graduate Employability 2.0: Enhancing the connectedness of learners, programs and universities, which explored an alternative and complementary perspective on graduate employability to the individual skills approach, by foregrounding the central roles of partnerships, groups, communities, and networks to learning, life and work in the 21st century. This project contributes to research by documenting the ways in which social networks can be used for career development at graduate level and confirm their value to graduate employability; characterise effective social networking practice at graduate level; and benchmark current graduate social network capability levels and identify opportunities for development in degree programs. Funded by Graduate Careers Australia, this multi-institutional project involves a partnership between Queensland University of Technology (QUT), Edith Cowan University (ECU), Macquarie University (MU), and the University of South Australia (USA).

We link our work with the HERDSA conference theme of Partnerships, Pathways, and Communities at two levels. First, we summarise some of the top-level outcomes of our quantitative exploration into the impact of work integrated learning (WIL) on the social network capabilities, professional networks and social capital of undergraduate students, and in turn the relationship between these constructs and graduates’ medium-term career outcomes across three universities. The graduate samples were drawn from the alumni databases of QUT, ECU and MU, and data collection comprised surveys of recently completed and 3-4 years out graduates of undergraduate programs in Creative Industries and
Business, and in-depth interviews with a sample of graduates involving social network mapping and career narratives.

Second, we share with frustration our collective experiences of engaging in this multi-institutional project. Through all stages this project has been mired in recurrent extensive institution-specific financial, ethical, risk management and administrative requirements and processes. While recognising the importance of due diligence in these areas, we note the irony of conducting a research project around the facilitative effects of social connections on learning and professional development, when the highly bounded structures of higher education institutions militated against our own otherwise productive collaboration. As well as engaging the showcase participants in a productive conversation around experience-based strategies to foster effective inter-institutional higher education research collaborations, we also reflect upon how highly bounded institutional structures might also affect the development of students’ professional networks, and what higher education might do about this.
Negotiating the new normal: How senior decision makers in higher education perceive marketisation in the sector

Laura Czerniewicz
University of Cape Town, Cape Town, South Africa
Email: laura.czerniewicz@uct.ac.za

Rada Jancic Mogliacci
University of Cape Town, Cape Town, South Africa
Email: rada.mogliacci@uct.ac.za

Sukaina Walji
University of Cape Town, Cape Town, South Africa
Email: sukaina.walji@uct.ac.za

Rebecca Swartz
University of Stellenbosch, Stellenbosch, South Africa
Email: rebecca.swartz08@gmail.com

Mariya Ivancheva
University of Leeds, Leeds, UK
Email: m.ivancheva@leeds.ac.uk

Bronwen Swinnerton
University of Leeds, Leeds, UK
Email: b.j.swinnerton@leeds.ac.uk

Neil P Morris
University of Leeds, Leeds, UK
Email: n.p.morris@leeds.ac.uk

Abstract:
This paper explores how decision makers in higher education perceive marketisation in the sector in relation to teaching and learning provision. The study is interested in the nature of relationships between public universities and other actors, particularly private companies, in relation to the creation, delivery and support of educational provision as well as public universities’ perspectives on these relationships. The study draws on 33 interviews with senior decision-makers and managers in higher education at six research-intensive and six teaching-
oriented universities in South Africa and England. Questions we raise in this paper are: How do senior decision makers perceive the entry of private players in public HE? What are their experiences of working with private companies in partnership? What values do they associate with marketisation? What effect do they think the relationship is having on the status of the public university? How do they talk about the market actors? We argue that in both study sites there is a hybrid economy but that it is varied in its manifestation, with relationships more or less emergent or established. We discuss this in terms of alignment of practices and values which are guided by sometimes different roles and purposes; emerging and contested business models for income generation; pedagogical imperatives that guide public-private partnerships; and polarized notions of partnerships that raise the question of quality and control. The paper concludes with reflection on policy implications.

**Keywords:** marketisation, public-private partnership, digitization
Historically, doctoral study was seen as an apprenticeship for academia, but research over the past decade has shown that an increasing proportion of PhD graduates are entering career pathways beyond academia. Surprisingly little is known about how well prepared PhD graduates are for careers either within academia, or for jobs in government, non-governmental organisations, business and industry. The sparse research points to some gaps between skills development during doctoral study, and expected skills in the workplace. Some research has indicated that involvement in research training programmes and/or research centres may better equip students for the workplace. But what about PhD programmes with coursework (such as in the United States), and what about those with an ad hoc approach to research training and professional development (such as in Aotearoa/New Zealand)? Our research involves a comparative case study between the US and NZ to determine a) career pathways after completing a PhD, and b) how well prepared PhD graduates are for employment.

The study involves a case study approach with mixed methods. The cases are PhD programmes at the University of Otago, NZ, University of California Berkeley, and University of California Davis. In each institution an online survey was administered to PhD alumni to ascertain their career pathways and their perceptions of their acquisition of a range of graduate attributes and the application of these attributes in their workplace. Follow-up interviews were conducted with alumni from each institution. Secondly, surveys and interviews were conducted with employers of PhD graduates from the case institutions, to determine why they choose to employ PhD graduates, and their perspectives of workplace readiness of PhD graduates. As well as analysis of data for each institution, a cross-case analysis will be conducted.

The findings will have implications for programmes supporting the career planning and professional development of PhDs during their candidature. It is important for PhD candidates to consider possible careers and engage in professional development opportunities to develop appropriate attributes.

Our research is addressing the conference subtheme of Pathways, Partnerships and Communities, by focussing on transitions out of higher education into work. Our study will add to a very sparse literature
on career pathways for PhD graduates. It also touches on the subtheme of Valuing Education, by exploring a possible measure of success through a focus on graduate outcomes. We take a novel approach by a) gaining perceptions of PhD alumni on both the development and application of graduate attributes to allow identification of possible gaps in skill development, and b) seeking views of both PhD alumni and employers on preparedness for work. Finally our research touches on the subtheme of Teaching, Learning and the Student Experience, since the study is asking alumni about their opportunities and experiences of professional development opportunities during their doctoral study.
The impact of institutional power on Higher Degree Research Supervision: an observation from both sides of the coin

Dr Angele V. Jones¹, Dr Eddie Blass¹
¹Torrens University Australia, Adelaide, Australia

The impact of institutional power on Higher Degree Research Supervision: an observation from both sides of the coin

Angele V. Jones
Torrens University Australia, Adelaide
avjones@laureate.net.au

Eddie Blass
Torrens University Australia, Adelaide
eddie.blass@laureate.edu.au

This paper presents the reflections of a Higher Degree Research (HDR) supervisor and PhD student after successful completion of the PhD, and presents two sides of the same coin. Each independently wrote their reflections of the ‘HDR (PhD) supervision process’. While the aim of the exercise was to determine, what worked and what didn’t work, the observations of these independent reflections revealed the impact institutional policies and processes have on both the supervisor and supervisee and as such on the nature of academic work.

PhD supervision has a direct impact on the quality of the PhD experience, and timely completions. For academics, institutional pressure to supervise PhD students to secure tenure, for promotion opportunities and to support their research output is very high. These institutional expectations combined with workload models make finding a good PhD student to support their research and publications a priority. For the PhD student finding a supervisor with the capacity to guide them through their own knowledge creation experience and the completion of ‘their PhD’ is essential. PhD students are encouraged to find a supervisor who is an expert in their field of interest. The focus is on the knowledge base rather than the pedagogical approach to supervision. Such experts often have high numbers of PhD students and little or no time for individual guidance, and little or no tolerance for the student to deviate away from a question the supervisor specifically wants addressed.

The paper starts with introducing contemporary literature on HDR (PhD) supervision practice. This is followed by the individual experiential narratives of the student and the supervisor. Common themes relating to power, institutional policies, and the nature of the academic and academic work as influencing factors are drawn out before conclusions are drawn regarding models of supervision for the future.

Keywords: HDR Supervision; Institutional power; Academic work
Renovating old spaces for innovative practice

Dr Amanda Gilbert

Victoria University Of Wellington, Wellington, New Zealand

Abstract

Though some universities have invested heavily in updating their learning spaces, for many institutions the lecture theatre remains an integral part of the architecture of their campuses. Often, lecture theatres are tiered and have rows of fixed seating facing towards a lectern and one or two screens. These spaces generally afford a didactic approach to teaching in which teachers present their material in the hope that students will write it down and reproduce it in examinations. Though many teachers use lecture theatres as they always have done, maybe switching from OHTs to PowerPoint or to document cameras over the years, a growing number are working to turn these spaces into active learning environments (e.g. Brooks, 2011). In so doing they must battle the affordances of the rooms themselves, persuade students to engage in active learning exercises and to face one another rather than direct their attention to the front of the room. This poster will focus specifically on the interaction between large group teaching and the spaces in which that teaching is undertaken and consider how traditional spaces might be renovated to afford different types of teaching practice (JISC). Using the concepts of affordances and constraints (Gibson, 1979; Norman, 1999), some ideas for creating these spaces will be presented. Ideas submitted by workshop participants (Gilbert, 2017) as well as examples from existing reengineering design (see for example Leeds University’s Lecture Theatre Redesign Project), will provide examples and conference participants will have the opportunity to add their own ideas and comment on their experiences.

Theme

The poster focuses on the sub-theme of ‘Teaching, Learning and the Student Experience’. The spaces in which students learn and the pedagogies that are used within them are closely related (McNeil and Borg, 2017) and the challenge of repurposing old lecture spaces to encourage different types of learning is relatively under researched. By considering academics’ and other stakeholders’ insights into the design and use of these spaces, there may be greater potential to reinvent the university campus.
Adding to the Student Experience: Motivators, deterrents, and how to get more out of Peer Teaching

Anthony Snow
School of Health Sciences
University of South Australia, City East Campus
North Terrace 5000
Anthony.snow@unisa.edu.au

Nicola Massy-Westropp
School of Health Sciences
University of South Australia, City East Campus
North Terrace 5000
nicola.massy-westropp@unisa.edu.au

Harsha Wechalekar
School of Health Sciences
University of South Australia, City East Campus
North Terrace 5000
Harsha.Wechalekar@unisa.edu.au

Arjun Burlakoti
School of Health Sciences
University of South Australia, City East Campus
North Terrace 5000
Arjun.Burlakoti@unisa.edu.au

Katja Seifken
School of Health Sciences
University of South Australia, City East Campus
North Terrace 5000
Katja.siefken@unisa.edu.au

Abstract
Engaging peer tutors gives students additional learning and teaching opportunities, of value to allied health professionals who will be required to teach patients, colleagues and students. Medical and nursing literature supports peer teaching, yet there is little literature regarding allied health. This study investigated the benefits and drawbacks of peer tutoring in anatomy,
for both the peer tutors and students receiving peer tutoring. Interviewing students and peer tutors revealed positive experiences, with the majority of suggestions aimed toward development of the peer tutors. Peer tutors revealed that lacking anatomical knowledge was their primary concern and the primary deterrent for students who were considering peer tutoring, however this was not the primary concern of students receiving peer tutoring. Students valued the peer tutors giving them teaching support additional to what academic staff offered, also valued currency of their student experience, their ability to share about learning process and the comfortable environment created by the peer tutor. These findings match suggestions in the literature, that peer tutors should develop teaching strategies other than imparting knowledge. Recommendations include the support of peer tutors to develop their own explanations for material, learn to pose questions, and recognise with value, the process of teaching how to learn. A recommendation that became obvious for both peer tutor and their student, was to introduce peer tutors to their classes as being peers, which naturally clarifies expectations of them. Peer tutors should also be offered varied teaching opportunities, as this was sought after and described as beneficial to them.
The practice of academic writing retreats: Interrogating the goodness of fit for the 21st century academic.

Peter Cook¹, Tess Boyle¹, Associate Professor Jo-Anne Ferreira¹
¹School of Education, Southern Cross University, Bilinga, Australia

The practice of academic writing retreats: Interrogating the goodness of fit for the 21st century academic.

Associate Professor Jo-Anne Ferreira
Southern Cross University, Gold Coast, Australia
jo-anne.ferreira@scu.edu.au

Peter Cook
Southern Cross University, Gold Coast, Australia
peter.cook@scu.edu.au

Author Two
Southern Cross University, Gold Coast, Australia
tess.boyle@scu.edu.au

Abstract
This presentation contributes to the conference sub-theme of Academic work and identities - academic futures – where to now? We question the role of writing retreats in positively promoting productive academic writing practices and the strategies suggested to implement the principles of writing retreats into the everyday existence of the contemporary academic.

Central to the identity of the contemporary academic is the expectation that one is able to write for publication. The primary purpose of this genre is to develop and disseminate knowledge found within the gaps of undiscovered or under-investigated phenomena in order to document, inform and (re)establish innovative understandings of the inquiry (Murray & Newton, 2009). The theory of practice architectures (Kemmis, Wilkinson, Edwards-Groves, Hardy, Grootenboer & Bristol, 2014) provides an ontological lens for investigating how economic imperatives and cultural expectations of ‘research productive’ academics shape the practices of academic writing and identity. A key concern appears to be how academics create a niche for writing that meets these imperatives and expectations. Responding to this concern, and concurrently galvanising their identity, academics employ a number of strategies to facilitate academic writing, one of which is the writing retreat. We explore the challenges and opportunities this strategy presents, in order to consider possibilities for maintaining and sustaining writing as a central component of the contemporary academic’s work and identity.

In this paper, we contemplate our own academic work and identities through our lived experience of a writing retreat. Questions about the practice of ‘retreating’ to write were unearthed, in particular around the associated monastic traits (e.g., solitude, silence, confinement). Practice architectures found at and brought to the retreat form the basis for the investigation into the enabling and constraining conditions of retreat
writing practices. Juxtaposing the experience against 21st Century academic imperatives revealed a series of contradictions about the work and identity of research productive academics, which we explore in this paper. The theory of practice architectures (Kemmis et al., 2014) provides a theoretical and analytical lens for exploring these contradictions with a clear goal of transforming practice, in this case academic work and identities. The composition of writing retreat practices, and how these practices shape and in turn are shaped by material-economic, social-political and cultural-discursive arrangements, are interrogated. In particular, we focus on the ways our academic writing practices and identities have been shaped by the experiences of a writing retreat and challenge the sustainability, effectiveness and goodness of fit of writing retreats for the contemporary academic. We offer aspirational concepts that may redress the limitations of writing retreats and offer alternate sustainable practices that we argue are better aligned to contemporary academic work and identity.
Longing to belong in academic culture: The impact of relationships on HDR student identity formation

Dr Janine Delahunty¹, Dr Kathryn Harden-Thew¹
¹University Of Wollongong, Wollongong, NSW 2542, Australia
janined@uow.edu.au
kathrynp@uow.edu.au

Abstract
The higher degree research (HDR) process could be described as a series of transition periods – flagged by milestones such as course completion, research proposal, data collection, writing up and full draft. This process tends to involve a movement from more to less structured support which students must navigate in their progression towards becoming an ‘expert’ in their field. During this extended continuum of transition, focus on relationships has often been overlooked in academic literature. Thus, the focus of this paper is on the impact of relationships as students negotiate their changing identities and perceptions of belonging in the academy. Identity formation as a social construct is dynamic, emergent and dependent on the opportunities afforded through ongoing socially-negotiated relationships and interaction (Gee, 2000; Knowles, et al, 2012). Using identity theory as the undergirding theoretical framework (Whannell & Whannell, 2015) enables an understanding of how relationships may strengthen or challenge students’ evolving identities across the HDR experience. Significant relationships considered are those with supervisors, peers, others key to the research context as well as relationships outside the university.

This research explores how HDR students and recent graduates at a large, multi-campus, regional university position themselves in academic culture, navigating the explicit and implicit expectations and demands of others and self. This presentation reports preliminary findings from qualitative data from the first 50 students who responded to an anonymous online survey. All stages of the HDR process were represented - from pre-proposal to recent graduate; ages ranged from mid-twenties to early seventies.

Utilising Glaser and Strauss’ (1967) constant comparative method of qualitative analysis, themes emerged enabling deep exploration of the students’ lived experiences of transition, revealing the voices of research students through a narrative approach. This analysis highlights students’ rich experiences and perceptions of the HDR process, with attention given to the relationships that enabled or constrained students’ identity formation and sense of belonging in the academy. While there was great diversity amongst the participants the findings demonstrate that identity construction and reconstruction across the HDR period was surprisingly consistent. Findings demonstrate that the quality of social interaction with supervisors, other academics and peers, as well as relationships
outside higher education had significant impact on identity and notions of belonging inside the academy.

This presentation addresses the conference sub-theme of Academic Work and Identities. By investigating the (re)construction of student identity across the HDR experience our focus is maintained on aspects of the emotional labour of academic work. Using identity theory as a framework, this presentation unfolds the stories of identity-formation from student reflections on their experiences of HDR study, exploring how their significant relationships supported or challenged their understandings of belonging in their study environment, the academy. These insights are as snapshots of students’ evolving identities at a point in time, rather than permanence in their identities. The project’s outcomes have significance for all academic staff who have contact with HDR students through supervision, networking, or research and teaching employment.
Virtual Reality: preparing students for clinical placement

Mr Paul Mcliesh¹, Mr Frank Donnelly¹
¹University Of Adelaide, Adelaide Nursing School, Adelaide, Australia

Abstract

Creation and testing of a Virtual Reality (VR) resource to prepare students for an operating theatre clinical placement.

A significant challenge in clinical placement for both nursing and medical students is attending the operating room theatre. It can be a confronting setting with strict rules and requirements which can leave students disoriented and focussed on compliance and procedural issues and less on the patient experience, team roles and the wider learning outcomes of perioperative care. While recent approaches to decrease the stress of students going to the theatre environment have used games (Del Blanco et al 2017), this poster outlines a teaching strategy and research project that uses VR to create an immersive and engaging resource aimed at preparing students for placement.

New and emerging technology and a reimagining of VR, has provided options for learning and teaching to allow students a deeper level of engagement and interest. The use of VR in health sciences education is an emerging technology that has significant potential to refine the way students learn and engage in simulated environments and scenarios. It has the potential to be used in a wide range of disciplines and its use is being considered at the University of Adelaide in a broad range of teaching areas.

While some of the challenges of virtual reality are focussed on technology and equipment the more significant and arguably exciting challenge for academics and learners will come from how VR technology and pedagogy can be used to create exciting learning opportunities. While acknowledging many different theories of education, Bloom’s Revised Taxonomy (Anderson & Krathwohl 2001) provides a useful framework to discuss VR. Alongside consideration of the taxonomy the domains of cognitive and psychomotor development are often clearer outcomes of learning while the affective domain is not always so easy to stimulate or measure.

The ability to blend the immersive experience of VR into a dynamic episode of learning with an emotional response is an exciting step forward in how new technology can shape learning. The immersive aspect of the VR experience is key to the affective domain. What VR offers is a safe, highly engaging and immersive experience where the challenge will be to ensure pedagogy meets technology in a way that creates a unique episode of learning.
ePortfolios to transition students through units in the block model

Tania McDonald¹, Dr. Sonia Wilkie¹, Ghaith Zakaria¹
¹Victoria University, Melbourne, Australia

ePortfolios to transition students through units in the block model

Victoria University has recently introduced the first year model (FYM) which features a 4-week block delivery of units, and the replacement of lectures with workshops, practical, and laboratory sessions. In preparation of the FYM, we performed a major review of curriculum delivery, activities, and assessment, with a particular focus on student transition through university whilst maintaining an eye on their career development. Students are required to provide evidence of their experience and understanding during a unit with their learning and assessment being fully contained within that 4-week block. The students then take their reflections into further units as a foundation on which to build their learning.

The strategy implemented to enable this transition was to use an e-portfolio tool, combined with set reflection activities to scaffold their learning and transition across the units.

The e-portfolio is part of a suite of tools provided in the D2L Brightspace LMS, and comes with a native app that easily allowed students to collect artefacts such as reflections on observations with their mobile device when they were out in the field, then collate the artefacts into a presentation that could be submitted for assessment within the LMS. Overall, the use of the ePortfolio allowed for easy tracking of individual files, it removed the need for students to add an assessment cover sheet and the assessor could grade it, and provide feedback via the gradebook with the use of a rubric.

Activities which were scaffolded to transition students through the units across the year will be presented at the conference. To briefly summarise some of the activities, these included:

- their first entry a self-reflection. This provided teachers in future units a brief introduction to the students, helping them to quickly get to know their students, and providing a smoother transition between the units;
- Designated timely reflection tasks, combined with the app it enabled a more authentic experience as it demonstrated student thinking at an exact moment in time, allowing them to review and reflect on their personal development and growth throughout the process of the project; This was a more sustainable and timely method for collecting evidence for their final assessment in a way that proved less stressful to the student as they were not trying to complete all of the necessary components at the end of the semester. As the academic could monitor the e-portfolio during the project, the tool allowed for easier tracking, resulting in timely guidance and support which was critical at an undergraduate level where students tend to recall and relay rather than reflect. It also allowed for feed forward feedback throughout the project with multiple submissions of the eportfolio presentation throughout the project.

Analyses of the impact that the scaffolded reflections with the ePortfolio has had on student success will be presented at the conference, and includes student & staff feedback, as well as analyses on student results, engagement, and participation levels compared with previous years.
Interpretations of Best Practice in Culturally-Sensitive Teaching: Insights from Award-Winners

Dr Lukasz Swiatek¹, Dr Ursula Edgington²
¹Massey University, Wellington, New Zealand, ²Independent, Hamilton, New Zealand

Interpretations of Best Practice in Culturally-Sensitive Teaching: Insights from Award-Winners

Dr Lukasz Swiatek
Lecturer
Massey University
New Zealand
L.Swiatek@massey.ac.nz

Dr Ursula Edgington
Independent Scholar
New Zealand
u.edgington@gmail.com

Background / Context
This poster presents a study of interpretations of best practice in culturally sensitive higher education teaching. It draws on an analysis of descriptions of best practice by Aotearoa/New Zealand tertiary educators who have won Tertiary Teaching Excellence Awards. These accolades are widely respected as Aotearoa's/New Zealand's rewards for recognising and encouraging excellence in tertiary education.

The study is timely given the growing interest in quality assurance policies that promote best practice in tertiary teaching in the global arena. It adds to debates about the role of tertiary teaching rewards specifically (see, for example, Shephard et. al. 2011; Fitzpatrick & Moore 2015), and professional teaching recognition more broadly, such as the HEA Fellowship (Thornton 2014; HEA 2016). It is timely given the increasingly competitive higher education environment, as well as the growing attention that universities are paying to cultural sensitivity and increased participation by cultural minority groups.

Research / Evaluation Method
The study used a qualitative interpretative content analysis to uncover the elements of culturally sensitive best practice of award-winning tertiary teachers in Aotearoa/New Zealand. The method drew on Ochberg’s (2002) approach to researching personal narratives, which can capture the inherent interconnectedness between individuals’ lived experiences and wider socio-cultural discourses. By ‘paying attention’ to these connecting threads, this form of qualitative research can become a powerful tool for repositioning, resistance, and agency. The analysis was performed on 60 case studies (of 12 award-winning teachers, from the past five years). The case studies were published on the Tertiary Teaching Excellence Awards website.
Outcomes
The poster will benefit conference participants by providing them with research-based insights into individual interpretations of best practice in culturally sensitive tertiary teaching, as well as ideas to use in their own teaching (Boud, Keogh, & Walker 1985). With regard to the conference requirement to stimulate discussion, the poster will include reflective questions for attendees to consider, such as: “How do the award-winners’ practices compare with your own?” It will also challenge attendees to consider the problematic aspects of the award-winning case studies.
Peer review of teaching: a showcase of messy practice

Dr Agnes Bosanquet1, Dr Rod Lane1
1Macquarie University, Australia

This paper takes a glimpse behind the scenes of higher education scholarship: a showcase of leadership, practice and policy that is a work in progress, rather than a retrospective narrative of excellence. We reflect on the unanticipated complexities of a participatory action research project on the peer review of teaching in a university context.

We share the development of an evidence-based framework to facilitate peer review of teaching at an institutional level. Utilising Gosling’s (2002) model, this focuses on encouraging collegial conversations, rather than a performative or evaluative approach (Sachs & Parsell, 2014). The aim was to promote a culture of ongoing reflection that would lead to quality enhancements in learning, teaching and curriculum practices.

The peer review of teaching project met multiple needs. It aligned with the university’s learning and teaching strategy; we could pilot our peer review of teaching framework; and individual teaching staff would be supported for curriculum development. In addition, researching the process would enable us to evaluate the effectiveness of our framework and meet research outputs targets. We planned a process of participatory action research (PAR), in which participants form a community of inquiry and action as co-researchers to explore questions that emerge as significant to their practice. Although there are multiple models of action research, most share four steps of planning, acting, observing and reflecting in a repeated cycle (Kemmis, McTaggart & Nixon, 2014). PAR assumes collaborative partnerships between participants involved in the cycle of qualitative investigation.

The neatness of these alignments should have sounded a warning bell – how often are institutional, departmental and individual needs the same? How frequently are the needs of teaching and research entirely in sync?

This showcase aligns with the conference sub-theme of Academic Work and Identities. We reveal the complex (and messy) ethical, theoretical, practical and affective challenges of researching teaching practices within our own institution. Volkwein’s (1999) framework for the purposes and roles of institutional research makes clear some of the competing agendas and tensions that emerged between peer review for improvement and peer review for accountability. At different levels - individuals, teaching teams, the department and faculty and the university - competing values, expectations and motivations meant different understandings of the purposes of peer review of teaching were operating simultaneously. To reflect on these, we use Winter’s (2009) work on “schisms” in academic identities and fractured work environments that result from attempts to align academics with institutional ideologies and values.
Re-valuing the doctorate: motivations and careers of Humanities, Arts and Social Sciences PhD graduates

Dr Cally Guerin
University of Adelaide, Adelaide, South Australia
cally.guerin@adelaide.edu.au

Abstract

Universities in Australia, like most other western countries, are producing many more PhD graduates than they are able to provide academic employment for (Go8, 2013; McGagh, 2016). Nevertheless, the numbers of PhD students in most disciplines continues to grow (Go8, 2013; McGagh, 2016), including in the Humanities, Arts and Social Sciences (HASS) disciplines. What value is there for individuals in undertaking a PhD in HASS areas? How does this degree place them in the employment market?

Currently, we know very little about the career trajectories these graduates follow outside of academia, although most appear to be engaged in paid employment after completing their degrees (Graduate Careers Australia, 2016). Previous research has shown that intentions during and after completion can change considerably (McAlpine, 2016), and that many leave the academy even if they do find employment within universities (Barcan, 2016). So, is it worth getting a PhD if there is little likelihood of a full-time, permanent academic job on graduation?

This presentation reports on a study that interviewed graduates from HASS disciplines in an Australian university to determine their motivations for embarking on doctoral studies, their decision-making about jobs along the way, and their careers beyond a traditional academic role. Semi-structured interviews were conducted with graduates who were currently employed in non-academic administrative jobs within universities, and in government departments and NGOs outside the university sector. The resulting narratives reveal how highly literate researchers with a range of valuable capabilities are well positioned to take up satisfying, meaningful employment in today’s workplace: the PhD had provided them with skills that were relevant in the contemporary job market. Importantly, though, the interviews demonstrated that universities must equip current HDRs with the ability to articulate the skills learnt during their research degrees and a good understanding of how that knowledge base is valued outside the academy.

This presentation addresses the sub-theme of “Valuing Education” in its consideration of the employment outcomes of doctoral education in HASS disciplines. In particular, it focuses on the purposes of higher education in that it explores the changing purpose of the doctorate, which is no
longer seen as simply an apprenticeship for an academic job. Further, students often start to re-conceive the purpose of their PhD at different stages of their candidature. The presentation also explores how success can be measured in doctoral studies in two different ways. Firstly, success is evaluated in terms of the kinds of jobs that graduates move onto when completing their studies. Secondly, success can be revealed in how the skills learnt during the doctorate are used in non-academic workplaces, indicating the value of the broader education received.
Supporting biomedical science post graduate students to effectively ‘transition through’ and into the profession by developing reflective practice skills

Alison White¹, Linda Humphreys²
¹Griffith University, School of Environment and Science, Nathan, Australia, ²Griffith University, School of Medicine, Gold Coast, Australia

Supporting biomedical science post graduate students to effectively ‘transition through’ and into the profession by developing reflective practice skills

Alison White
Griffith University, Nathan, School of Environment and Science, 170 Kessels Road, Nathan, 4111,
alison.white@griffith.edu.au

Linda Humphreys
Griffith University, Gold Coast, School of Medicine, Parklands Drive Southport, 4222
l.humphreys@griffith.edu.au

Keywords: Reflective writing, Transition Through, Employability

1. Background/context

The Graduate Diploma of Clinical Physiology, Griffith University, is a one year postgraduate program which integrates the development of theoretical knowledge with the practical application through clinical placement in a work integrated learning (WIL) context. Our challenge was that we were trying to engage post graduate biomedical science students in reflective practice and reflective writing who had minimal or no exposure to these concepts in their undergraduate degree. This meant that the students did not have a defined concept of what reflective writing was or how to write in a reflective manner. Our question was how could we encourage, support and develop students to reflect more deeply to their affective response? This process was motivated by the desire to enable students to transition from surface reflectors to emerging practitioners to aware (reflective) practitioners so as to support students to effectively ‘Transition Through’ the program into clinical placement and into the profession.
Belonging emerged in the 1990s as a conceptual framework to promote student success, retention and engagement in Higher Education (Tinto, 1993; Hurtado & Carter, 1997). Belonging is the sense of mattering and interpersonal connectedness: a basic human need, it enhances motivation and drives behaviour (Baumeister & Leary, 1995; Strayhorn, 2012). Generally, its application within higher education has been to discrete student cohorts, often based on ethnicity, gender, socio-economic status or first-year transitioning status (Hurtado & Carter, 1997; Strayhorn, Bie, Dorime-Williams, & Williams, 2016; Ribera, Miller & Dumford, 2017).

RMIT University, Australia’s second largest higher education provider, has a diverse student body. Student retention at RMIT University remains relatively high, however, recent evaluations have indicated that students believe the university is not doing enough to help foster a sense of belonging and friendship. In response, the university has positioned student belonging as a major strategic focus area in 2017-2018, and has developed a whole of institution RMIT Belonging Strategy. The strategy emerges from an extensive internal stakeholder consultation process and builds on the research of The Belonging Project (Clarke & Wilson, 2016). The strategy identified and tested five drivers that impact student belonging at the university, and proposed a measurement framework to form an ‘index’ of belonging that can be tracked and reported using existing university data sets. This paper focuses on the innovative and collaborative work of developing an evidence based, data driven enterprise wide strategy for inclusive belonging, and presents a roadmap of the process.

Keywords: Belonging Strategy, student experience, curriculum
Doesn’t he have a mother? Valuing the challenges for males working in an Australian Higher Education Institution

Dr David Birbeck1, Associate Professor Anthony Woods1
1University Of South Australia, Adelaide, Australia

doesn’t he have a mother? Valuing the challenges for males working in an Australian higher education institution

Dr David Birbeck
University of South Australia, Adelaide, Australia
david.birbeck@unisa.edu.au

Associate Professor Tony Woods
University of South Australia, Adelaide, Australia
anthony.woods@unisa.edu.au

Background/context
This paper discusses the development of a “Men’s network” within a Division of an Australian university. The network sought to ensure gender equity as a successful women’s network had been created to support women targeting promotion. The women’s network leveraged off an extensive international body of literature which identified equitable promotion as a gender issue (Bonawitz & Andel, 2009; Shepherd, 2017) rather than a local or institutional issue. No body of evidence exists that suggests men in higher education are disadvantaged. The men’s network began therefore with no intention other than to explore the perceptions and lived experiences of men. The network focused initially on the perceptions of men in terms of their experiences with promotion and recognition, and whether they could balance their familial caring responsibilities with work.

Data Collection
Data were collected in two stages. The first was an anonymous short answer questionnaire to all male contract and fulltime employees. The questions focused on perceived career barriers; whether men perceived gender played a positive, negative or no role in their career and lastly whether they felt that males and females had an equal opportunity to fulfil personal, caring commitments in terms of family. Forty-seven responses were received, data were thematically analysed. Stage two of data collection was a workshop that explored the ideas captured in stage one.
Sustaining interdisciplinary curriculum through boundary crossing governance

Dr John Hannon¹, Dr Colin Hocking¹, Assoc Prof Katherine Legge¹, Dr Alison Lugg²
¹La Trobe University, Melbourne, Australia, ²RMIT University, Melbourne, Australia

Abstract
This showcase addresses the question of how interdisciplinary teaching and curriculum practices can thrive within discipline-based organisational structures. Universities reflect the traditions of disciplinary knowledge through Faculties and Schools, raising challenges for governance of academic work and teaching that operate across discipline and structural boundaries. These challenges are intensified as governance reflects the dynamic tensions between collegial and managerial models in a changing sector (Rowlands, 2017). This showcase examines the critical role of governance in the sustainability of higher education through interdisciplinary curriculum initiatives that are located at a tenuous and uncertain nexus within university structures.

Interdisciplinarity, understood as striving for an ‘integrative synthesis’ (Klein, 1990) of disciplinary perspectives in developing novel approaches to problems, has become increasingly embedded into the student experience. The focus on complex problems that draws on multiple knowledge domains has engendered a loosening of discipline boundaries in the development of curriculum and degree programs. Becher & Trowler mark this as a shift from ‘mode 1’ knowledge that is pursued through traditional discipline structures to ‘mode 2’, interdisciplinary, problem-oriented knowledge. This shift generates pressures on governance that surface in tensions between disciplinary depth and curriculum breadth, for example, in the focus on professional education and broad graduate capabilities that can lead to competition for space in the development of undergraduate programs.
The interdisciplinary curriculum practices that are the focus of this showcase arose from strategic reforms of degree programs and institutionally supported curriculum initiatives. An internally funded research project framed a study of 20 units that exemplified how interdisciplinary curricula were developed, practiced and supported within an Australian university that typified a discipline-based organisational structure. In this study, we adopted a Bernsteinian view of curriculum as an emergent process rather than goal-driven product in order to focus in the conditions in which interdisciplinary curriculum could be nurtured and sustained. The theoretical resource of boundary crossing (Star 1989) framed an analytical focus on the discontinuities across both disciplinary knowledge domains and institutional structures, and on the ‘boundary objects’ that allow different groups to work together without consensus. Data on practices were collected from interviews with relevant academics, managers and professionals, as well as curriculum artefacts. Evidence for the effectiveness of interdisciplinary curriculum practices was drawn from multiple sources: institutional measures of subject enrolment and student satisfaction; and thematic analysis of interview data on interdisciplinary teaching and coordination practices. Key findings were: engagement with interdisciplinary knowledge was reported to have profound effects on academic culture and identity among students and teaching staff, and significant challenges arose in the coordination and management of interdisciplinary subjects, with existing discipline-based structures highlighted as a constraining factor. While the literature on interdisciplinary education emphasises academic collaboration and leadership, there has been less attention to the role of institutional processes – mediated by procedures, artefacts and routines – in supporting and sustaining interdisciplinary curriculum. The emerging thematic patterns were used to disentangle the conflicting practices of interdisciplinary education, and to develop recommendations for boundary crossing modes of governance that are able to sustain interdisciplinary curriculum.
Enhancing Student Learning Experiences With Location-based Mobile Learning Games

Mr Roger Edmonds¹, Mr Simon Smith¹
¹UniSA, Adelaide, Australia

Enhancing student learning experiences with location-based mobile learning games

Roger Edmonds
University of South Australia, Adelaide, Australia
roger.edmonds@unisa.edu.au

Simon Smith
University of South Australia, Adelaide, Australia
simon.smith@unisa.edu.au

Abstract
During the past four years we have reported on the educational benefits of student’s both playing and designing location-based mobile games (LBMLGs) in higher education programs (Edmonds & Smith, 2016, 2017). Location-based learning games integrate storytelling, augmented reality and rich media with GPS, maps and gamification methodologies and delivered as a mobile app provide students with opportunities to venture out of the classroom and into the real world to engage in authentic learning experiences.

This work has spanned across 12 courses covering four disciplines: Business, Education, Humanities and Science. Students have reported very high levels of satisfaction in their experiences in both playing and designing LBMLGs. Our findings indicate that they provide an authentic and meaningful pathway to teach and learn with mobile technology and can make learning pleasant and engaging. To be pedagogically effective, games require narratives that deliver meaning, location-interaction tasks to engage and motivate and simple gamification methodologies for converting tasks into ‘play’ to capture attention, retain interest and keep students active. Students acquire knowledge both while designing and playing LBMLGs, however, our work indicates that educational experiences of students are amplified as they apply their skills in digital media, research, teamwork, navigation and mobile storytelling when they design and develop games for others to play.
A Technology Enhanced Learning (TEL) innovation has been implemented at RMIT University to transform chemistry teaching. By implementing a pen-enabled cloud-based solution, an anywhere, anytime experience for student learning was made possible while offering a single delivery system for lecturers.

Obtained by survey, Good Teaching Scores (GTS) provide student perceptions of teaching standards while the Overall Satisfaction Index (OSI) measures the teaching team performance. These measures combined with student pass rates were used to evaluate a pilot program of the TEL launched in 2016. The pilot program, delivered to 530 students across 6 undergraduate courses, resulted in a GTS increase of 5-23%, an OSI increase of 4-26% for courses I coordinated and an increase of 2-12% in student pass rate for all courses. The outcomes of the pilot program have been published by Urban (2017) as an evidence-based good teaching practice.

A community of collaboration for early adopter academics within the School of Science has now been created to extend the TEL across other STEM areas. The early adopter program has been supported by RMIT grants and with industry support from Microsoft Australia. Early adopters from five of the seven Disciplines in the School of Science have implemented aspects of the TEL, achieving 12-36% increases in their GTS in 2017.

Work is continuing to further upscale this innovation on a School, University and National level. An overview of the activities undertaken will be presented.
Assessing Student Learning in Sport Event Management through Reflective Practice: Measures of Success in Co-curricular Learning in Higher Education

Paulin T. Straughan
Singapore Management University, Singapore, 50 Stamford Road, Singapore 178899
paulints@smu.edu.sg

Wan-Ying Tay
Singapore Management University, Singapore, 50 Stamford Road, Singapore 178899
wytay@smu.edu.sg

Eric Song
Singapore Management University, Singapore, 50 Stamford Road, Singapore 178899
ericsong@smu.edu.sg

Angela Koh-Tan
Singapore Management University, Singapore, 50 Stamford Road, Singapore 178899
angelakoh@smu.edu.sg

Abstract
Co-curricular activities are an integral part of students’ holistic education. Yet, assessing experiential learning outcomes in the co-curricular space can sometimes prove to be challenging, given that not all of such learning experiences are designed or structured in a manner similar to academic courses or programmes. Rather, indirect measures of learning such as asking students to reflect on what they have learnt and experienced is often used for rendering visible learning outcomes. Using reflective practice, the SMU Gravical 2018, an international sporting event, provided the learning platform for the 19 committee members of the Singapore Management University (SMU) Climb team. Their reflections were examined using Bradley’s Criteria for assessing levels of reflection and then coded based on the P-O-L-C management framework. The framework helped us understand how students learnt from their experiences, the processes of sport event management, including managing logistics, branding, sponsorships and stakeholders. Our analyses of students’ reflections and focus group discussion demonstrated heightened awareness and deeper understanding towards personal and team management, systems and processes and socio-emotional skills.

Keywords: reflective practice, experiential learning, learning outcomes, sport event management.
Developing local communities of practice for the integration of work-integrated learning across science curricula

Professor Cristina Varsavsky1, Professor Elizabeth Johnson2, Professor Janice Orrell3, Dr Deanne Skelly5, Professor Jo Ward6, Associate Professor John Holdsworth4, Professor John Rice7, Dr Trina Jorre de St Jorre2, Professor Malcolm Campbell2

1Monash University, Monash University, Australia, 2Deakin University, Melbourne, Australia, 3Flinders University, Adelaide, Australia, 4The University of Newcastle, Newcastle, Australia, 5Griffith University, Brisbane, Australia, 6Curtin University, Perth, Australia, 7Australian Council of Deans of Science, WANTIRNA SOUTH, Australia

Developing local communities of practice for the integration of work-integrated learning across science curricula

There is widespread support for integrating work-integrated learning (WIL) in undergraduate STEM education in Australia to support the career development and work-readiness of science graduates. However, science students have limited access to such activities (Edwards et al, 2015). The Successful WIL in Science project, funded by the Office for Learning and Teaching and sponsored by the Australian Council of Deans of Science, seeks to build capability that can significantly grow WIL in science and sustain it over time. One of the strategies of the project is to drive change through the establishment of regional learning networks. The aim of these local networks is to build awareness of WIL, facilitate mentoring and formation of partnerships, and build WIL leadership capacity across science faculties. Regional networks have emerged in Melbourne, Queensland, New South Wales and Western Australia. The activities of these networks have been determined by the communities themselves and so vary between the four networks. However, a common theme has been exploration and development of authentic WIL activities beyond an industry placement that are integrated across the curriculum and engage all students. There has also been considerable interest in meaningful WIL beyond industry placements because of challenges associated with the large number of science students, the diversity of science career outcomes, and the current low base for industry interaction. In this presentation, WIL leaders will share insights from their respective networks and perspectives of the leadership needed in science.
Student perceptions of student mentor/mentees; an evaluation of an undergraduate peer mentor program

Mrs Natalie Cooper1, Dr Colin Curtain1, Mrs Sandra Holmes1
1University Of Tasmania, Hobart, Australia

Student perceptions of student mentor/mentees; an evaluation of an undergraduate peer mentor program

Natalie Cooper
University of Tasmania, Hobart, Private Bag 26, Hobart TAS 7001
Natalie.Carswell@utas.edu.au

Sandra Holmes
University of Tasmania, Hobart, Private Bag 26, Hobart TAS 7001
Sandra.Holmes@utas.edu.au

Colin Curtain
University of Tasmania, Hobart, Private Bag 26, Hobart TAS 7001
Colin.Curtain@utas.edu.au

Abstract
Transition to university can be daunting and may affect a student’s academic performance and retention. Through the social connections of mentorship, experienced student mentors can assist first year students to transition to university life. Mentors develop interpersonal and leadership skills and deepened awareness of their campus community. Despite these benefits, many mentor programs have proved unsustainable due to the labour required by staff to coordinate and maintain them. Our aim was to develop a sustainable mentor program for first-year pharmacy students at the University of Tasmania and investigate the perceptions of mentors and mentees. Eleven students who had completed first year pharmacy responded to an invitation to become a mentor and attended a training workshop. All commencing first year students were allocated a mentor with whom they met face to face within the first three weeks of semester. Subsequent interactions were determined by the students. At the end of semester, mentors and mentees perceptions of the program were collected. Quantitative and qualitative data were obtained from 5 point Likert and free text questions to explore the ways mentees were supported and suggestions for program improvement. Thirty-one responses from 35 mentees and eight responses from 11 mentors were received. Responses were thematically analysed using an inductive approach to identify important concepts and general themes. The theme of social and emotional support highlighted the benefits of peer connections for both mentees and mentors. Mentees valued having an experienced and friendly person available for help and guidance. Mentors benefitted from improved interpersonal skills despite feeling underutilised. The findings highlight the importance of clearly articulating the roles and expectations of mentors and mentees and this will be addressed in future programs. Overall, this low maintenance mentor program was well received by mentors and mentees and has portability to other areas of university life.
HERDSA hangouts: an applied e-mentoring model for academic development, reflection and growth

**Professor Chris Tisdell¹, Dr Giriraj Shekhawat²**
¹The University of New South Wales (UNSW), UNSW, Australia, ²University of Auckland, New Zealand

HERDSA hangouts: an applied e-mentoring model for academic development, reflection and growth

Christopher C. Tisdell
The University of New South Wales, UNSW, Sydney 2052
cct@unsw.edu.au

Giriraj Singh Shekhawat
The University of Auckland, Auckland 1072
g.shekhawat@auckland.ac.nz

Abstract
Effective mentoring brings positive outcomes for mentees, mentors and their organizations. In this work we introduce and critically examine an innovative e-model for mentor-mentee engagement. Termed “DARP”, our model is designed to foster a cycle of reflection for academic development and growth. DARP stands for: Discuss; Archive; Reflect; and Prepare.

We theoretically ground our proposed DARP model in Kolb’s experiential learning cycle and we then link our theory to practice through discussion of an e-mentoring case study, showing how technology can be innovatively utilized to facilitate the process.

We discuss various actions and outcomes associated with our e-mentoring journey including: the HERDSA fellowship application scheme (FHERDSA); a faculty teaching award application; and a promotion application. In particular, a key and innovative element of our e-mentoring focus is the inclusion of archivable, streaming online video-conferencing.
Exploring student and supervisor perceptions of the role of ICT in doctoral research processes

Dr Sarah Stein¹, Dr KwongNui Sim²
¹University Of Otago, Dunedin, New Zealand, ²Victoria University of Wellington, Wellington, New Zealand

Background: Information communication technologies (ICT) have long been important in supporting doctoral research processes. It is believed that ICT should help PhD students to complete their study in doing background research for the thesis, conducting data-gathering and analysis activities, time/project management, scheduling, accessing/organizing resources, communicating and writing the thesis; that is, in all phases of research and in the best possible ways (e.g., Onilude & Apampa, 2010). Alongside use of ICT to enable and facilitate research processes, is the guidance provided through supervision. With currents interest in ensuring success of students and completion of PhD degrees being closely related to high quality supervision (e.g., McCallin & Nayar, 2012), there is a need to explore the role played by ICT in doctoral supervision and how/if that role is being capitalised upon to enhance the facilitation of doctoral research processes.

Method: Within an interpretive enquiry and analysis framework, the aim of this pilot study was to explore PhD supervisors’ and students’ perceptions of the role and place of ICT skills in supervision and doctoral study. Data were gathered through a three-tier participative drawing process (e.g., Wetton & McWhirter, 1998) and discussion sessions, examining how supervisors support their PhD students, and how PhD students use ICT to advance research processes.

Outcomes: The outcomes provided insights into the support needed by supervisors and students to integrate ICT for academic purposes in/during doctoral supervision and research. The findings raised questions about assumptions regularly documented in wider educational technology research literature about ICT’s role in advancing learning in higher education. Further, an aspect of limitation in the participants’ academic-orientated use of ICT was highlighted. Doctoral supervisors’ and students’ perceptions about ICT use provided insights into how conceptions may facilitate/inhibit effective degree completion and supervision processes; and the foundations for action to address barriers to effective use, including developing resources for students and supervisors.
Changing LMS: Designing authentic learning environments to enable teaching practice transformation

Ekaterina Pechenkina
Swinburne University of Technology, Hawthorn, H63/PO Box 218 VIC 3122
epechenkina@swin.edu.au

Elizabeth Branigan
Swinburne University of Technology, Hawthorn, H63/PO Box 218 VIC 3122
ebranigan@swin.edu.au

Abstract
This study was undertaken to evaluate the initial stage of a Learning Management System (LMS) change process in a higher education setting. Its design and implementation were guided by the authentic learning environment principles. Defined by “real-problem contexts”, authentic learning occurs in “real-life settings” and draws on “situated learning approaches” and similar pedagogies, with dynamic collaborations and experiential experiences at its core (A. Herrington & Herrington, 2006, p. 3). As proposed by J. Herrington and Oliver (2000), key characteristics of authentic learning include:

• Learning context reflects real-life knowledge
• Learners are given access to expert performances and exemplars
• Learning design allows learners to experience multiple perspectives on the same issue/problem
• Knowledge is constructed in collaboration
• Opportunities for reflection are built into the learning process
• Learners are empowered to articulate their knowledge
• There are opportunities for coaching and scaffolding; and
• All evaluation and assessment is seamless and aligned with learning activities

The change process described in this showcase involved engaging a small group of lecturers in a pilot, which comprised a series of training activities contextualised within the lecturers’ teaching needs, and responsive to their experiences and expectations. The pilot brought together learning designers, educational technologists and technical transition officers to guide the participating lecturers in learning the functionalities and teaching affordances of the new LMS. The purpose of the pilot’s evaluation was twofold. Firstly, as the process was iterative, it was tasked with identifying the effective elements, as well as drawbacks, of the change process before embarking on its next phases involving bigger unit cohorts. Secondly, it endeavoured to measure whether
the process served as a catalyst for teaching transformation, and if yes, what forms did this transformation take.

Nine higher education lecturers participated in the new LMS pilot in 2017. At the conclusion of the pilot, 8/9 of participating lecturers agreed to partake in an evaluation interview. Findings deal with lecturers’ expectations versus experiences of the process, as well as with how their usage of the LMS for teaching transformed as a result of the LMS change process. The showcase presents outcomes of this evaluation study, first describing the process and key findings, before offering a number of evidence-based recommendations for seamless institutional processes where LMS change is concerned.
Casual Teaching Staff - identity crisis and the uberification of academic work

Dr Jo-Anne Kelder¹, Ms Brigid Freeman², Associate Professor Andrea Carr¹, Dr Steve Drew¹, Professor Natalie Brown³
¹University of Tasmania, Hobart, Australia, ²University of Melbourne, Melbourne, Australia

Abstract
Casualisation of the academic labour market represents a sector-wide response to student enrolment and budget uncertainties. Staffing represents the largest cost item for Australian universities, as indicated by the Tertiary Education Quality and Standards Agency 2016 report, *Key financial metrics on Australia’s higher education sector - December 2016*. Increasing proportions of teaching staff employed at universities on casual or sessional contracts constitutes what Gary Hall coined as the ‘uberification’ of higher education teaching characterised by engagement as needed; little or no job security; little or no professional development.

Casual teachers make up a significant proportion of the academic workforce in universities worldwide. Training and support for these staff has implications for quality of learning and student experience. Organisational support, professional development, recognition and reward that is inclusive of casual teaching staff enables all staff to undertake their roles effectively and also facilitates retention of good teachers.
This showcase aligns with the conference theme by contrasting the value to the sector of casual teachers in creating high quality graduates against their apparent lack of value as evidenced by paucity of professional and career support that many institutions provide them. The Higher Education Standards Framework (2015) indicates provision of professional development for all teaching staff, suggesting that a (re)valuing of our casual teachers is appropriate.

This showcase presents and describes the themes identified from a 2016 survey based on national research into sessional (casual) staff standards and aligned with the Benchmarking Leadership and Advancement of Standards for Sessional Teaching (BLASST) project’s sessional staff standards framework. The discussion includes comparison with the results from the equivalent 2012 survey and focuses on the evidence that the shift to uberification is well-established and having a profound effect on academic identity for the majority of academics. Casual academic teaching staff are disadvantaged in several respects in comparison to academic staff employed on continuing and fixed term contracts. The Bradley Report found that income insecurity, unpaid work in addition to formal workload, and isolation is a common experience for sessional (casual) academics. Higher Education literature and data from the survey, and survey data, consistently indicate that casual teaching staff are invisible in the higher education workplace with limited access to resources, including professional development. In addition, women are disproportionately likely to have insecure and inhibited career pathways, largely employed in lower level academic positions.

A mixed methods approach: quantitative survey data juxtaposed with thematic analysis of qualitative data from survey respondents’ open-ended answers and follow-up focus group comments; investigates the experiences and opinions of casual teaching staff at an Australian university. The BLASST Framework guiding principles (Support, Quality Learning and Teaching, Sustainability) provided the meta-themes to frame the data analysis.

While no significant change in the prospects for casual teachers at the university appeared during this study. Findings will aid institutions seeking to guide initiatives to enhance contributions of casual staff to quality learning and teaching and support professional development opportunities for academics.
What’s Academia got to do with it?! Postgraduate Research Students: They can’t all become academics

Ms Stephanie Eglinton-Warner
University Of Adelaide, Adelaide, Australia

What’s academia got to do with it? Postgraduate research students: They can’t all become academics

Stephanie Eglinton-Warner
The University of Adelaide, Adelaide, The University of Adelaide Adelaide SA 5005
stephanie.eglinton-warner@adelaide.edu.au

Mel Timpson
University of Canberra, Canberra, University of Canberra Bruce ACT 2617
mellgrim@gmail.com

Abstract
Analysis shows there are more postgraduate research students in Australia than ever before (Department of Education and Training, 2018) and yet there are less full-time academic positions (Bexley, 2013, Currie and Vidovich, 2000, Marginson, 2013). Yet we are told there are plenty of opportunities for highly qualified graduates. This workshop seeks to explore what these opportunities are, how postgraduate research students will find and exploit these opportunities, and if a career in academia is even a common motivation for students.

It is the intention of this workshop to start conversations, and collect data, acknowledging the diversity of the postgraduate research student population in Australia. This diversity includes differences in motivations of students and supervisors, intentions, goals, expectations, pathways to study, educational and employment backgrounds, and value assigned to research focussed study and qualifications. This research benefits research students, their supervisors, universities and the research community more broadly as this data is currently unknown in Australia, leading to a possible under-recognition of research value outside academia.

By asking current and recent postgraduate research students and their supervisors about their experiences as ‘atypical’ researchers it will be possible to then discuss suggestions for improvement to the support and management of postgraduate research students taking account of their diverse motivations and post-graduation outcomes.
Globally, the future of the higher education sector is under increasing scrutiny, and questions are being asked about the relevance of universities as traditional sites of teaching and learning. In an effort to adapt to the complexities that beset the higher education environment, universities worldwide are beginning to explore the utility and benefits offered through informal learning spaces such as ‘Learning Commons’. However, the emergence of informal learning spaces raises important questions regarding student behaviours and learning, including the dichotomous positioning of the categories ‘formal’ and ‘informal’, and the implications of attempts to shift between these pedagogical territories. This paper offers a deeper interrogation of the assumptions embedded in the design of informal learning spaces by exploring some of the conceptual underpinnings engendered by the discourse in the field. Additionally, empirical treatments of these settings are dominated by quantitative methods. If universities are to proceed in better understanding these learning sites and the meanings and practices students bring to them, new perspectives incorporating more novel qualitative approaches are required. A critical examination of informal learning spaces has important implications for the role of universities in relation to ‘learning’, and how it might be redefined through the practices taking place in these particularised social settings.
Interviewing students on informal learning in library spaces

Mrs Susan Beatty
University Of Calgary, Calgary, Canada

What draws students to the library to do their studying and their learning? Many studies exist exploring students’ behaviours in the library, the results of which are very useful as planners consider how to create better spaces and services for students (May and Swabey, 2015). There are few examples, however, of using semi-structured interviews to dig a little deeper into why students choose to learn in the library and what they think of the relationship between their learning and the use of library spaces.

Recognizing the need to further explore this relationship, this researcher designed a study to discuss more directly with students their thoughts on how their learning is related to various spaces in the library and, coincidentally, what they think about their learning.

This presentation addresses the sub-theme of places and spaces of teaching and learning by investigating the nature of informal learning in an academic library from the students’ point of view. This qualitative study is an example of effective research practice using semi-structured interviews to discover what students think about their learning and spaces for learning in the library. Twenty-one interviews were analyzed using NVivo software to identify themes related to space, habits, beliefs, values, and thoughts on learning. While a survey, unobtrusive study, and mixed methods approaches are useful to discover habits, behaviour and thoughts, digging deeper in conversation is useful to uncover students’ thoughts. This study prompted students to think of something they never thought about before, specifically, the relationship between their learning preferences (space and activities) and the library.

This small study shows that students definitely have space preferences and their preferences vary according to the way they learn, their goals of the day, and the nature of the spaces offered to them. As academics, we are aware that most student learning occurs outside the classroom, yet for the most part we are unaware how their learning happens. Students are introduced to content, context, and activities in the classroom and then they go to their spaces to learn. New considerations from the study speak to the value that students hold in relationship to the library and why those values serve to prompt students to come to the library to learn. The study illuminates the value of libraries as learning spaces, and the value of asking students to describe their learning. Understanding this complex matrix will serve higher educators well. Further consideration should be given to higher education learning spaces based on a deeper understanding of students as active, complex learners.
FutureLearn-ing: 'knotworking' as an analytical framework for (re-)evaluating digital learning processes and academic identities

Dr. Chie Adachi¹, Associate Professor Marcus O'Donnell²
¹Deakin University, Geelong, Australia, ²Deakin University, Geelong, Australia

Abstract
Curriculum transformation, one aspect of programmatic innovation, is increasingly understood as something that is brought about by a team of practitioners and experts, rather than efforts made by single individuals (traditionally, teaching academics). While notions that describe approaches to digital learning, such as learning design (Laurillard, 2012), are relatively well-understood in the higher education sector, the notion of teaching teams (and how teams successfully work) is less well understood. Teaching academics, hired for their content expertise, cannot alone carry out what’s necessary, sound and cutting-edge in digital pedagogies. Therefore, collaboration with those who inhabit the ‘third space’ (Whitchurch, 2008) - eg. learning designers, educational technologists, media producers, is key to the delivery of premium online courses.

While recent work has called out the existence of this ‘third space’ there are few conceptual tools that allow us to think through the daily interactions and dynamics of this new ‘place’ of academic work. Drawing on the notion of ‘knotworking’ within Activity Theory (Engeström, 2000), this paper outlines a conceptual and analytical framework that could be used to understand and evaluate these learning and teaching processes. Engeström (2008) argues that ‘distributed agency’ is a key to successful social production, while various teams work as knots in resolving tensions and creatively forming contradictions as a basis for transformation across all activity systems and agents. As such, we analyse and evaluate a case study of digital learning innovation project at a large Australian university. This project brought a central Learning &Teaching unit and faculty-based Learning &Teaching units together with teaching academics to create postgraduate degree courses through a UK-based MOOC platform, FutureLearn (FL).

In 2017, the University partnered with FL in a world-first to deliver a suite of postgraduate degrees. This large-scale project aimed to achieve two primary goals: i) to transform digital learning through the application of innovative learning design frameworks and ii) to expose Deakin’s premium cloud courses to a global audience. The successful delivery of six postgraduate degrees required a deep and complex
collaboration among various stakeholders and teams, namely activity systems, across the University under immense time pressures in 2017.

This paper therefore makes a contribution to two of the HERDSA 2018 conference themes: 1) innovation; and 2) academic work and identities by challenging the notion of power encapsulated in traditional learning and teaching practices. Through the application of ‘knotworking’ as an analytical framework in an innovation project, we argue that it is the co-design team approach that transforms our practice in premium digital learning and teaching and reveals new academic identities.
Employment and Employability of Professional Psychology Graduates: A South African tracer study

Mrs Janine Senekal1, Prof Mario Smith2
1The Human Sciences Research Council, Cape Town, South Africa, 2The University of the Western Cape, Cape Town, South Africa

Employment and employability of professional psychology graduates: A South African tracer study

Mrs Janine Senekal
The University of the Western Cape and the Human Sciences Research Council, Cape Town, South Africa
janine.senekal@gmail.com

Prof. Mario Smith
The University of the Western Cape, Cape Town, South Africa
mrsmith@uwc.ac.za

Abstract
Transformation in the Higher Education sector of South Africa has focused on various issues, including participation, retention and throughput, which are exacerbated at postgraduate level. The noted shortage of psychological professionals in SA reduces access to mental health care services for the population and increases strain on practicing psychologists. It therefore becomes important to identify how highly skilled professional psychology graduates are absorbed into the labour market. Graduate tracer research has been used internationally to assess graduate issues, yet have been minimally and sporadically utilised in the SA context.

A cross-sectional, online graduate tracer study survey was conducted among a population of postgraduate alumni with professional Masters in clinical and research psychology at the University of the Western Cape. The study focused on the destinations of alumni 3-8 years after graduation and assessing their employability. The survey had a sample of 29, a response rate of 50%.

The results from the survey indicated that 86.2% of the respondents had secured employment, predominantly in the fields of health and higher education, suggesting the transferability of their skills. Three of the clinical respondents were self-employed, and three of the research respondents were pursuing advanced academic study. The Masters training was deemed relevant, as it allowed the respondents to access initial employment after graduation and to conduct their current work tasks. An identified gap was the lack of entrepreneurial skills training provided. It was concluded that the identified relevance and transferability of the respondent’ skills indicated that this cohort of graduates were employable.

Miss Kiata Rundle¹
¹Murdoch University, Perth, Australia


Kiata Rundle
School of Psychology and Exercise Science, Murdoch University,
kiata.rundle@murdoch.edu.au

Abstract

Do students at your university engage in contract cheating of ghostwriting? This is an issue affecting all of higher education. This project, developed through Murdoch University’s Students as Change Agents in Learning and Teaching (SCALT) program, aimed to improve understanding of this issue by providing accessible information to students on these forms of academic misconduct. The terms ‘contract cheating’ and ‘ghostwriting’ are often considered synonymous. This can result in tertiary institutions failing to clarify the distinct difference between these two forms of academic misconduct: namely, a financial transaction. By acknowledging this distinction, institutions are recognising the use of essay mills in the provision of contracted assignments. A contrast to students who enlist free help from their friends or family. Institutional policies regarding academic misconduct can be difficult to locate and contain jargon making them convoluted and confusing for students to understand. An animated video was developed for students which simplified Murdoch University’s policies, explained the difference between contract cheating and ghostwriting, and emphasised the reasons why students should not engage in these behaviours. This video was first embedded into several Psychology Learning Management System (LMS) units at Murdoch University for a trial, and with the intention to roll it out across other units, providing sustainability of the resource. By emphasising the social norms, morality, and risks surrounding engagement in contract cheating and ghostwriting, this project aimed to reduce the occurrence of these behaviours within the university.
Supporting tutors through peer observation and mentoring

**Supporting tutors through peer observation and mentoring**

Rob Wass¹, Tracy Rogers², Angela Howell³, Catherine Hartung⁴, Dylan Davies⁵

¹University of Otago, Dunedin, New Zealand

2. Higher Education Development Centre, PO Box 56, University of Otago, 65-75 Union Place West, Dunedin, New Zealand
3. Department of Management, Otago Business School, University of Otago 60 Clyde St, Dunedin, New Zealand
4. Division of Humanities, University of Otago College of Education, 145 Union Street East, Dunedin, New Zealand
5. University College, 315 Leith Street, Dunedin, New Zealand

**Background/context**

Tutors have an important teaching role, particularly in undergraduate courses; however, tutors often lack the support or development opportunities of full-time, permanent staff. This session describes a research and development project (in progress) involving peer observation and mentoring across multiple divisions within a university, using a non-judgemental, formative framework. Although, peer observation and mentoring is a recognised form of academic development, it is not commonly applied to tutors.

**The initiative/practice**

Five mentors each mentored and observed the teaching practices of up to three mentees. After an initial meeting to identify areas for improvement, the mentees recorded and annotated short video segments (5-10 minutes) of their tutorials. These videos became the basis of a reflection/recall interview and provided an opportunity for the mentors to provide advice on strategies for improving teaching, which the mentees used to develop into a teacher action plan.

**Method(s) of evaluative data collection and analysis**

Data was collected through; information sheets outlining areas for improvement, focus group interviews between mentors and students in tutorials, annotated video recordings, audiotaped mentoring sessions, and teacher action plans. Transcripts and other associated data were imported into the qualitative research software HyperResearch, and an inductive process was used to identify key themes.

**Evidence of effectiveness**

Focus group interviews between mentors and the project team will provide insights into the effectiveness of the project. Further focus group interview with mentees will be conducted in the second half of 2018 to identify any lasting changes in teaching practice. In this HERDSA session, the project findings will be discussed including the benefits/disadvantages for tutors (both for mentor and...
for mentees) and recommendations for others wishing to establish a peer mentoring/observation programme.

Relevance to the conference theme
Placing the professional development of sessional staff, front and centre of this project, this session directly addresses the conference theme of re-valuing higher education. Tutors have a crucial role in student learning, which places this session in the sub-theme of ‘Teaching, Learning and the Student experience’. However, it could equally fit in the sub-theme ‘Partnerships, Pathways and Communities’. Ultimately, our strategic vision is to provide a framework and develop resources to support co-ordinators of tutors within Departments and Residential Colleges to run their own peer observation and mentoring programme.
Finding value in standards: Scholarship in practice

Dr Craig Whitsed1, Dr Kevin J. Dolman2, Professor Richard Cummings2
1Curtin University, Perth, Australia, 2Murdoch University, Perth, Australia

Finding value in standards: Scholarship in practice

Increasing scrutiny of academic practice is pervasive across the higher education sector in Australia. Annual performance and development reviews are intended to not only surveil the attainment of goals and targets, but to drive behaviors and outcomes. Linked to this, is a focus on teaching quality and indicators with significant implications for staffing in the higher education sector. Credentialing and recognition of academic staff through external Fellowships are now available through HERDSA and the HEA. The Tertiary Education Quality and Standards Agency (TEQSA) Higher Education Standards Framework is designed to drive institutional quality processes in a range of areas including teaching and scholarship. ‘The intent of the Standards in relation to scholarship is manifold’ encompassing ‘both the process of scholarship and its outcomes,’ write its authors. In this context, what is valued is now subject to considerable debate impacting on the perceptions of academic scholarship and responsibilities.

In this session, we explore the scholarship of teaching as one area where this impact has critical implications for academic staff. Domain three of the TEQSA Higher Education Standards Framework 2015 addresses teaching and the scholarship of teaching. In the Framework’s Guidance Note on Scholarship several standards are identified as critical areas for institutions to demonstrate that they meet the criteria specified in the Framework.

As part of research undertaken in an international study, we invited staff involved in academic probation and promotions processes at the IRU universities in a survey (N=85) to indicate which standards within the Australian University Teaching and Criteria and Standards framework (AUTCAS - http://uniteachingcriteria.edu.au) they valued in annual review and promotion processes. The seven standards in Criterion 5 - The integration of scholarship, research and professional activities with teaching and in support of learning – were compared with the evidence sought in the TEQSA Framework. The results suggest a potential misalignment in institutional emphasis with the TEQSA Framework. Within the Guidance Note authorship, at the individual level, engagement in scholarly activities focused on enhancing teaching and learning and participation in ongoing academic professional development is emphasised. While respondents placed greater value on publications in respected journals and engaged in teaching and learning research in yearly assessments and promotion processes than on practices related to scholarly teaching and its development.

As Australian universities revise their processes to comply with the national standards, there is a need for institutional processes to reflect the evidence base of what is valued in academic performance and how this interacts with and shapes notions of academic performance and career development. The area of the scholarship of teaching is an excellent starting point and this session is designed to commence this process.
Towards a professional learning curriculum for university educators

Dr Deanne Gannaway

University Of Queensland, Brisbane, Australia

d.gannaway@uq.edu.au

Abstract

Until recently, professional learning activities in Australia have tended to be facilitated by centralised service units. The practices and approaches advocated by these units are often seen to be at odds with the attitudes, values and practices in departments (Trowler & Bamber, 2005) and in conflict with the disciplinary culture into which early career academics are seeking membership (Roxå & Mårtensson, 2009). The disconnect from local discipline-based contexts is particularly noticeable in centralised induction programs. While induction programs aim to support new staff develop an appreciation of their role and the organisation in which they are working (Staniforth & Harland, 2008), generic formal activities seldom work to introduce staff to local practices where the majority of staff will spend most of their time. Equally, informal support structures such as school or discipline-based “buddy” programs and charging heads of schools with coaching new staff (Staniforth & Harland, 2008) can appear to be divorced from the formal centralised offerings and at odds with institutional strategic directions. Further, traditional professional development has been critiqued as failing to support the needs of individuals across long-term career paths (Webster-Wright, 2010) and failing to address the kinds of long-term, systemic change required to meet a changing context (Gibbs, 2013).

Many of the limitations outlined above could be attributed to the absence of a clearly articulated pedagogy, curriculum or underpinning philosophy for professional learning that provides an overarching rationale for the approach taken. Despite the view that professional development in the United States is often based on Kolb’s experiential learning while UK offerings tend to draw on Schön’s reflective practice (Gibbs & Coffey, 2004), very few professional learning activities in Australia articulate a coherent pedagogy or philosophy.

This showcase offers for consideration and critique a professional learning development framework that aims to address these challenges. The framework is designed to support the implementation of a transformation of teaching and learning practice across all levels of experience at a research-intensive university. It aims to shift institutional culture towards revaluing teaching, raising the status and prestige of teachers and teaching.

This framework in its early phases of implementation. The showcase presents the framework to colleagues for critique and comment. The presentation will include evidence gathered to date about its impact on revaluing teaching. This evidence includes base-line data collected prior to implementation, participation and reach data and preliminary impressions from participants collected via ethnographic and participatory evaluation approaches.
The showcase addresses the theme and sub-themes *(Re)Valuing Higher Education: Innovation: professional development innovations*. It offers for consideration an innovative approach that is specifically aimed to support a university’s aim to (re) value teaching and learning, raising the status of teaching and learning in the institutional prestige economy. The framework models the innovative approach to teaching and learning that underpins institutional strategic initiatives, encouraging professional learning through a reflective, experiential curriculum that sees teaching practice recognised, rewarded and valued. The curriculum adopts a “whole-of-program” evidence-based curriculum design approach, further modelling the type of behaviours and practices that are proposed through the University’s recently released strategic plans.
Design Thinking Principles for Leadership Competency Development

Dr. Kumaran Rajaram¹
¹Nanyang Technological University, Singapore, Singapore

Huang Jingjing
Nanyang Business School, Nanyang Technological University, Singapore
jjhuang@ntu.edu.sg

Abstract
In this quasi-experimental study, we tested an evidence-based learning activity designed to have students internalize the importance of empathy and its effect on a field work report (“Reflective Learning Project“) that they have attempted. 33 consented participants from an undergraduate management course were randomly assigned to 1 of 4 different conditions, namely design thinking (active) (“DT-A”), design thinking (passive) (“DT-P”), functions of management (active) (“FM-A”) and functions of management (passive) (“FM-P”) where they are required to complete a voluntary online activity. After reading the relevant materials, students assigned to DT-A and FM-A conditions were asked to write a letter to help a student solve an ambiguous management problem and students under DT-P and FM-P conditions were asked to summarise their learning. Thereafter, students who went through these sequences were measured on their display of empathy in the Reflective Learning Project they submitted. There are no concrete outcomes deduced due to limitations faced as a pilot run. However, we found that students who went through the design thinking (active) and functions of management (active) sequences displayed higher empathy than the students who went through design thinking (passive) and functions of management (passive). Our future studies will attempt to find ways to attract 4-5 times more participants so as to examine and report more concrete outcomes from the analysis.

Keywords: Empathy; Social-psychological interventions; Design thinking.
Team-based and/or Flipped Classroom Scaffolding Support System created with 'doKumaran' tool - "real-time" Learning Interventions

Dr. Kumaran Rajaram¹
¹Nanyang Technological University, Singapore, Singapore

Team-based and/or Flipped Classroom Scaffolding Support System created with 'doKumaran' tool - "real-time" learning interventions

Abstract
Despite the varying benefits of flipped classrooms, it creates unease and ambiguity for an instructor, who is less familiar with the flipped classroom format, to structure and organise a flipped classroom with meaningful activities. If there is no close monitoring of the learning activities in class, students might be inadvertently marginalised, and there can be misperception in the classroom.

We have developed a lightweight activity support system in the Learning Activity Management System (LAMS) that supports a systematic execution of meaningful learning activities in a flipped classroom. There are five activity sequences that makes up our activity support system that promote collaboration. The use of activity support system also increases the number of students participating in meaningful learning activities through providing the students in class an alternative avenue of input other than speaking up in front of the class. It also leads to a desirable development of students’ critical thinking ability.

Five activity sequences, (a) Intra-group collaborative activities; (b) Peer review activities; (c) Inter-group collaborative activities; (d) Jigsaw activities; (e) Unstructured and other collaborative activity have been created in the environment of LAMS together with the use of newly created “doKumaran” tool. The “doKumaran” tool is a new functionality feature and an integration tool within the LAMS system that allows teachers to create powerful and collaborative learning designs on “real-time” document. It allows students to collaborate on a single or multiple document in “real-time” attaining a learning outcome while influencing each other’s thoughts.

We conducted a survey and interviewed students who have experienced the support system. Their feedback has been affirmative, explicitly, (a) more engaged; (b) higher collaborative learning; (c) enhancement of critical thinking via the learning process of this scaffolding system. We hope the instructor can enjoy the benefits by using the activity support system to easily scaffold lessons.

Keywords: Student Engagement; Critical Thinking; Collaboration.
Undergraduate research - do students understand how it affects their employability?

Susan Rowland
The University of Queensland, Brisbane, Australia
s.rowland1@uq.edu.au

Bindi Nguyen
The University of Queensland, Brisbane, Australia
bindi.nguyen@uq.net.au

Abstract
Undergraduate research experiences (UREs) are a common form of research introduction for science students. URE students spend an extended period of time, usually several weeks, embedded in a research group, where they contribute to the research effort of the team. This is an authentic workplace experience, and it constitutes a form of Work Integrated Learning (WIL).

In this study we examined students’ lived experience of URE-related employability changes. We were guided by the following research questions:

1. What did science undergraduates learn from their UREs?
2. How do science undergraduates define employability?
3. How do science undergraduates think their UREs changed their employability?
4. What did science undergraduates think could be added to UREs so that it changes their employability more?

We took a basic qualitative research approach to this study. We recruited and interviewed five Bachelor of Science or Bachelor of Biomedical Science students, each of whom had completed one or more UREs in a science field. The participants were not yet employed in a science-related job and each majored in one area of science: Chemistry (two students), and Physics, Biomedical Science, and Genetics. Interviews were transcribed and inductively coded in NVivo using the research questions to guide the interrogation of the data. The major themes arising from the data are reported for each research question.

Participants could articulate multiple learnings from their UREs, and they firmly believed the UREs improved their employability. Students struggled, however, to articulate how their URE-related learnings changed their employability, in part because they had a poorly-developed understanding of employability as a construct. In addition, most had not been prompted to consider the relevance of the URE to their future beyond the university. Students were keen to suggest ways to enhance the curriculum around UREs so that the experience could have a more significant impact on employability.
In this showcase we will present the results of the study, which provide a roadmap for developing the URE into a vehicle for improving student employability.

This showcase addresses the theme “Teaching, Learning and the Student Experience” and the sub-themes “Places and spaces of teaching and learning” and “Graduate futures”. UREs have traditionally been used to engage high-achieving students in the research endeavour of the university, and the success of URE programs is often measured using “retention of students into higher degrees” as a metric. Thus, the professional research group, and its laboratory or field studies, have been conceptualised as a tool for recruiting students to the university; this is especially so for URE programs that aim to accommodate Northern hemisphere students during their Summer term. The professional research group can also be a place and space for student learning about authentic work environments and professional practice, however our results indicate that URE students are only poorly aware that this is the case. In order to improve graduate futures as a result of the URE, we suggest that there is room for improvement and expansion of the employability curriculum around UREs.
"Just turn to us": the persuasive tactics of contract cheating websites, and the ways in which we can combat them

**Abstract**

At any university, academic integrity is important and students are subject to codes of conduct around assessment. There are, however, multiple pressures on students, and some of these can push students to ask for and access help in ways that may not be appropriate. Modern contract cheating websites are one such source of help; they sell editing, drafting, and fully written assessment items. How do they persuade students to look past the possibility that purchasing assessable work from another person is cheating?

In this study we mapped the persuasive features of 11 highly-visible contract cheating websites to a published persuasiveness framework. We found that contract-cheating websites consistently focus on establishing their credibility for users, while also providing a plethora of information and interaction with rapid and affordable gratification of needs. Together these approaches present the assignment-writing business in a way that may encourage students to put aside their qualms about the potential for cheating, and purchase items and services from the site.

A better understanding of these persuasive tactics caused us to reframe our conception of student cheaters to include the possibility that these individuals are vulnerable to pressures, and that some of them slide into cheating as a result of asking for help. In this presentation we will present our study and engage the audience in a discussion of ways to encourage academic integrity by openly talking with students about how the websites encourage potential users to “just turn to us”.

This showcase addresses the theme “Valuing Education” and the sub-theme “Integrity in Higher Education”. The issue of academic integrity is becoming increasingly important for universities; a lack of assessment integrity poses multiple risks for both students and universities. This presentation offers academics a better understanding of why students might use contract cheating websites, and we will engage academics in a discussion of how to encourage their students to seek help in an appropriate manner. We cannot stop student use of contract cheating websites, but we can inform students about the risks, and explain that there is a fine line between helping and exploiting a student customer.
Challenging the perceptions of orientation in higher education: student perspectives of a transition initiative

Ms Tracy Douglas1, Ms Merran Rogers1, Dr Kiran Ahuja1
1University of Tasmania, Launceston, Australia

Challenging the perceptions of orientation in higher education: student perspectives of a transition initiative

Tracy Douglas
University of Tasmania, Launceston, Tasmania, Australia
T.Douglas@utas.edu.au

Merran Rogers
University of Tasmania, Launceston, Tasmania, Australia
Merran.Rogers@utas.edu.au

Kiran Ahuja
University of Tasmania, Launceston, Tasmania, Australia
Kiran.Ahuja@utas.edu.au

Abstract
Successful student transition to university is paramount to their success. Historically, universities have prepared students for their academic studies by offering Orientation activities during the week prior to commencing studies. However, the specific processes, skills and knowledge are best acquired if delivered in an authentic environment and timed to align with their studies. To ease student transition and retention in first year, we developed and implemented a transition initiative for first year health science students embedded into their initial year of study at the University of Tasmania. This initiative, called the Challenge, built on and expanded information delivered at Orientation prior to semester 1 with the aim of enhancing the first year experience and enabling students to be prepared for second year. This paper reports on student perspectives of this initiative and highlights intended changes to embed this tailored support into an online resource, due to current changes in curriculum delivery and student cohorts at this university. The paper also highlights important aspects of successful transition into university as a component of re(valuing) higher education.

Keywords: student transition, first year experience, student support
High school students from low socioeconomic status backgrounds (re)value higher education via university enabling programs

Dr. Lynette Vernon¹,², Professor Andrew Taggart²
¹Curtin University - National Centre for Student Equity in Higher Education, Perth, Australia, ²Murdoch University, Perth, Australia

Abstract

Background: University participation rates have been found to be lower in low socioeconomic status (SES) areas in Australia. Specifically, rates differ between feeder schools where inequalities in opportunities to access academic programs exist, limiting access to direct pathways into university. To qualify for direct entry to university, Year 12 students take external exams and gain a ranking (Australian Tertiary Admissions Rank [ATAR]) which, if high enough, allows for enrolment into university. High SES schools are well resourced with a broad range of academic curricula so, on average, have around 66 per cent of students enrol in university. However, in low SES government (public) schools, access to resources and academic curricula is limited, so the percentage of students gaining an ATAR is as low as 25 per cent. Therefore, many students from low SES schools do not have the same educational opportunities to join their high SES peers in university.

Initiative: TLC-110 is an enabling, pre-access program designed to provide a pathway to university for Year 12 students from low SES backgrounds who may not qualify for university admission via an ATAR. The project commenced in 2011 with 44 students, to offer educational experiences and develop outcomes necessary for students to transition to university. Currently, 204 students participate in TLC-110 from 14 high schools in low SES regions of outer metropolitan Perth (Kwinana/Rockingham/Peel region). Year 12 students with high university aspirations, but not on an ATAR pathway, can self-identify; however, school recommendation for enrolment is required. Students attend university-style lectures and tutorials on a university campus, after school, for two hours a week for 30 weeks, and develop critical thinking and self-directed learning skills.

Method: Students’ positive and negative outcomes are assessed using qualitative and quantitative data. A sample of 87 Year 12 high school students, from 14 low SES high schools enrolled in TLC-110, were surveyed about their relationships with their teachers, school and university aspirations. Qualitative data was collected from graduated TLC-110 students enrolled at university (n = 9) to contextualise quantitative results. Evidence of effectiveness: Students enrolled in university via a TLC-110 pathway suggested the relationship with their TLC-110 tutor was engaging, and tutors encouraged them to take control of their leaning. The program motivated them to study, to value a university degree as beneficial for their future, and to feel academically enabled to achieve...
their goals. In 2017, 105 students participated in the program, with a 77 per cent pass rate and these students were offered enrolment into university. Interestingly, many of those who failed TLC-110 subsequently enrolled in university enabling programs. TLC-110 is not only a pre-access initiative, but it is also a vehicle which drives strong partnerships across communities; the university–high school partnerships provide students with continual exposure to the university culture throughout their final years of high school and support aspirational capacities of students from low SES backgrounds. The inclusivity of TLC-110, as a pre-access, enabling program to support aspirations for university for high school students from low SES backgrounds, is discussed.
Valuing the expertise of underrepresented students in teaching and learning partnerships

Ms Sandra Leathwick, Associate Professor Kelly Matthews, Dr Eimear Enright, Associate Professor Karen Moni

1University of Queensland, Brisbane, Australia, 2Australian Catholic University, Brisbane, Australia

Abstract

Background/context
Students as partners (SaP) initiatives are gaining momentum in Australia (Matthews, 2017a). SaP is a metaphor challenging us to (re)value the role that students – who possess expertise – should be playing as active, respected, and agentic partners in higher education (Cook-Sather, Bovill, & Felten, 2014; Matthews, 2017b). Recent scholars have highlighted the challenges of, and importance for, engaging students from underrepresented backgrounds in SaP (Bovill et al., 2016; Peseta et al., 2016). Otherwise, the benefits of engaging in SaP risk privileging already privileged students, while the unique contributions that students from underrepresented backgrounds could bring to bear on teaching and learning via SaP are lost.

Methods
We will present a literature review (SaP and equity) that analyse notions of expertise that students from underrepresented backgrounds can bring to bear on teaching and learning. Our analysis evokes Fraser’s (in Olson, 2008) three-dimensional redistribution-recognition-representation model for imagining social justice in SaP to provoke new ways of thinking that move us beyond problematic and simplistic narratives that limit the complexity of social justice in SaP research and practice.
Evidence
Emerging scholarship indicates that students from underrepresented backgrounds possess important expertise that, Cook-Sather, Des-Ogugua and Bahti (2017) argue, has broader implications for society in our current political times. However, there are limited examples of such practices and few theoretical frameworks evoked to guide research and practice.

Poster
Our poster will illuminate how existing scholarship on students as partners (SaP) aligns with Nancy Frasers’ three-dimensional redistribution-recognition-representation model for understanding social justice. Our analysis offers insight into how the expertise of under-represented students is understood in current SaP literature to guide future research for more equitable SaP practices.
Investigating pre-service teacher’s conceptions of using the Big Ideas of Science as a Framework for STEM Education.

Academic Teaching Scholar Kirsten Agius, Dr. Neil Fernandes, Mr Sam Dang
1Victoria University, Melbourne, Australia

Abstract
The “Big Ideas of Science”, first described by the Association for Science Education (ASE) in 2010 consist of a series of ten carefully selected inter-related scientific concepts that describe the world we live in. The Big Ideas of Science Education form a backbone structure that students can build upon to connect different aspects of science encountered in school to natural phenomena in their own lives. According to a recent position paper released by the Office of the Chief Scientist in 2015, “many students entering teacher training courses have not thrived in science, technology or mathematics in their own schooling, nor have they been encouraged to continue these subjects to Year 12. For these students, teacher training needs to play a critical remedial role. For all students, it needs to provide the best possible knowledge of content and pedagogy” (Prinsley & Johnston, 2015). In responding to this position paper, Victoria University has recently developed an innovative program where pre-service teachers concurrently develop their content knowledge of the ten Big Ideas of Science and the best pedagogical approaches to implement this innovative education program in primary school settings as part of a STEM curriculum (Harlen, 2015). The Big Ideas of Science Education were chosen from an enormous range of possible content because they represent the most relevant selection of interrelated content that encourages students to draw connections between different natural phenomena they experience in their own lives (Harlen, 2010).

In implementing these overarching principles, two assessment tasks were developed where student pre-service teachers utilized the Big Ideas of Science in Education within a framework for STEM education. For their first assessment task, pre-service teachers incorporated the Big Ideas of Science Education into their Microteaching teacher training technique to experiment with effective teacher behaviors. Microteaching, an established teacher-training practice was deemed as an ideal vehicle for pre-service teacher’s utilization of the Big Ideas of Science Education because of its emphasis on
students concurrently developing their content knowledge along with pedagogical skills. In the second assessment task, preservice teachers incorporated the Big Ideas of Science to construct interactive STEM models that could be used to support learning in their own future classrooms. The formation and testing of models is central to the processes of science and through the creation of an interactive model, pre-service teachers demonstrated their ability to link content knowledge with pedagogy.
Recruiting part-time lecturers as a staffing strategy in an Indonesian University

Ms Tatum Adiningrum¹
¹University of Auckland, Auckland, New Zealand

Abstract
A rapid rise in the number of part-time academics in higher education has attracted studies about the impact they have on undergraduate education. However, our understanding of their teaching practice does not adequately describe the contribution they make to higher education. The literature on part-time academics' teaching is limited to large-scale surveys covering the technical aspects of teaching — and is sparse and often contradictory. For example, studies involving student respondents find no significant difference in teaching effectiveness between part-time and full-time faculty members (e.g. Bettinger & Long, 2010). However, studies involving other respondents find part-time academics less effective in their teaching than their full-time counterparts (e.g. Baldwin & Wawrzynski, 2011). Nonetheless, recruiting part-time continues to be an important staffing strategy despite the doubt over the effect they brought to students' experience. This study seeks to evaluate further this staffing strategy. Because in Indonesia, as elsewhere, part-time lecturers are recruited mainly for teaching, I ask: are there differences between full-time and part-time academics as teachers?

This mixed-method study was undertaken in an international program in a private university in Indonesia. It compares the teaching perspectives, teaching evaluations and out-of-classroom practices of part-time and full-time lecturers, using the Teaching Perspectives Inventory (TPI) (Pratt & Collins, 2001) (n = 135), Student Evaluation of Educational Quality (SEEQ) questionnaire (n = 1629), and interviews (n = 25) respectively. Using Chi-Square and Mann-Whitney U tests to compare results on the TPI, the majority of both groups of lecturers were found to hold the same dominant teaching perspective (“Apprenticeship”). Using two-way ANOVA to compare dimensions in the SEEQ questionnaire, based on the interaction effect of employment status and faculty, the interaction effect was found to be significant in only one dimension, individual rapport; in all others, differences in scores were based on faculty, not employment status. More importantly, in all dimensions, the effect size for employment status was consistently low. Therefore, in this context, employment status is not a good determinant of teaching practices. Thematic analysis of the interviews revealed that there are many similarities between part-time and full-time lecturers in teaching preparation and goals. However, there are differences in their level of engagement in reflective practice and pastoral care.

Thus, employing part-time rather than full-time lecturers provides a similar in-class experience to students. However, it differs in the vital student experience of pastoral care. Full-time lecturers may well better understand their students because they follow their development year by year. They may
have a better understanding of programmes and curriculum as a whole to be in a better position to
give advice or spot areas of difficulty for students. As a result, part-time lecturers will likely need better
information about their students’ progression, and more support and mentoring in understanding and
offering advice on programmes and curriculum. Such additional input into their academic development
may well better leverage their contribution to teaching in the future. This study concludes that both
part-time and full-time lecturers are valuable to enhance students’ experience in higher education.
Keeping the dream alive: The future of enabling programs in the current funding environment

A/Prof Sharron King
UniSA College, University of South Australia, Adelaide, Australia
Sharron.king@unisa.edu.au

Ms Myfanwy Tilley
UniSA College, University of South Australia, Adelaide, Australia
Myfanwy.Tilley@unisa.edu.au

Abstract
For several decades, Australian higher education (HE) policy has focussed on widening participation in HE, employing the language of ‘enhancing equality and delivering social and economic mobility to individuals’ (DET, 2016) and ‘meeting the demands of a rapidly moving global economy’ (Bradley et al, 2008). Equity groups, traditionally underrepresented in HE, have been able to access HE via more flexible (and encouraging) pathways, including enabling programs. Such university support programs have been highly successful in ensuring students acquire the requisite academic skills and preparedness for tertiary study, yet they are often the most vulnerable when governments propose HE funding cuts.

This presentation describes the findings of an in-depth qualitative research project exploring students’ experiences of transitioning through enabling education into undergraduate studies and beyond. The resulting narratives provide insight into the diversity of disadvantaged student backgrounds, their aspirations, and how enabling education is pivotal in supporting them to navigate change in their lives in order to access and succeed in HE.

Underscoring widening participation in HE is an aspirational paradigm, and the significant difference between students accessing HE via an enabling program and students applying through traditional achievement-based admission criteria, is between ‘want to’ and ‘can do’. The corollary of this is that disadvantaged students experience education and HE institutions differently to students admitted on traditional criteria. The former typically require more flexible and ongoing intensive support, and our research confirms the highly effective role flexible enabling programs fulfil in widening participation through delivering student-centred teaching and learning strategies that create culturally and socially inclusive spaces where students share beliefs, knowledge and experiences.
Nonetheless, the ways in which education institutions respond to the policy imperatives of widening participation are largely influenced by dominant traditional conceptions of ‘transition’ - the reason why enabling programs are particularly exposed to losing institutional support in the face of financial stress. Traditional conceptions of transition focus on induction (orientation of students towards institutional expectations) and development (formation of the HE student identity) (Gale and Parker, 2012). That is, access to and participation in HE is a ‘linear path’, system driven, and, therefore, exclusive of individual difference and experience beyond limited social, physical and psychological parameters.

For educationally disadvantaged students, however, transition into HE is a challenging, non-linear process of negotiating change; it is an intensely individual process of ‘becoming’. Thus, if widening participation in HE policy is intended to dismantle Australia’s socio-economically stratified education system, then HE institutions and governments must embrace a broader conception of transition, and not persist with a model akin to an administrative process that can be readily absorbed into alternative institutional practices.

Enabling education practice is ideally placed to influence the reconceptualization of transition. Without a new model, enabling programs will continue to be regarded as the ‘fat to be trimmed’ within HE institutions, despite their recognised contribution to widening participation. A new model of transition will benefit all HE students, and it will keep alive the dream of achieving social and economic mobility through higher education.
Using Innovation to Deliver Pedagogical Value in the Age of the Economically Efficient Corporate University – Adelaide’s Flipped and Inquiring Public Law Curriculum

Ms Cornelia Koch, Dr Matthew Stubbs
Adelaide Law School, The University of Adelaide, Adelaide SA 5005
cornelia.koch@adelaide.edu.au
Associate Professor Dr Matthew Stubbs
Adelaide Law School, The University of Adelaide, Adelaide SA 5005
matthew.stubbs@adelaide.edu.au

Abstract
Can we really achieve engaged and deep learning in large undergraduate cohorts in the age of the economically efficient corporate university? We examine the impact on the student experience (and the resource implications) of implementing a flipped classroom pedagogy and incorporating a significant inquiry learning component in our large (400 students) first-year Principles of Public Law course at the University of Adelaide. Our analyses of this change suggest that combining flipped and inquiry learning can be a powerful way of engaging students and deepening their learning even in large first-year classes with finite resources.

Since 2014, the course has used a fully flipped-classroom pedagogy (Hamden et al, 2013; Anderson et al, 2001). Professionally-edited videos replaced all traditional lecture content, with lectures turned into active learning classes in which students undertake problem solving, critical thinking exercises and real-time legal case analysis. Covering the traditional course in 7 (instead of 12) weeks, our students then move to inquiry learning (Levy et al, 2010; Healey, 2005) – working on small group research projects under expert supervision to engage more deeply with one area of public law, build essential professional skills in research and teamwork, and forge connections with peers and our teaching team.

We acknowledge the difficulty of evaluating objectively whether our pedagogy enhances student learning outcomes (Burns et al, 2017; Castan and Hyams, 2017; Wolff and Chan, 2016). However, our evaluation of the effectiveness of these innovations (across four iterations of the revised course 2014 – 2017) is multi-faceted and yields interesting results. We have used student experience data obtained through anonymous surveys, records of student engagement with the videos and supporting assessments, student success comparisons on a major item of assessment that has remained constant (in structure and difficulty) across pre- and post-implementation iterations of our course, peer review, and anecdotal responses from students and staff.
The data shows that our flipped classroom and inquiry learning experiences have achieved their goals in both student satisfaction and academic success. Students have engaged with the videos and associated assessment in preparation for classes and in later revision. Students report satisfaction with the format, including the videos, associated continuous assessment and the flipped ‘lectures’ themselves.

Student satisfaction with the course overall has significantly increased to a very high level (well ahead of any comparable courses in our school or faculty).

The quality of the work produced by students is higher post-implementation, evidenced by students’ results improving significantly, with distinction and high distinction results almost doubling, while the number of students failing has halved. Further evidence is provided by increased student success at undergraduate research conferences at the University of Adelaide and nationally at the Australian Conference of Undergraduate Research. These positive outcomes for students have been achieved within the existing resources available to teach the course.

Our study shows that combining flipped and inquiry learning can be a powerful way of engaging students and deepening their learning even in large first-year classes with finite resources.
Digital Equity in Australian Higher Education: How Prisoners are Missing Out

Dr Julie Willems1, A.Prof Helen Farley2, Dr Jane Garner1
1RMIT University, Melbourne, Australia, 2University of Southern Queensland, Toowoomba, Australia

Abstract
With the growth in the use of the internet and accompanying digital technologies as part of business as usual for teaching and learning in higher education, there are more opportunities for participation. The rhetoric is that these technologies are able to increase participation by non-traditional cohorts. However, the reality remains that this reliance on connectivity and technology is also preventing many others from participating in higher education. For example, the delivery of course materials and activities exclusively through the internet is problematic, when the distribution of that access is not democratic in itself. Digital equity is a significant human rights issue that needs to be addressed. This paper opens a dialogue about digital equity in teaching and learning in higher education, through the lens of the incarcerated student. While universities move away from delivering printed materials for their remote learners, in every state and territory of Australia, prisoners are prohibited from directly accessing the internet, further disadvantaging this sector of the population. Highlighting this continuing digital divide is crucial to the continuing equitable development of our sector, and for the scholarship of teaching and learning; it is also an issue of humanity. Any serious attempt to encourage disadvantaged cohorts to participate in higher education must include strategies to deal with the continuing marginalisation of students. In the case of incarcerated students, some policy decisions regarding access to the digital environment and its associated hardware may need to be reviewed by correctional jurisdictions. Only in this way will the rhetoric match the reality for the populations who are among our most disadvantaged.

Keywords: Digital equity; higher education; incarcerated students; prisoner education; off-campus learning; eLearning
Using peer review and rubrics to encourage students’ reflective practice in Economics

Dr Mark Dodd
1The University of Adelaide, Adelaide, Australia

Using peer review and rubrics to encourage students’ reflective practice in Economics

Mark Dodd
The University of Adelaide, Adelaide, Australia
mark.dodd@adelaide.edu.au

Students who are new to the study of economics often have a difficult time learning how to combine their studied knowledge of theory and models to the messy complexity of real world scenarios (Denny, 2014). An initiative was implemented in an introductory economics course using the combination of grading rubrics and peer review to encourage students to reflect on their written work and develop those skills. The cohort for this initiative were postgraduate coursework students of business school degree programs, who are most likely taking this one introductory course in economics as their only study of economics within a program focussed on a discipline such as accounting or marketing.

The regular weekly written assessment tasks were redesigned to be graded against simple online rubrics that are uniquely developed for each assignment and provided to students in advance of their submission. Peer review was also implemented for the first time in this course, where students reviewed other anonymous students’ submissions based on the same rubric that the official graders used. The key aspect of this approach is the students’ reflection on their own work and how it may be judged against the assessment criteria that is gained through the process of reviewing another student’s work on the same task.

This initiative was evaluated using several different methodologies, both qualitative and quantitative in nature. The regular student survey data that is collected each semester was analysed for trends and compared to prior offerings of the course that lacked this initiative. A separate informal online survey that asked for more specific student feedback and commentary on this initiative was undertaken to elicit students own views on how they benefitted from this process. The formal grades from the assignments were also compared to the peer review grades, and to the grades of the assignments in previous semesters. The showcase presentation will not only provide evidence with regard to the students’ learning and reflective practice, but also consider evidence of some secondary benefits such as the time and effort required of graders, and the consistency of graders’ assessments.

This showcase presentation contributes to the conferences subthemes of innovation in the usage of ‘learning technologies’ and ‘sharing innovative work and ideas’. The initiative showcases relies on the use of ‘peer review’ and ‘rubric’ tools within the Learning Management System, in a way that would be much more difficult to implement without the support of the technologies. The implementation of our own simply designed rubrics and how the overall process of how these tools are used together to improve the student learning experience in the context of introductory economics can be considered innovative practice. And importantly, the evaluation of this process within the specific context of introductory economics study for postgraduate students provides original and unique data that may be useful to other economists and educators from other disciplines.
Disrupting Queerspace silence: curriculum design and implementation to promote social justice, inclusion and retention of LGBTQI students

Dr Georgia Clarkson

Australian Catholic University, Melbourne, 250 Victoria Parade, East Melbourne VIC 3002
Georgia.Clarkson@acu.edu.au

Funding constraints and projections that retention may be aligned to future funding mean strategies for student attracting and retaining students are critical. Beyond economic realities, social inclusion is a cornerstone function of higher education. Whilst this is recognised within sector wide measures aimed at Indigenising and Internationalising curricula, commensurate attention is yet to be directed to inclusion of LGBTQI perspectives. Although examples exist of deliberate and overt inclusion, curricula commonly remains silent in relation to LGBTQI people and perspectives. This silence risks marginalisation and exclusion of the interests of this population and perpetuates a hidden heteronormative curriculum (Bible, 2013). This injustice presents risks to retention of LGBTQI students.

This research draws upon evidence obtained from interviews with academic staff in relation to transition pedagogy (TP) (Kift, 2009). Evidence indicated staff applied some principles of TP and commonly did so ‘unconsciously’ as they tended to accommodate diversity by aligning teaching practice to identity attributes similar to their own, whilst lacking awareness of TP as a theoretical framework. As such, no structured and reliable approach was evident to inclusion of key groups and a hidden social inclusion curriculum operated as informed by life experiences of individual staff.

This ad hoc approach does not reliably give voice to LGBTQI perspectives, and commonly excludes LGBTQI students. As such, a student group with documented risk factors to retention is not duly prioritised. Robust and overt, institution and sector wide approaches akin to those of Indigenisation and Internationalisation of curricula are required to promote social inclusion and retention of this group by promoting inclusion of LGBTQI people and perspectives within the intended, enacted and experienced curricula (Marsh and Willis, 1995). This is a critical social justice measure within an ever-changing climate of difference and injustice (Wagaman, Shelton & Carter, 2015).
The challenges of identifying and recruiting university graduates for research interviews in lieu of institutional alumni data

Ms Ellen Nielsen
Queensland University of Technology, Brisbane, Australia

The challenges of identifying and recruiting university graduates for research interviews in lieu of institutional alumni data

Ellen Nielsen
Queensland University of Technology, Brisbane, 2 George St
ellen.nielsen@hdr.qut.edu.au

Abstract
Graduate employment and employability are of continued interest to higher education institutions, governments, industry and graduates themselves. As a result, there are plethora of studies which seek to analyse graduates’ labour market and tertiary education experiences. However, there exists a significant knowledge gap for reflective accounts of recruitment strategies in studies focused specifically on graduates. While recruitment for large graduate studies is often supported by institutions, researchers attached to smaller graduate studies cannot rely on having access to institutional alumni data as a way of facilitating recruitment. The expectation remains however that rigorous recruitment techniques will underpin graduate studies no matter the study’s size or scope, particularly where a study seeks to broadly attribute value to higher education institutions or programs.

This showcase provides a reflective account of the process used in a research study exploring graduate employability to recruit a sample of Australian Creative Industries graduates for research interviews. In particular, the analysis focuses on the challenges faced by the researcher in using predominantly online methods of communication (publically available websites and social media sites) to identify and recruit relevant graduates in a rigorous way in lieu of having access to institutional alumni data. While snowball sampling assisted in identifying a small number of relevant participants, online media were crucial for both identifying and contacting potential participants. Directly contacting participants via online platforms also resulted in significantly more recruitments than broadly advertising the study on social media. Despite these successes, challenges related to the functionality and user experience of the particular online media used were encountered at all stages of the recruitment process.

This showcase aims to provide insight into the effectiveness of different online platforms for identifying and recruiting graduates for research studies and explores how particular websites such as Facebook and LinkedIn can facilitate and constrain the recruitment process. By focusing on the difficulties faced by one researcher in using such platforms during recruitment, this showcase also provides other researchers, particularly higher degree research students, with practical points to consider in adopting a similar recruitment strategy in their own studies of graduates.
Interdisciplinary teamwork in an authentic project-based learning environment

Ms Lisa Lim1, Dr Jane Andrew¹, Dr Sally Lewis¹, Dr Jing Gao¹
¹University Of South Australia, Adelaide, Australia

Interdisciplinary teamwork in an authentic project-based learning environment

Lisa Lim
University of South Australia, Adelaide, Australia
Lisa.Lim@unisa.edu.au

Jane Andrew
University of South Australia, Adelaide, Australia
Jane.Andrew@unisa.edu.au

Sally Lewis
University of South Australia, Adelaide, Australia
Sally.Lewis@unisa.edu.au

Jing Gao
University of South Australia, Adelaide, Australia
Jing.Gao@unisa.edu.au

A recent trend in higher education relates to the promotion of creative skills through the adoption of interdisciplinary groupwork pedagogies. Although research has documented the benefits of teamwork on students’ learning outcomes, what is less well-known is how students from different disciplines interact with one another to develop a creative product. This paper reports on a study examining group interactions occurring within an interdisciplinary project involving Graphic Design, Communication, Information Technology and Psychology students. Insights into the group dynamics were determined from student self-reports; team interaction data (collected from sociometric devices) and online engagement activity (derived from the online collaboration platform). Analyses of the sociometric data demonstrated significant interdisciplinary interactions occurring in face-to-face sessions, and that over time, verbal participation became more equal among students in the various disciplines. Analysis of online collaboration activity suggested that students from a Graphic Design background were the most active, while Communication students, though very active in face-to-face sessions, were the least active in online collaboration. Self-reports suggest that students had a positive experience of the course, and reported learning gains with respect to groupwork skills, learning gains, and helping them to be work-ready. A further contribution of the paper is in the use of learning analytics to complement student perceptions of the interdisciplinary teamwork experience. Implications for future implementations of the interdisciplinary teamwork approach are discussed.

Keywords: interdisciplinary teamwork, groupwork, learning analytics, sociometrics
Learning Labs: From ‘Hot Rods’ to ‘Myth-busting Physics’ to ‘Vomit A Novella In 12 Hours’ – providing engaging experiences for school students at UOW

Mrs Sarah Smith1
1The University Of Wollongong, Wollongong, Australian

Abstract
Learning Labs is a program operated by the Outreach & Pathways team at the University of Wollongong in NSW.

Learning Labs is an academic enrichment program targeting school students from Year 1 to Year 10 that focuses on engagement, equity and excellence. One and two day workshops are delivered in the school holidays by a variety of teachers, academics and PhD students. The aim is to develop student’s passions and broaden their horizons outside of school to build the social capital in the Illawarra and surrounding regions.

The concept of a university providing outreach activities for school students is by no means new, however, what sets Learning Labs at UOW apart is how early we engage and the breadth of interest areas on offer. For example; if a student is interested in physics, they can immerse themselves with non-stop physics experiments and hypothesis for two days with a Physics’ academic.

A university is in a unique position, resourced with various learning spaces, bursting with academics, PhD students, and teachers. The opportunity to connect with like-minded peers, supported by enthusiastic educational leaders who are experts in their field, is a proven formula that associates a university with potential future students, as well as offering exciting academic opportunities for school children in their holidays.
The unique value of Creative Arts higher education for preparing graduates for work

Ms Ellen Nielsen¹, Professor Ruth Bridgstock², Professor Paula McDonald¹
¹Queensland University of Technology, Brisbane, Australia, ²University of South Australia, Adelaide, Australia

The unique value of Creative Arts higher education for preparing graduates for work

Ellen Nielsen
Queensland University of Technology, Brisbane, George St
ellen.nielsen@hdr.qut.edu.au

Ruth Bridgstock
University of South Australia, Adelaide, St Bernards Road
ruth.bridgstock@unisa.edu.au

Paula McDonald
Queensland University of Technology, Brisbane, George St
p.mcdonald@qut.edu.au

Abstract
Participation in Higher Education is often positioned by governments as a key strategy for promoting economic growth and developing the workforce of the future. However, Higher Education Institutions continue to be criticised for not producing job ready graduates. In particular, educators in the Creative Arts (CA) are often targets of criticism around graduate employability as creative career pathways are regularly non-linear in structure and CA degrees are often perceived as providing a specialised, niche education. In an era of budget cuts and a growing emphasis on STEM disciplines, the need to show the value of creative education, beyond its popularity with incoming students, is greater than ever. This paper draws upon the early career experiences of a sample of Australian CA graduates to provide new insights through which to identify the unique value of CA higher education in preparing graduates for work. In doing so, two keys ways in which CA degrees can provide value for graduates are highlighted. Firstly, the primary value of CA higher education is the creative element and in providing a space for graduates to develop creative skills and prepare for creative work. Secondly, CA graduates have creatively engaging careers both within and outside the CA, which shows that CA higher education has broad value, particularly for people pursuing higher education for employment and employability reasons.

Keywords: Higher education, Creative Arts, employability.
Student attitudes to Indigenous Australian course content - Using student data to teach cultural competency skills

Dr Matthew Dry¹, Dr Clemence Due¹, Dr Peter Strelan¹, Ms Yvonne Clark¹, Ms Shelini Hillier¹, Ms Sara Funnel¹, Prof Deb Turnbull¹
¹University Of Adelaide, Adelaide, Australia

Abstract

Background. Many Australian universities now incorporate Indigenous Australian content in undergraduate degrees, and in many health-related disciplines it is a requirement of professional accreditation. The aims of this project were to: 1. Develop a teaching tool for use in an undergraduate psychology course that would enhance skills related to self-reflection and increase awareness of the existence of different cultural understandings and attitudes; and 2. To build on a qualitative study
conducted by Clark et al (2013) investigating student attitudes towards the Indigenous content taught in the cross-cultural module of a first-year Psychology course.

*Method & Results.* In the present study students completed a short questionnaire measuring their attitudes towards, and understandings of, issues related to the psychological health of Indigenous Australians. The data were subsequently employed in an interactive workshop that enabled students to compare their own attitudes and understandings with those of their peers, and provided an opportunity to explore these issues from a critical perspective.

The survey results indicated that each of the items received responses along the entire range of potential values (i.e., highly negative to highly positive), but there was broad positive agreement in regards to questions relating to the necessity and importance of teaching related to Indigenous issues. Further analysis of the data indicated that there were statistically significant differences between the responses of international and domestic students, and male and female students.
Valuing the ‘invisible student’: exploring retention in online courses

Dr Amanda Daly1, Ms Clare Burns1, Professor Ruth McPhail1, Dr Kelli Bodey1, Ms Vikki Ravaga1
1Griffith University, Brisbane, Australia

Abstract
At a time of significant increase in student enrolments in online courses and programs (Travers, 2016), there is great disparity in terms of attrition of students enrolled in online courses when compared to courses offered on-campus (Bawa, 2016). The loss of students has implications for all stakeholders in terms of financial cost, negative impacts on institutional reputation and importantly, personal effects for students such as lowered self-esteem and difficulties with future employment (Bowles & Brindle, 2017; Naylor, Baik & Arkoudis, 2017; Simpson, 2013). Student success and retention in online courses are influenced by a range of factors including personal characteristics and institutional factors (Ilgaz & Gürbahar, 2015). In order to improve online student experiences and retention, there is a need to better understand this cohort of students. This research conducted at an Australian business school, is a preliminary investigation of student attrition to understand why and when students withdraw from online courses. Student enrolments in nine undergraduate courses were monitored weekly over two semesters. Forty students who withdrew were interviewed to understand the push-pull factors relating to online study. Attrition was highest for first year courses and most occurred within the first four weeks of the semesters. This presents opportunities for universities to better support the transition to online study, making students feel valued. Students sought online for reasons of convenience and flexibility. Interestingly, work commitments is the key driver of online course enrolment and the primary reason for withdrawing from online study. Overall, there was an underlying trend of under-preparedness or inaccurate expectations regarding the time, effort and IT proficiency...
online study demands. Again, these results identify areas in which the institution can support students to achieve success in their new environment, and thus continue their educational goals. This research highlights the need to enhance the value of, and for online students, who can experience a form of invisibility.

**Alignment with Conference Themes**
This research project is strongly aligned with the overall conference theme of (re-)valuing higher education, and more specifically exploring the sub-themes of (1) valuing higher education in terms of its purpose and measures of success, and (2) teaching, learning and the student experience in relation to the shift to a new virtual learning space. As noted above, the changing academic environment and significant growth in online learning has resulted in a new group of learners and a new learning context. Thus, it requires key stakeholders to understand the factors influencing student engagement and retention, which consequently will enhance the student experience, promote student success and encourage students to engage with life-long learning.
Role of educational technologies utilising TPACK framework and 21st century pedagogies: Academics’ perspectives

Mrs Tirtha Goradia1, Dr Michael Watson2, Dr Andrea Bugarcic3
1Endeavour College Of Natural Health, Perth, Australia, 2Endeavour College of Natural Health, Southport, Australia, 3Endeavour College of Natural Health, Fortitude valley, Australia

Role of educational technologies utilising TPACK framework and 21st century pedagogies: Academics’ perspectives

Theme: Innovation

Background and Initiative:
With the rapid development in information technology and the need to acquire 21st century skills, global trends in higher education are shifting towards using digital pedagogies. In light of this Koehler and Mishra (2009) developed Technological pedagogical content knowledge (TPACK) framework in order to integrate technology with teaching which has now been explored and implemented in various educational institutions. Wu (2013) conducted an empirical study investigating research trends in TPACK research and found that TPACK research has received increasing attention from researchers and educators in the past decade. The Framework for 21st Century Learning (P21, 2011) highlights the skills, knowledge and expertise required by students in order to be successful in the current digital economy. Scott (2015) explores pedagogies that contribute to the development of 21st century competencies and skills that enhance learning with the inclusion of mobile technology. Endeavour College of Natural Health is a national leading education provider of Complementary and Alternative medicine (CAM) within the higher education sector. The graduates from the college are natural health practitioners who would be engaging with the demands of the current Knowledge Age and therefore will need the skills to compete under given situations, as such, need 21st century skills. To that end, various technologies are being used at the college by the teaching staff. This initiative therefore aims to explore how technology use is perceived by academics and further explores various educational tools through the lens of the TPACK framework. Furthermore, this initiative explores the 21st century pedagogies through the lens of the TPACK framework.

Method of evaluative data collection and analysis:
Ethical clearance for the study will be obtained from the Endeavour College of Natural Health Human Research and Ethics Committee. The study includes a survey based questionnaire to be filled out by academic teaching staff at the college across all departments such as Naturopathy, Nutritional Medicine, Acupuncture, Myotherapy and Biosciences. The participants in the study include permanent staff as well as casual academics. The survey will address following research questions: Identify various technologies utilised and the reasons for using this technology: How the pedagogies help in teaching specific content: How the educational technology/tool best suits to address subject specific content; How did this technology enhance student learning? This study will be a mixed-methods study evaluating quantitative and qualitative data. The results of the study will guide effective teaching practices using 21st century pedagogies.

Evidence of effectiveness:
Data will be collected and analysed after implementation of the survey, therefore evidence of effectiveness will be discussed at the presentation. The showcase presentation will provide evidence
for the efficacy based on data from academic teaching staff across multiple disciplines. Furthermore, the sample size for the study will be significant enough to produce a strong evidence.

**Relevance to the conference theme:**
This study relates to the theme ‘Innovation and/or renovation’ as the feedback from academics perspectives will highlight the effectiveness of innovative technologies implemented within the teaching curriculum. Furthermore, based on the feedback, renovation to contemporary teaching practices can be made in order to achieve 21st century pedagogies.
A Step Forward: Improving the Quality of Writing Skills Development within Discipline Studies at the University of Papua New Guinea

Mr Nehemiah Akia

University of Papua New Guinea, Port Moresby, Papua New Guinea

A Step Forward: Improving the Quality of Writing Skills Development within Discipline Studies at the University of Papua New Guinea

Writing is developmental and socially constructed and therefore, educators need to develop their students’ writing abilities while teaching discipline related content (Vardi, 2002). Papua New Guinea is one of the most linguistically diverse nations in the world with 800 plus recorded languages (Malone & Paraide, 2011) and many students at the University of Papua New Guinea (UPNG) face issues with academic writing in English. This showcase is in two parts. First, it presents the pilot project focussed on a teaching intervention to support the development of academic writing, specifically essay writing skills. Second, it details the subsequent actions taken to better understand the potential policy and practices to support the integration of communication skill development within discipline studies at the UPNG.

The pilot study was conducted in the discipline of Literature and utilised an action research methodology (Burns, 2009) at UPNG. The findings identified not only that students valued extra writing support to improve their academic writing but also that the results of the intervention were positive demonstrating that focussed teaching of essay writing skills in content courses can yield significant improvement in students’ writing. Following this pilot study, and in consultation with colleagues from a range of disciplines, benchmarking was deemed an appropriate method for identifying best practice and exploring possible policy frameworks. The second part of the showcase identifies the collaborative process undertaken with UPNG’s partner institution James Cook University to observe their systems and frameworks with a view to identifying the possible approaches to enhancing the quality of teaching and learning with respect to communications skills at UPNG and contribute towards developing a more substantial policy and practise response with possible actions for the future at UPNG.

This showcase addresses the conference theme of (Re)Valuing Higher Education as education is seen as a pathway to better employment opportunities and the development of the Papua New Guinea society and economy. The showcase specifically addresses the sub-theme of Teaching, Learning and the Student Experience as the project focus of communication skills crosses all disciplines at UPNG. It aims to improve the teaching and learning and ultimately the student experience. The lack of communication skills affects the quality of teaching as academic staff grapple with helping students with this fundamental and necessary skill while trying to engage and teach students the content of their specific discipline. It also hinders student progress. The showcase also addresses the sub-theme of Valuing Education (social justice and inclusion).
The value of outside of the classroom learning to enhance student experience

Dr Elena Verezub¹, Dr Stephen Price¹, Ms Kathryn Wallace¹, Dr Elena Sinchenko¹
¹Swinburne University Of Technology, John St., Hawthorn, Australia

The Value of Outside of the Classroom Learning to Enhance Student Experience

Elena Verezub
Swinburne University of Technology, John St, Hawthorn, 3122, VIC, Australia
everezub@swin.edu.au

Stephen Price
Swinburne University of Technology, John St, Hawthorn, 3122, VIC, Australia
swprice@swin.edu.au

Kathryn Wallace
Swinburne University of Technology, John St, Hawthorn, 3122, VIC, Australia
kwallace@swin.edu.au

Elena Sinchenko
Swinburne University of Technology, John St, Hawthorn, 3122, VIC, Australia
esinchenko@swin.edu.au

Abstract
Universities strive to deliver outstanding learning experience to their students by providing them with a variety of opportunities to be actively engaged in learning. A vast majority of research (e.g. Chan et al, 2015; Crimmins & Midkiff, 2017; Petress, 2008) has focused on exploring how to enhance student experience within the classroom, be it a traditional, blended or flipped classroom, through experiential learning, role playing and other participatory practices (Hagel et al, 2012; Petress, 2008). Benefits reported from this enhanced engagement of students in their learning include students’ increased motivation, confidence (Petress, 2008), innovation and creativity (Chiu & Cheng, 2016), performance and retention (Carpenter & Pease, 2012; Masika & Jones, 2016; Thomas, 2012). However, learning continues beyond the classroom and it is the university’s responsibility to devise appropriate institutional support outside of the classroom by creating a supportive environment (Axeison & Flick, 2010; Krause & Coates, 2008) and physical learning spaces (Zepke & Leach, 2010). To date there has been limited research that explored outside of the classroom learning and the benefits it brings. Thus, this paper aims to explore the importance and value of engaging students in outside of the classroom activities and the benefits of this engagement. The initiative to establish a university-wide Learning and Academic Skills (LAS) Drop-in Hub at Swinburne University of Technology, Melbourne, aimed at creating a supported learning space external to the classroom which could provide students with an opportunity to develop or further improve their language, learning and academic skills required for the university study and beyond. The Hub is open for six to eight hours each day.
including weekends during semester times and, to ensure high quality service provision, it is manned by a LAS Advisor who is a staff member and one or two volunteer Student Learning Assistants (SLAs) who are selected from high achieving undergraduate or postgraduate students. Drop-in consultations run for 20-30 minutes and students can seek advice on a range of topics from time management to essay writing and exam preparation. The research into the effectiveness of this initiative used a mixed method data collection conducted over one semester. It consisted of an anonymous post-semester survey which had multiple choice and open-ended questions as well as aggregate data on student performance drawn from the University database. Overall, 367 students took part in the study. Key benefits, academic and social, of the initiative for students who took advantage of the Drop-in Hub that emerged from this study, are discussed in the paper. Academic benefits included improved learning and academic skills and better marks, whereas the importance of relationship building and developing a sense of belonging to the university community were the social benefits. The initiative demonstrated the importance of the outside of the classroom learning which could positively contribute to student experience in the university, by allowing students not only to improve academically but also develop a sense of belonging to the university, which consequently could empower students to take ownership of their learning in the university and beyond. The paper outlines some recommendations for senior academics and managers who consider implementing a similar practice.
Integrating employability and academic skills into the Engineering curriculum to enrich student experience

Dr Elena Verezub\textsuperscript{1}, Dr Scott Rayburg\textsuperscript{1}, Ms Barbara Browne\textsuperscript{1}
\textsuperscript{1}Swinburne University Of Technology, John St, Hawthorn, Australia

Integrating Employability and Academic Skills into the Engineering Curriculum to Enrich Student Experience

Elena Verezub
Swinburne University of Technology, John St, Hawthorn, 3122, VIC, Australia
everezub@swin.edu.au

Scott Rayburg
Swinburne University of Technology, John St, Hawthorn, 3122, VIC, Australia
srayburg@swin.edu.au

Barbara Browne
Swinburne University of Technology, John St, Hawthorn, 3122, VIC, Australia
bbrowne@swin.edu.au

Abstract

Government reports and research have shown that excellent oral and written communication skills are one of the mostly desirable employability skills (DEEWR, 2008; NCVER, 2011). Integrating these soft skills into the curriculum could provide students with opportunities to improve or further develop presentation skills, team work, etc., required for the workplace. In addition, research has discussed various approaches to integrating academic skills into the mainstream courses and outlined positive outcomes from it. The benefits of this approach include improved motivation, unit satisfaction and low failure rate (Dunworth et al., 2014; Lea, 2004; Murray & Nallaya, 2016). However, limited research has been done to investigate the integration of both employability and academic skills into the Engineering curriculum (Missingham, 2006). The aim of this research was to investigate the effectiveness of integrating these skills into a core Engineering unit with a large size cohort, in 2017. This faculty teaching award winning initiative was developed collaboratively between staff in the university-wide Learning and Academic Skills (LAS) Centre and a unit convenor in the Faculty of Science, Engineering and Technology. Collaboration included curriculum/material development, scaffolding tasks, group and follow up individual sessions on oral and written communication skills and academic skills, and pioneering of the idea to provide students with additional bonus points for participation in the extra-curricular workshops which aimed at developing students’ employability and academic skills. A mixed method data collection was used to evaluate the benefits of this initiative. Quantitative data was gathered from workshop attendance, students’ academic results for the units which included a comparison between students who participated and did not participate in the extra-curriculum activities and the unit attrition rates. Qualitative data was drawn from students who commented on the initiative in the Student Course Survey and staff (the unit convenor and Academic Skills Advisor) observations who shared their learnings from this initiative. The results provided strong evidence that students benefitted from...
high quality learning and teaching materials; from increased awareness and interaction with LAS Centre and the activities they attended. Having bonus points on offer for participating in the extra-curriculum activities was found to be the initial motivation for students. Once they started to go, they kept participating for the value they saw in doing it rather than to obtain bonus points. Those who attended extra-curricular workshops performed significantly better in the unit than those who did not, often achieving one or more letter grade higher marks than those who did not participate. The unit saw a high retention rate (94%) and high student satisfaction rate was demonstrated through student feedback. In conclusion, the research confirmed the success of the initiative which led to students’ improved employability and academic skills, helped students achieve their full academic potential and enabled them to excel in different facets of their professional life.
Voicing the pleasures, passions and challenges of a university teaching scholars development program

Dr Reem Al-Mahmood¹, Dr Gerardo Papalia¹, Ms Sinead Barry¹, Dr Minh Nguyen¹, Dr Terri Meehan-Andrews¹, Dr Brianna Julien¹, Mr Lucas Bester¹, Mr Christopher Bruce¹, Dr Colleen Holt¹, Dr Rebecca Miles, Ms Cheryl Neilson¹, Dr Juliane Roemhild¹, Dr Judy Louie¹
¹La Trobe University, Melbourne, Australia

Voicing the pleasures, passions and challenges of a university teaching scholars development program

Reem Al-Mahmood
La Trobe University, Australia
r.almahmood@latrobe.edu.au

Gerardo Papalia
La Trobe University, Australia
g.papalia@latrobe.edu.au

Sinead Barry
La Trobe University, Australia
s.barry@latrobe.edu.au

Minh Nguyen
La Trobe University, Australia
m.nguyen@latrobe.edu.au

Terri Meehan-Andrews
La Trobe University, Australia
t.meehan-andrews@latrobe.edu.au

Brianna Julien
La Trobe University, Australia
b.julien@latrobe.edu.au

Lucas Bester
La Trobe University, Australia
l.bester@latrobe.edu.au

Christopher Bruce
La Trobe University, Australia
c.brace@latrobe.edu.au

Colleen Holt
La Trobe University, Australia
c.holt@latrobe.edu.au
Abstract
There has been significant interest in developing academics as teaching scholars across group programs such as Teaching Scholar Development Programs (TSDPs) in recent years. These have evolved with various design and delivery models across the USA, Canada, the UK, and more recently in Australia (Fanghanel, Pritchard, Potter & Wisker, 2016). At their core, such programs develop academics’ leadership and Scholarship of Teaching and Learning (SOTL) capacities towards promotion and award opportunities. Universities are realising that through such investment in their academics that they reap the benefits of developing a cadre of teaching scholar as leaders – locally, nationally and internationally. This showcase is about an inaugural cross-disciplinary TSDP at an Australian university – it’s about who we become and what we come to (re)value when we come together to learn, share, and lead. The aim of this multivocal paper is to showcase the pleasures, passions and challenges of such a program. Phenomenology is the chosen methodology framing this research as it provides a description of human lived experience by using methods designed to unfold how participants understand the phenomena in their own subjective terms (Groenewald, 2004). Research adopting a phenomenological approach proves a powerful method to describe and understand subjective experiences whilst gaining insight into participants’ motivations and actions (Lester, 1999). We also draw on metaphor analysis (Lakoff & Johnson, 1980) as “Metaphors used by higher education teachers in their narratives of academic life provide insight into aspects of academic identity” (Billot & King 2015, p. 833). These provide valuable lenses into the dimensions of experience as they open up how programs are perceived and experienced – “Metaphors used by teachers indicate both alignment and dissonance between expectations of leaders and the reality of being led” (Billot & King, 2015, p. 833).
We use qualitative survey evaluation data, metaphor analysis and reflective practice to nuance the pleasures, passions and challenges of our diverse experiences over a year of the program. The showcase unfolds in three parts from evolving, experiencing, to reflecting on this inaugural program at one university to unfold rich palpable participant experiences and eloquent moments. Finally, we articulate ways to refine and revision such Teaching Scholar Development programs to inform sustainable design and praxis, as ultimately, “the function of teaching is to arrange – to design and implement – a context in which learning can flourish” (Dinham, 1989, p. 80) – which at its heart it is to practice what we come to (re)value in our daily academic work.

Keywords: Teaching Scholar Development Programs, Academic Identities, Academic Leadership
Reflecting professional practice in educational curriculum: Using practitioners’ experience in shaping graduate futures

Dr Mike Watson†, Dr Manisha Thakkar†, Dr Andrea Bugarcic†, Tirtha Goradia†, Jenny Yeeles†
†Endeavour College of Natural Health, Gold Coast, Australia

Abstract
Connecting education to the professional practice is becoming increasingly important to improve graduate employability and shaping graduate futures (British Council 2012). This requires developing a discipline-appropriate curriculum that has its focus on attaining sound skills required for the professional practice. Carnell and Fung (2017) suggest that while designing discipline-appropriate curriculum, inputs from several stakeholders including professionals, alumni, research community, students and faculty are crucial for ‘identifying actual or potential deficiencies in the curriculum’. A discipline-appropriate curriculum redevelopment was initiated by the Bioscience Department of Endeavour College of Natural Health that considered professional practitioners’ and faculties shared opinions in redesigning Pathology and clinical science units. As a part of this discipline-appropriate curriculum redevelopment, inputs from complementary and alternative medicine (CAM) practitioners and faculties were collated in redeveloping the course curriculum of two Pathology and Clinical Science course units to enhance the skills required in professional practice and improve future graduate employability. Ethics clearance for this study was obtained from the Endeavour College of Natural Health Human Research and Ethics Committee (20170241).
Developing assessment literacy to support assessment integrity at a multi-campus university

Dr Jennifer Scott
Massey University, Palmerston North, New Zealand

Abstract
When university curriculum is offered in multiple locations and modes there arises an opportunity for assessment practices to diverge. While this divergence in itself may not diminish the quality of the learning experience, at our university, we noticed that students studying the same curriculum concurrently, delivered in multiple locations by multiple faculty, were being assessed with different tasks. Recognising that this had the potential to impact on student experiences, outcomes, and performance, and acknowledging the need to uphold the quality and integrity of our students’ learning, we sought to address the research question: How can we promote assessment integrity at a multi-campus institution while ensuring our practices are fair, manageable, engaging, and sustainable? Underpinned by a theoretical frame of assessment integrity, this paper discusses the institution’s approach to supporting and maintaining assessment integrity through the recognition of the need for developing institution-wide assessment literacy. Rather than dictating requirements for assessment practices through policy, we sought to elevate the discourse of assessment. Our intention was to support staff to develop their assessment literacy for a more engaging and sustainable means of upholding the quality and integrity of the curriculum. Through an iterative process using institution-wide consultation, document reviews, discussion forums, and academic literature reviews, we developed a university-wide Assessment Handbook. This resource, which is recognised as a living document in that it is the beginning of the university’s renewed efforts to enhance assessment literacy, includes institution-wide agreed purposes and principles of assessment, responsibilities, and practical support for staff across all aspects of assessment.
Better than “it was great”: Unpacking extra-curricular (life) experiences to determine their value for employability development

Andrea Reid¹
¹The University Of Queensland,

Better than “it was great”: Unpacking extra-curricular experiences to determine educative gain for employability development

Andrea Reid
The University of Queensland, Brisbane, Australia
a.reid1@uq.edu.au

Abstract
The University of Queensland (UQ) has developed an approach to student employability development that places experiences and reflection on those experiences at the forefront of learning. This approach is founded on UQ’s SEAL process of self-reflection which offers students a strategy for interpreting their experiences and understanding them in the context of employability. The SEAL process is particularly valuable for learning from life experiences as a crucial part of employability development (Dacre Pool & Sewell, 2007).

The UQ approach is based on principles of experiential learning theory (ELT) which contends that having an experience is not the same as learning from it (Vande Berg, Paige & Lou, 2012). ELT proponents suggest that students need to understand what they have gained from their experiences; this is essentially about assigning meaning to an experience to determine its value (Beard & Wilson, 2013). Developing the capacity to interpret experiences for meaning is crucial to ongoing development throughout adulthood, particularly for significant learning that makes a difference to an individual (Merriam & Clark, 1993; Merriam & Heuer, 1996).

The workshop will step participants through the UQ approach to employability development and the SEAL process. Student feedback on the value of SEAL will be presented. Participants will have the opportunity to practise using SEAL and to consider how they might apply the process to their context to enable their students to make the most out of their extra-curricular experiences. There will also be discussion of how the UQ approach can be applied to classroom experiences.
A conceptual framework for understanding the educative gains from life experiences

Andrea Reid
1The University of Queensland,

A conceptual framework for understanding the educative gains from life experiences

Andrea Reid
The University of Queensland, Brisbane, Australia
a.reid1@uq.edu.au

Abstract
Learning potential exists in life experiences that students have beyond their university studies (Dacre Pool & Sewell, 2007). However, as experience does not always equal learning, students need to make meaning from these experiences to consider what they have gained as part of the learning process (Beard & Wilson, 2013; Vande Berg, Paige & Lou, 2012). Developing meaning-making capabilities is crucial to ongoing development throughout adulthood, particularly for significant learning that makes a difference to individuals (Merriam & Clark 1993; Merriam & Heuer, 1996).

This presentation showcases early findings from a qualitative doctoral study which explores meaning-making for significant learning from life experiences to ascertain educative gains. The research was conducted in the context of international study but can be applied to any activity where there is potential for educative gain.

A conceptual framework was developed to guide students through a process of interpreting their experiences for educative gains from a small pilot (n=4) of returned study abroad students. The framework is being applied to the main project (n=14) to further examine how individuals uncover educative gains from experiences that do not have formal educational and extrinsic “meanings”.

If we accept the proposition that experience is the basis for learning, then interesting questions present themselves about the links between life experiences and learning. The study connects the literature on those links. Findings on the meanings that students made contribute to greater understanding of how international study can act as a vehicle for significant development of students’ personal and work capabilities.
Student and teacher partnerships to promote global learning in a short-term mobility program

**Associate Professor Tina Acuna**¹, Joe Atkinson¹, Michael Kunz¹, Erin Bok¹, Oliver Gales¹, Alistair Gracie¹, Mojith Ariyaratne², Buddhi Marambe², Pradeepa Silva², Chalinda Beneragama²

¹University Of Tasmania, Hobart, Australia
²University of Peradeniya, Peradeniya, Sri Lanka

**Abstract**

Internationalisation in contemporary higher education is one strategy that aims to ensure graduates are prepared to work and live in a global community (Leask, 2013). One approach is to provide opportunities for students to undertake part of their study abroad at partner institutions. We explored how peer learning between visiting students and the hosts may contribute to their intercultural competency, using a 4-week short-term mobility program to Sri Lanka to study agricultural sustainability and biodiversity as a case study. A unique feature of this case study is that a group of three Australian students were partners with a Sri Lankan student throughout the program. Students were encouraged to form their own groups within a few days of arrival, which provided time for the students to settle into their new environment and to get to know each other. The student partners worked together on their final in-country report, which could address any aspect of the study tour and delivered to the faculty at the end of the program.

Data, which included the students written applications to participate in the program and a reflective journal, were collected using qualitative methods (Creswell, 2003) (HREC16859). Four of the students were involved in the inductive analysis of the data, as student partners. A limitation of the data is the small cohort size. However, our analysis enabled us to gain some insight into the process of student learning and their perspective on the partnerships they participated in during the overseas experience, and whether this contributed to their intercultural competency, or not.

Students stated the benefits of this partnership to their knowledge development and personal perspective on their approach to learning. The Sri Lankan students acted as translators, local tour guides, and through conversation they provided the Australian students with a personal insight into the culture that they were immersed and vice-versa, whether through formal study, the associated activities or in their free time. Explicit reference to peer learning in learning outcomes and alignment with assessment would reinforce the potential benefits of peer learning on intercultural competency.

The approach described here offers a contribution to internationalisation in the curriculum in the context of partnerships: the potential for peer learning between students from the visiting- and host-university to promote an intercultural dimension to student learning outcomes. There are encouraging indications that this informal approach to peer learning provided a mechanism for students to have conversations and gain insights on intercultural perspectives on their experiences. As depicted in the case study, peer learning in short-term mobility programs could be a powerful tool in acquiring the intercultural competence as lifelong process and in preparing the students for global citizenship.
Agile and design thinking approach to rapid learning technology co-development with stakeholders

Travis Cox¹, Jasmine Chen¹
¹University Of Adelaide, Adelaide, Australia

Abstract
Student group assessments can create considerable tension and sense of inequity for students when the product of the assessment process is valued alone, without the collaborative processes to achieve the outcomes. Increased visibility of the contribution of individual students to the group submission via peer feedback is an important aspect toward developing teamwork and communication skills as a graduate attribute.

The University of Adelaide moved to a new Learning Management System (Canvas) (LMS) during 2016-2017, and as a result, a peer effort assessment tool for student group work that had been used successfully (Peer Assessment Factor) was unable to be integrated with the new LMS. In close collaboration with teaching staff and student representatives, technology and teaching and learning staff worked together to develop a technological solution for peer assessment and group work within our new Learning Management System. The innovative tool supports collection of rich student feedback on their peers’ effort by stressing self-reflection and constructive feedback to team members about their group work input.

Rather than deliver a technical solution that delivered identical functionality, this represented an opportunity to reflect on the prioritised needs to meet students’ needs for authoring and receiving valuable feedback. This work was approached initially through a Design Thinking workshop with participation from all staff and student stakeholders, combined with Agile processes for iterative development of the solution. This was a new approach for rapid co-development of a tool with stakeholders which delivered benefits for teaching and learning in a reduced timeframe compared to previous development approaches. Critically, this development was undertaken in parallel with the substantial change of the LMS rollout involving 2,600 courses.

This showcase aligns with the conference theme of ‘Innovation’, specifically sharing innovative work and ideas, and learning technologies by exposing innovative development tools and outcomes from the series of workshops and demonstrations used to deliver the first “minimum viable product” and iterative enhancements. It will share an overview of the tool development approach, the resulting peer assessment application we have called ‘SPLAT’ (Self and Peer Learning and Assessment Tool), feedback from students and staff on both the tool use and the development process.
Straddling boundaries: mandated professional development and academic identity in the pursuit of excellence in learning and teaching

Dr Angela Daddow¹, Dr Georgia Clarkson¹, Dr Alison Owens¹
¹Australian Catholic University, Melbourne, Australia

Straddling boundaries: mandated professional development and academic identity in the pursuit of excellence in learning and teaching.

Abstract

Background
As is typical of many higher education providers, Australian Catholic University (ACU) provides a Graduate Certificate in Higher Education (GCHE) as part of the ongoing professional development options for academic staff. This strategy acknowledges the central importance of learning and teaching across higher education (HE) in developed economies, where student cohorts are growing and diversifying, and government funding is diminishing. ACU is distinctive in mandating and funding this program for all teaching-focused academics. This revaluing of learning and teaching in HE has ‘pushed boundaries’ as academics re-define their identities. No longer are academics safe to assume that discipline expertise is a badge of success. Increasingly, they are required to develop expertise in learning and teaching and its scholarship, with associated challenges to their identities. The compulsory nature of completing the GCHE within an institution has the potential to support and improve teaching practices, but may compound these identity challenges. Boundaries differentiating discipline and teaching expertise, workload expectations, optional and imposed professional
development, are now blurred, and academics juggle the contemporaneous identities of teacher and student in GCHE programs.

Research/evaluation method
This poster summarizes mixed methods research that investigates the impacts and experience of academics studying the GCHE as well as the perspectives of those teaching them. Thematic analysis of evidence collected through surveys, interviews and text analysis highlights some renegotiation of boundaries in the areas previously identified, as well as positive impacts on learning and teaching.

Outcome
Mandating the completion of a formal teaching qualification has challenged traditional identity characteristics of academics and generated some boundary tensions. However, the net impact has been favorable in terms of how academics now re-value their roles. The overt goal of equipping discipline experts with the andragogical expertise to improve student learning, as well as develop their discipline expertise, has resulted in a re-imagined identity for academics and ultimately their students.

How the poster addresses one of the conference sub-themes
This poster addresses the theme Academic Work and Identities, with the sub-theme of Pushing the boundaries. As academics are increasingly required to undertake formal professional development to enhance their learning and teaching capacities, we argue that this raises identity issues for academics by shifting the traditional boundaries of disciplinary expertise, academic work and identity. We examine this more closely in an Australian University where teaching academics are mandated to undertake the full qualification of the Graduate Certificate of Higher Education (GCHE). This examination illuminates these dynamics from the perspective of the academics and the GCHE educators, to provide insight into potential barriers and affordances to the successful navigation of these boundary and identity shifts, in the interests of promoting excellence in learning and teaching, and to maximize the student learning experience in higher education.
“Everyone has brought their own skills, their own talents and it’s just been beautiful...”: A multi-team approach to course creation, evaluation and capacity building.

Dr Claire Aitchison\(^1\), Mr Richard McInnes\(^3\), Ms Brigitte Sloot\(^1\), Dr Jodie George\(^2\)

\(^1\)University of South Australia, Teaching Innovation Unit, Adelaide, Australia, \(^2\)University of South Australia, Division of Education, Arts and Social Sciences, , Adelaide, Australia

The proposed showcase will share two innovations: a whole-of-course, whole of degree, whole of institution collaborative multi-team approach to course development, and, a critical evaluation of the course development process. These innovative practices provide new options for renovating curriculum design for fully online courses and promote evidence-based approaches for professional development of academic staff and institutional capacity building. Thus our presentation addresses the conference theme of innovation and renovation specifically in regard to learning technologies and professional development, both for the teaching academics and those working to support them.

Recent trends in education have focused on the development of online courses and degree programs to meet the diverse and changing needs of the students, and their institutions (Stone, 2017). In contrast to the investment of resources allocated to developing these new ventures (Chao, Saj, & Hamilton, 2010; Xu & Morris, 2007), often there is relatively less provision made for and less research...
into the thorough evaluation of the processes of course creation. This is despite the recognised need for effective appraisal and review of practice during the development of online and distance courses (Sims, Dobbs, & Hand, 2002; Stevens, 2013). There is also a demonstrable need for improved knowledge and skills in online pedagogy among academics (Baran, Correia, & Thompson, 2013; Bernauer & Tomei, 2015) which may be accomplished, in part, through the catalyst of collaborative approaches to course development (Torrisi & Davis, 2000; Ziegenfuss & Lawler, 2008).

The first part of this showcase will share the innovative practices and processes of coordinating expertise from teams of academic developers, online learning designers, digital curriculum librarians, academic language and literacy advisors, audio visual production teams and academic specialist course writers. We share key resources developed for supporting academic disciplinary specialists to construct well-designed online curriculum and associated assessments and activities in innovative ways within the constraints of the institutional LMS. Secondly, we will describe the cycles of course production evaluation and report on how this research demonstrated the immediate and longer-term rewards for teaching academics.

The evaluative component of the course development process aimed to understand: what academic course developers learnt through engagement in course development; what factors enabled and inhibited their learning and progress; and how course development practices could be improved to achieve better courses for students, and for staff development. The mixed method approach surveyed academic participants at the completion of their involvement in course development and also retrospectively. The resulting data sets provide differing reflections given the time lapse, and the changes in course development processes between the early stages of production and current practices. Academics also reported how they subsequently re-used and shared what they had learned with faculty colleagues not directly involved in the project. Finally, we discuss how such evaluative practices provide the production team with evidence for renovating practices and processes within the online development space.
Final year nursing students' perceptions of their preparedness for clinical practice: An exploratory study

Ms Leisa McNeill, Dr Amanda Henderson, Professor Margaret Barnes, Ms Karen Watson, Associate Professor Jo Wu¹²
¹Honorary Research Fellow, Royal Brisbane and Women’s Hospital (RBWH), Brisbane, Australia, ²Honorary Research Fellow, Mater Research Institute-University of Queensland (MMRI-UQ), Brisbane, Australia

Background/Context
Nursing undergraduate degree programs in Australia prepare graduates to meet the Australian Registered Nurse Standards for Practice (Nursing and Midwifery Board of Australia, 2016). Development of clinical practice is scaffolded across the nursing curriculum. However, Australian research highlights that graduating nursing students often feel underprepared for practice (Milton-Wildey et al., 2014; Watt & Pascoe, 2012). Collaborative partnerships with students support the development of confidence to independently initiate and safely practice clinical skills (Henderson et al., 2016). This study aimed to describe final year students’ experiences of an innovative process for student engagement in clinical practice: ‘check-in-check-out’, and their perceptions of preparedness for practice.

Methods
A descriptive design using an online survey, which consisted of open ended questions, was used to evaluated final year nursing students’ perceptions of: 1) the relevance of clinical scenarios to prepare for practice; 2) their engagement in the learning and teaching process and, 3) their overall preparation...
for clinical internship. Data collection was undertaken during the students’ final clinical internship. A total of 31 students took part in the study. Full ethics approval was obtained from the University’s Human Research Ethics Committee.

**Outcomes**
The majority of students confirmed that the clinical laboratories and scenarios developed their clinical practice skills, and most reported positive experiences of the learning and teaching process (Check-in-Check-out). While students overwhelmingly agreed that they felt prepared for clinical internship, many also expressed a desire for more clinical experience to support their future graduate practice.
Responding with optimism: developing academic leaders in times of change

Dr Kylie Readman, Dr Jennifer Rowe

1University of the Sunshine Coast, Sippy Downs, Australia, 2Murdoch University, Murdoch, Australia

Abstract

This showcase presents an innovative leadership development program for academic leaders of learning and teaching. The program, called the Expansive Learning Leadership Initiative (ELLI), was designed as a formative intervention. The pedagogical design was based on Expansive Learning (Engeström, 1987) and used two significant mediating tools: leadership laboratories, which were framed around collaborative professional learning conversations, and participants’ projects, which were themselves formative interventions that engaged participants in leading an educational innovation.

Participants were able to act with agency and influence change within the university. Leaders developed their leadership identity, built collaborative relationships to prepare the university for change and produced new forms of leadership activity. This in turn increased their capacity to lead via three actions of agency: challenging cultural norms, engaging with contradiction and engineering change.

Data collected throughout the project from small group interviews and video recordings from each of five leadership laboratories, when analysed through the lens of conversation, demonstrates that participants’ leadership activity was influenced by the learning they experienced within the program. The D-Analysis protocol (Middleton, 2010), drawing on broader traditions such as conversation analysis, was used to explain how conversation, a form of activity, can develop and demonstrate individual and collective learning. For example, participants engaged with key leadership concepts and ideas within the leadership laboratories and tested them in practice through their projects. To achieve the projects’ goals, they were engaged in analysis, evaluation and reflection during the leadership laboratories – of both how they were leading the projects and how the projects were progressing.

Analysis of each leadership laboratory revealed a pattern of communication that demonstrated learning gains from structured, facilitated conversation. Sections of the text were coded using descriptors that both captured the knowledge being built and identified whether the talk mattered to participants’ learning. As a result of intentional conversational framing, the participants’ conceptions of leadership were expanding within a single laboratory experience, and changed over the series.
Improve assessment practice and the quality of learning and teaching is enhanced!

Associate Professor Kogi Naidoo¹, Ms Deb Murdoch¹
¹Charles Sturt University, Wagga Wagga, Australia

Abstract
Institutionally, assessment practice is guided by relevant policies that provide guidelines to ensure courses meet relevant academic standards and guidelines such as the Higher Education Standards Framework (HESF), Higher Education Standards Framework (Threshold Standards), 2015 and assured by the Tertiary Education Quality Standards Agency (TEQSA). However, the extent to which actual practice complies with institutional policies and national accreditation standards remains unclear. Without commensurate academic development and support of teaching staff, monitoring of standards through robust quality assurance processes (courses reviews and continuous quality improvement cycles), and regular benchmarking, we cannot be assured of course standards or competent graduates (Freeman and Ewan, 2014).

In this presentation, using a Learning & Teaching Quality & Standards Framework, (Scott, 2016) we showcase an institutional approach, providing a comprehensive professional development program to supporting teachers enhance their assessment practices. Our work follows on the University’s strategic investment and response in this three-year initiative to address the quality and learning teaching (QLT) standards through targeted assessment practice key performance indicators that impact on students’ learning and experience. Target subjects in key courses were chosen in the first two years of the initiative. The assessment data focused essentially on two key performance indicators relating to assessment (the communication of assessment tasks in subject outlines and final examinations). This year the academic support initiative has been extended to include a greater focus on moderation and external benchmarking of assessment practice using a technological solution to support peer review (Booth & Read, 2016).

This showcase reports on the initiative to enhance assessment practice to support of teaching staff through professional development to ensure compliance with assessment policies aimed at improving student learning. At the start of the initiative in 2015, a sample audit of assessment practice was commissioned by Senate to report on compliance with assessment policies, alignment to learning outcomes and the communication of assessment tasks to students. The international assessment literature review underpinned the design of the audit tool and professional development program.
Systematic reviews of assessment practice with concomitant professional development (one-on-one consultations, seminars/workshops and online resources) were provided. The review data and results indicate clearly that when academics engaged in professional development, there was a significantly higher increase in assessment policy compliance and clearer communication of assessment tasks to students.

The QLT final report in 2017, made several recommendations to ensure ongoing support of teaching staff and robust quality assurance processes. Providing the teachers with options for synchronous professional development workshops, additional resources and individual consultations, afforded opportunities for collecting quantitative and qualitative data.

To ensure ongoing improvement in quality assessment practices requires continuous monitoring through quality assurance mechanisms, supported by additional professional development resourcing. A professional development program based on the results, consultation with staff, and the literature formed the basis for the quality enhancement intervention. The results provide a snapshot of enhanced institutional assessment practices: policy alignment, learning outcomes, and assessment expectations clearly communicated to students. Also demonstrated is the impact of additional academic resourcing to support the professional development of teachers. Reporting was done at the school, faculty and institutional levels.
A digital ‘bookcase’ as a mechanism for ongoing access to resources for improved student experience

Dr Christine Angel¹, Mr Robert Lewis²
¹University Of Tasmania, Burnie, Australia, ²University of Tasmania, Launceston, Australia

A digital ‘bookcase’ as a mechanism for ongoing access to resources for improved student experience

Dr Christine Angel
University College, University of Tasmania
Christine.Angel@utas.edu.au

Mr Robert Lewis
University College, University of Tasmania
Rob.Lewis@utas.edu.au

Abstract
This article describes the steps taken to support students of the University College, University of Tasmania, to allow them access to learning resources both during and after completing a unit of study. The University College commenced operation in February 2017. Curriculum design for all associate degree programs in the College is based on broad principles of experiential education and a practice-based pedagogy. The programs incorporate paired subjects providing learning through practice underpinned by relevant discipline theory. Mandatory foundation modules for the learning through practice component were made available to students through the University’s online learning management system (LMS) only during the first term of the course, with access to those modules closing at the end of that term. New students entering the programs in the second term were unable to access the foundation modules. Students who had accessed these and other teaching and learning modules expressed a desire for a continuation of access. To overcome these challenges a repository of learning and teaching modules, including the foundation modules, was created within the LMS. The repository is known as ‘the Bookcase’. Mandatory foundation modules can now be accessed by new students of the College irrespective of the term they commence their study. Teaching staff can access the Bookcase for curriculum design purposes. More importantly, the Bookcase and its resources are open to all students enrolled in any associate degree program offered through the College for the duration of their study. Early data indicates increasing utilisation of the resource.

Keywords: student experience; resource repository; lifelong learning
An overview of Introduction to University Learning and Teaching (IULT) programmes in Aotearoa New Zealand Universities

Dr Kathryn Sutherland

Victoria University Of Wellington, Wellington, New Zealand

Abstract
Teaching development for new lecturers is garnering more attention in Aotearoa New Zealand, especially given the following recommendation from the 2017 Productivity Commission report, New Models of Tertiary Education: “Providers should develop and adopt frameworks of standards for tertiary teaching, suitable for New Zealand’s tertiary education system, for assessing and rewarding the capability and performance of tertiary teachers” (Recommendation 14.7). In order for such standards to be developed, a stocktake of current offerings is first needed. The data that underpins this presentation provides a sense of the current (and historical, and potential future) state of play in terms of Introduction to University Learning and Teaching (IULT) Programmes in New Zealand universities.

At the 2017 HERDSA conference in Sydney, Kym Fraser and Yoni Ryan presented ‘A snapshot of teaching induction provision in the Australian higher education sector’. This showcase presentation will provide similar information on the provision of such programmes in Aotearoa New Zealand. I will present data from a 2006 study of IULT programmes in NZ universities, and compare this data with up-to-date data from 2018, and with the ‘snapshot’ that Fraser and Ryan provided from Australia. This comparative snapshot will hopefully help inform national and regional conversations about the place of induction programmes in the development and accreditation of university teaching.

Theme: Academic work and identities
This presentation fits squarely in the academic work and identities theme. It clearly addresses the academic futures theme by looking at the current state of play and potential future of teaching induction provision for academics. It also directly looks at the staffing of higher education theme (what support do we provide our staff to do their academic work competently?) Finally, it touches on leadership in higher education (how do we help leaders make informed decisions about the kinds of teaching induction provision required?)
Students Subjective Perception of Happiness and Motivation: Informing Future Policy for Retention and Engagement of Tertiary Students

Mr Mark Payne\(^1\), Dr Pankaj Gulati\(^1\), Ms Cherisha Soni\(^1\)
\(^1\)Endeavour College Of Natural Health, Melbourne, Australia

Student’s subjective perception of happiness and motivation: Informing future policy for retention and engagement of tertiary students.

Mark Payne
Endeavour College of Natural Health, Melbourne, 368 Elizabeth St
Mark.payne@endeavour.edu.au

Dr Pankaj Gulati
Endeavour College of Natural Health, Melbourne, 368 Elizabeth St
Pankaj.gulati@endeavour.edu.au

Cherisha Soni
Endeavour College of Natural Health, Melbourne, 368 Elizabeth St
Cherisha.soni@eweb.endeavour.edu.au

Abstract
Purpose: Student retention and engagement with studies is a contemporary concern of all higher education institutions. Despite initial enthusiasm to pursue further education, students often lose motivation and exhibit signs of stress when confronted with the realities of undertaking study. Research has determined that happiness is intricately linked to optimism, self-efficacy and intrinsic motivation (Compton & Hoffman, 2013, p.56-58), however the correlation of happiness to academic motivation in tertiary students influencing retention and engagement has not been well studied. The purpose of this study is to evaluate this correlation to inform practice and policy in teaching and learning.

Methods:
The 4 Item Subjective Happiness Scale (Lyubomirsky and Lepper, 1997) and The Academic Motivation Scale College Version (AMS-C 28) (Vallerand et al, 1992) were combined to form a 32 item questionnaire delivered online to undergraduate students (n=90).

Results:
Mean happiness score for all participants was 5.09 (SD 1.06) with no statistical difference between males (5.06 SD 1.09) and Females (5.08 SD 1.06). Intrinsic motivation (IM) – to know, was most commonly identified (26.4) and second was Extrinsic motivation (EM) – Identified (22.62) with no significant difference between males and females. No significant correlation between happiness and academic motivation was seen.
Conclusions:
Students were intrinsically motivated to study by a desire to know, indicating their principle motivation was to acquire knowledge. Closely following was an identified extrinsic motivator indicating the student’s recognition of the importance of study to them as a person. Developing strategies that enable students to pursue knowledge that is of importance to them may facilitate better engagement, enabling the students to see meaningful value in their studies. Further research on how providing such learning opportunities may influence motivation to remain engaged with study is required.
Examining the ‘success’ of contemporary Researcher Development programs from a social justice perspective: An integrative review

Michelle Picard
The University of Newcastle, Callaghan, Australia
michelle.picard@newcastle.edu.au

Kylie Shaw
The University of South Australia, Adelaide, Australia
kylie.shaw@newcastle.edu.au

Abstract

Background/context
Little is understood about the learning environment of HDR candidates in terms of engagement with and progression through the complexity of current doctoral education. A number of reports and articles have addressed the issue of equitable access at the higher levels of university, reporting that for many academically able students higher degree study is financially prohibitive and that widening access at undergraduate level has been paralleled by narrowing access at postgraduate level.

The initiative
There is however a gap in research knowledge about equity groups and their experience in doctoral education. This showcase aims to draw together literature on the key enablers and barriers to an optimal learning environment for higher degree by research (HDR) candidates from targeted equity groups.

Method(s) of evaluative data collection and analysis
The showcase includes an integrative review of research articles, reports, policies and initiatives aimed at addressing inequality at doctoral education. It explores and contrasts this literature with that on researcher development programs and identifies coherence and contradictions in these bodies of literature.

Preliminary Findings
The literature suggests that the most significant other risk factors for doctoral attrition are having a disability, family and carer responsibilities, part-time employment outside the PhD, financial hardship, and part-time stipends - an issue which could further compound financial disadvantage (West et al., 2011). Even after access has been achieved, the increasingly diverse cohort have unequal opportunities and resources to participate in research activities (Bendix Petersen, 2014; Odena & Burgess, 2017; Pearson, et al, 2011; Pearson et al., 2016). Numbers of officially part-time and de facto part-time students, who spend most of their time off-campus and have significant carer and work responsibilities, have increased.

Despite differences in opportunities and resources, the expectations for all candidates to publish and actively participate in their research community; and develop a generic skills ranging from financial
and people management to communicating with the media and marketing research (Luca & Wolski, 2013; Vitae, 2010) have incrementally increased. Globally, the increase in expectations of HDR candidates has led to universities requiring HDR students to participate in generic skills development and commercialisation activities. However, candidate diversity is rarely reflected in policy discussions around researcher development and researcher development initiatives. Our concern is that researcher development programs privilege full-time students not taking the needs and experience of female, older, part-time and remote candidate, or that of candidates with significant carer and work responsibilities into account (Pearson et al, 2011). Therefore, we propose that data should be collected from female students who do are not the ‘stereotypical doctoral candidate’ who is ‘young, male, full-time, with few other commitments’ (Pearson et al, 2011, p. 427). In addition, we suggest that this data be collected over time in order to capture the complexities of contemporary doctoral education.
Classroom mini-exhibition: facilitating creative thinking and designerly thinking in flipped classrooms

Mr Gnanaharsha Beligatamulla¹ ²
¹University of Moratuwa, Moratuwa, Sri Lanka, ²Queensland University of Technology, Brisbane, Australia

Abstract
In student-centred teaching-learning environments, teachers facilitate active learning through various methods. Transforming the classroom into a friendly yet challenging environment is crucial in this regard. In design education, facilitation of creative thinking and designerly thinking play a vital role in producing better designers at the end of the course. Small Group Work (SGW) enables both students and teachers to engage in knowledge assimilations. Sharing findings through presentations or exhibitions can be used to develop student knowledge and many skills related to the higher education.

Although in the identified design degree course, many active learning techniques such as design critique, presentations and SGWs were used in design-studios, most of the other units (= modules) did not use such techniques. Those units use typical lecture-type classroom delivery methods. Thus, the selected unit, that is, ‘History of Art and Design’ also perceived by students as a monotonous subject with a lecture-only model. The attempt was taken to convert it into a flipped classroom model, where students take responsibility for their learning and come prepared to the classroom for knowledge assimilation. Hence, this paper explains a way that can be used in facilitating student creative thinking, designerly thinking and active learning with classroom mini-exhibitions while providing a creative learning environment. The guiding approach was individual action research. Investigations were done in three succeeding years with the selected unit in an undergraduate level design course. Students were asked to plan and conduct a mini-exhibition in the classroom by giving selected topics and through planned SGW. Further, they were asked to search for information on their given areas and arrange a mini-exhibition for the department with their findings after processing, selecting, and classifying key facts and characteristics, designs and arts, designers and artists, social and political background. Each group was given a specific space in the classroom as their exhibition space. Then all the academic staff members and students in the department were invited to attend the exhibition.

Observation throughout the exhibition preparation and researcher notes were used to evaluate the process and outcomes qualitatively. Student written feedback on classroom mini-exhibition was taken and appraised the students’ experience in this regard. Invited comments (in the form of verbal feedback) from lecturers who visited the exhibition also was taken into consideration for evaluations. Assessment marks and end semester marks were used to gauge the success of the initiative quantitatively.
One common observation was knowledge sharing in the student groups regarding the subject matter both in guided and non-guided SGWs. Students did extra works creatively than they were asked. One common mentioned factor in student feedback was they enjoyed creative engagement in the exhibition. Moreover, students mentioned that by looking at others creative works they also motivated. As outcomes, this whole process of leading a mini-exhibition increases students’ memory retention to a higher level, which reflected in their written examination at the end semester and students went deep into details on the given topics. As a whole, the process of doing such mini-exhibition in the classroom while modifying the classroom environment enabled the facilitation of student creativity and thinking like designers.
Abstract
Just as it takes a village to raise a child, it takes a learning community, working in partnership, to prepare skilled graduates. An effective partnership between learning advisers, information literacy librarians and subject lecturers is needed to embed tertiary academic skills into discipline-specific curricula. This allows each partner to act as a conduit to areas of expertise held by the others and, in turn, helps consolidate and contextualise the students' acquisition of tertiary academic skills. This is consistent with the view that a collaborative rather than an ‘add-on’ teaching approach is needed (Huijser, Kimmins & Galligan, 2008; Gunn, Hearne & Sibthorpe, 2011).

The effectiveness of this approach was put to the test through an action research project. After developing and trailing it over several teaching periods, a formal evaluation was conducted over a single trimester period and involved learning advisers, lecturers and students from two core advanced environmental health courses at Griffith University, Queensland. We applied the model of best practice developed by McWilliams & Allan (2014) to embed academic literacy skills alongside discipline learning. The study’s overall aim was to explore the team-teaching of academic skills by the learning adviser and course lecturer in a face-to-face teaching mode. Specific research objectives were: to investigate how this approach affected student learning of specific skills; to explore student experiences of this approach; and to examine staff reflections on specific strategies employed and their effectiveness.

The embedding process started with the learning adviser and course lecturer jointly analysing a major assignment task and devising scaffolded interventions. These skills-focused interventions were delivered to students via a team-teaching approach, with the learning adviser leading and soliciting input from the lecturer in real time. The video capture of these team-taught sessions allowed the lecturer to later reinforce these skills with individual students at critical learning moments.

Student feedback was elicited through a survey and group interviews. Students’ self-evaluation of their academic skills, before and after the trimester, was assessed using Likert scales for 10 specific areas of literacy (planning; researching; creating a sanity table; writing paragraphs; writing critical statements; feeling in control of writing; asking targeted questions; polishing; evaluation of peer writing and constructing a concept map). Results were analysed using the Wilcoxon signed-rank test (SPSS version 24). Qualitative data from open-ended questions were transcribed, coded and analysed using thematic...
analysis using NVIVO 11. Staff reflections on the refinement of the process and the emergent themes from both the empirical data and published literature were explored through recorded pedagogical discussions.

The team-teaching, collaborative approach was highly valued by both students and staff. Significant improvements were found in students’ self-assessed skills in all 10 areas (all P values <0.03). Other positive outcomes reported by students included: clarification of assessment tasks; practice and acquisition of discipline-specific academic skills; skill reinforcement and differentiation through “scaffolding” and tailored feedback; dedicated ‘in-class’ time; and relationship building in an atmosphere which “normalised” ongoing academic skills development. Staff found that collaborative reflection enhanced their confidence, teaching effectiveness and sense of value.
Using Learning Analytics to Evaluate Course Design and Student Behaviour in an Online Foundations of Wine Science Course

Dr Karina Riggs¹, Associate Professor Kerry Wilkinson¹, Mrs Imogen McNamara¹, Dr David Wilson¹
¹The University Of Adelaide, Adelaide, Australia

Abstract
The Learning Analytics in Higher Education Review states, ‘Learning Analytics could make significant contributions to: quality assurance and improvement; retention rates; assessing and acting upon differential outcomes among the student population; and the introduction of adaptive learning’ (Scatler, et al, 2016). Adaptive learning systems are emerging to help students develop skills and knowledge in a self-paced way. Clickstream data can be used by educators to evaluate how students interact with content and how effectively it supports student learning. This study used Learning Analytics to evaluate student engagement, satisfaction, learning behavior and outcomes in a Wine Business course as it transitioned from face-to-face to online.

In the postgraduate Foundations of Wine Science course, ≥85% of students are international, predominantly Chinese with limited English literacy. Prior to 2016, the theoretical component of the course (comprising viticulture, winemaking and sensory content) was taught via traditional face-to-face lectures. In 2016, the course was delivered using lecture recordings from 2015 and student satisfaction decreased. In 2017, the course was redesigned to include eLearning video lectures and online resources such as study guides, tutorials, discussion boards and learning interactives.

Using click stream data from the Learning Management System (LMS), we compared learning behaviours in the course using 3 delivery modes; 1) face-to-face, 2) online recording, 3) online
eLearning videos. The data set included, watching recorded lectures, downloading lecture notes, interaction with feedback, discussion boards and use of learning interactives. Correlation analysis evaluated the relationship between student grades with 1) time spent in the LMS and 2) number of views in the LMS. Student Experience of Learning and Teaching (SELT) evaluations were used to measure student satisfaction.

Student satisfaction was greater when interacting with a lecturer (virtual or face-to-face); 93% and 96%, respectively. Lecture delivery mode had no impact on final grades with negligible correlation between time spent in the LMS ($R^2= 0.034$) and total number of page views ($R^2= 0.032$). Learning analytics indicated: 55% of students accessed the video lectures, 100% accessed lecture notes, 24 posts were made to the discussion board with 82% of students viewing posts within 2 hours. Although less than 10% of students were responsible for the majority of posts, 76% engaged with the discussion board in a timely manner. While feedback and remediation was provided, it was viewed by less than 25% of students, indicating there is value in encouraging students to engage with feedback. Course announcements, assignments, discussions and marks were the most highly viewed pages. The overwhelming learning preference was for text-based lecture notes but interactive video likely contributed to improvements in student satisfaction.

This study aligns with the conference theme ‘Revaluing Higher Education’ by demonstrating learning preferences, patterns and behaviour in an online environment, particularly for international students. Learning analytics is an innovative way to obtain feedback about how students engage with online resources so timely interventions can be made to improve course design and encourage self-paced learning and reception of feedback.
Academic Integrity: An Educative and Equitable Approach in Enabling Pathway Programs

Dr/ Associate Professor Michelle Picard¹, Dr Anthea Fudge², Dr Dr Snjezana Bilic Bilic³, Dr Sharon Cooper¹
¹The University Of Newcastle, Australia, Callaghan, Australia, ²The University of South Australia, Adelaide, Australia

Abstract
This paper unpacks the key components of an educative approach to academic integrity and applies them to enabling pathway programs. Enabling programs progress high numbers of students from recognised equity groups into undergraduate studies and are recognised for supporting and encouraging students and fostering a sense of belonging (Burke, Bennett, Burgess, Gray, & Southgate, 2016; Hellmundt & Baker, 2017; Lane & Sharp, 2014). University measures to support academic integrity can, on the other hand, be perceived as procedure-based and punitive (Dalal, 2015). In this paper, we provide an integrative review of literature on the common features of an educative approach to academic integrity and enabling programs and introduce exemplars from two universities of enabling pedagogies applied to academic integrity.

Keywords: academic integrity, enabling pathway programs, educative approach
Undervalued teaching and its impact on academics who prioritise teaching

Ms Cathryn McCormack¹, Dr Thi Kim Anh Dang², Professor Angela Carbone³
¹Southern Cross University, Lismore, Australia, ²Monash University, Melbourne, Australia, ³Swinburne University of Technology, Melbourne, Australia

Abstract
In Australian higher education the choice to dedicate oneself to becoming an excellent teacher can be fraught. Academics choosing this path must negotiate the difficult terrain of a work environment that values research over teaching (Probert, 2013), carefully balancing the tension between time spent on research and time dedicated to teaching and students, as well as handling the emotional impact of having one’s work undervalued. This showcase presents the views of academics on this topic from the lead author’s PhD research, an investigation into how academics learn effective teaching.

The PhD research is an ethnographic study of nine academics, five from the sciences and four from health, at a regional Australian university. These academics, forming nine case studies, were interviewed at least three times across 18 months and observed in a teaching context of their choice. The interviews included questions about their work context that was triangulated with data collected in interviews with school executive and teaching leaders, observation of school and university meetings, and review of university policies. A grounded theory approach was taken to data analysis (Charmaz, 2006).

The nine academics ranged across academic levels A to D (Associate Lecturer to Associate Professor), and all had either completed (6) or were in the process of completing a PhD (2) or research masters (1). While only three had teaching-focused appointments, all were dedicated to good teaching and providing ever-improving learning experiences for students. All found this intrinsically rewarding, reporting they enjoyed interacting with students and helping them learn. This set up a tension with explicit and implicit messages received, particularly in the sciences, that research was the only path to recognition and promotion. These messages were communicated through discussion with colleagues,
supervisory and staffing arrangements, lack of support with teaching administrative challenges, and school newsletters and seminar programs largely focused on research. School leaders reported that despite their best intentions, they found it difficult to provide equivalent recognition for teaching as for research.

In this presentation we address the conference sub-theme *Academic Identities*. Examples from the case studies will demonstrate the impact on academics of the complex and comprehensive messages received about the value of teaching compared with research. These include limiting engagement with and improvement to teaching practice, as well as significant emotional impact. We also address the challenges for university leaders wanting to provide recognition to academics for their teaching, and present suggestions put forward by participants for improving recognition of outstanding teaching at an institutional level.
Introducing simple authentic assessment tasks as a transition pathway for first-year students into the building discipline

Dr Mengbi Li1, Ms Kaye Cleary1
1Victoria University, Footscray, Australia

Abstract
Most students enter university-level building studies without a clear pathway of study identified in their secondary school. For this reason, they often start university programs with a narrow understanding of the profession both as it is now, and how it may evolve for the importance of career clarity is well established, and remains as a significant key to motivating learning in today’s higher education.[1] The 2018 HERDSA Conference continues interest in this facet of learning stimulus by prompting us as educators to develop an accessible pathways to enable effective transitions. Previous research shows that an early awareness established during junior years of higher education is significant for retention and achievements upon graduation.[2] A challenge for academics is to effectively convey the diversity of practice and to provide a hook to engage first-year students’ passion in learning that will be relevant when they graduate. Based on limited research investigating approaches to establish transition pathways for first-year students by developing an individual career vision, our response was to design a course that all building students study as the first in their program.[3] This course is a vehicle to begin scaffolding student transition from a secondary school student to becoming a dynamic, multifaceted building professional upon their graduation. As their first assignment, students make a video sharing their understanding of the discipline, and look ahead to how they see themselves as professionals following graduation. This introductory activity provides a base from which academics can construct a more diverse picture of professional opportunities and students can extend their conceptualisation of opportunities. After this first assignment, students engage in a single simple project mirroring an authentic work task that extends across the remainder of the teaching period. This elongated period allows students to implement a simplified version of the professional role that they are particularly interested in. At the end of the teaching period, students reflect upon how they operated as a team and how they responded to challenges that arose through sustained group work. Students conclude by reviewing their own and the group’s performance through peer evaluation of each members’ engagement, cooperation, workload and project management capability. In addition, each student reflects on whether s/he consciously strengthened specific capabilities for a future career as initially planned at start of the teaching period.
To evaluate the success of this initiative, we employed a mixed methods approach by thematically analysing student assessment tasks (the videos, the group reviews and individual reflections). Following the establishment of their project groups, students discussed the effectiveness of the video as a stimulus to consciously define their role in the project. At the end of the course, students completed a likert scale survey to gain insights into how well the project helped them to crystallise a career plan and hypothesise on what they will need to develop in order to realise their preferred professional role. Videos and the reflection were thematically analysed using Hull’s (2004) career pathways for different aspects of identity development, and we used cluster analysis of the survey data to identify patterns of insights in student reflections on their roles they had during the project, and identification of capabilities to be developed to achieve their preferred professional role. Recommendations from these analyses and the assessment tasks developed for this course will be shared with the conference delegates.

Notes
1 For some examples, Dan M. Hull, Career Pathways: Education with a Purpose (ERIC, 2004); Jennifer A. Lindholm, “Pathways to the Professoriate: The Role of Self, Others, and Environment in Shaping Academic Career Aspirations,” The Journal of Higher Education 75, no.6 (2016); Vincent Tinto, Leaving College: Rethinking the Causes and Cures of Student Attrition (ERIC, 1987).
Renovation, Revolution, Revelation; Border crossing conversations around academic transformation.

Associate Professor Peter Duffy¹
¹The Hong Kong Academy for Performing Arts, Hong Kong

Renovation, Revolution, Revelation;
Border crossing conversations around academic transformation

Assoc. Prof. Peter Duffy
The Hong Kong Academy for Performing Arts, Hong Kong
Peterduffy.ihub@hkapa.edu

Abstract
The landscape and borders of learning and institutional change are complex, because they are drawn from the forms of the past, transformations of the present and possible territories of the future. Refashioning the (e)Learning borders of an institution and associated goals regarding institutional change is not a process related to information processes, nor can it be drawn from a blueprint per se, but has to evolve as responsive to the constituent parts of the whole.

This research describes the implementation of a strategic institutional project at the Hong Kong Polytechnic University in the area of eLearning, and the qualitative evaluation of this project’s model as a framework for blended (e)Learning institutional change. The project was entitled, “3C: A strategic approach to enabling, integrating and enhancing blended (e)Learning within an institutional framework”, and the model used was three concurrent foci of collaboration, community and context (3C’s). This study used a qualitative practitioner / researcher case study approach to evaluate the 3C model, utilizing data drawn from interviews conducted at the completion of the project with a group of 16 eLearning Advocates (eLAs).

The eLA interviews provided situational vignettes through which the practitioner / researcher explored the rich sources of data and feedback on the 3C model. These vignettes were categorized within a narrative around three factors related to blended (e)Learning institutional change. These factors were: considerations of broad structural aspects (Renovation), feedback on specific aspects of the 3C project (Revolution) and the unexpected factors that had not been considered as part of the project (Revelation). The examination of these contributed to a greater and more nuanced understanding of the 3C model as a model for institutional blended (e)Learning change and identified 11 recommendations for further consideration. It is envisaged that the outcomes of this research are useful to institutions considering implementing similar strategic initiatives in the area of blended (e)Learning and has assisted the researcher in refining his own practice.
Structural inequality and retention in equity students: best practice models of institutional culture from across the sector

Dr Ryan Naylor1, Dr Nathan Mifsud1
1La Trobe University, Bundoora, Australia

Structural inequality and retention in equity students: best practice models of institutional culture from across the sector

Ryan Naylor
La Trobe University, Melbourne, Kingsbury Dve, Bundoora 3083
r.naylor@latrobe.edu.au

Nathan Mifsud
La Trobe University, Melbourne, Kingsbury Dve, Bundoora 3083
n.mifsud@latrobe.edu.au

Abstract
With the expansion of the Australian higher education system, and increased focus on student outcomes, there is increased pressure on institutions to support and improve attrition, success and completion rates for students without compromising the access and participation of students from equity group backgrounds. However, retention, success and completion rates for these students have barely changed over the past decade, despite considerable focus and effort. We argue that a different approach, focused on institutions rather than building cultural capital in students, is required to improve these indicators.

As part of a national project funded by the National Centre for Student Equity in Higher Education, we have examined institutional culture and structural bias in higher education institutions across the sector (rather than just universities). Using a qualitative case study approach, including institutional inventories of approaches to overcome structural inequalities and in-depth interviews with major stakeholders, we have identified best practice in supporting and retaining students from equity backgrounds from across the sector.

Evidence of effectiveness for this approach is demonstrated by the case studies themselves, which will situate examples of best practice within the broader student experience and retention, success and completion rates of the institution. Nationally, the Higher Education Standards Panel (HESP) found that factors at the level of individual students provided only a relatively weak predictive ability, with only 22.55% of the variation explained by factors such as mode of study, type of attendance, age, socioeconomic status and cultural background (HESP, 2017. Improving retention, completion and success in higher education. Australia: Department of Education and Training), whereas the Tertiary Education Quality and Standards Agency (TEQSA) reported that an approach focusing on aspects of institutions rather than individuals provides far greater predictive power, with 41% of the variation explained at the sector level, and 86% for the universities (TEQSA, 2017. Characteristics of Australian higher education providers and their relation to first-year student attrition. Australia: Tertiary Education Quality and Standards Agency). These findings demonstrate the potential power of focusing
on institutional culture and environment, where an institution’s locus of control is situated, rather than attempting to build cultural capital to fit students to the institution. We will also discuss implementing these approaches within a distributed leadership framework.

This project showcases best practice across the sector in reducing structural inequalities affecting the participation of students from equity backgrounds in higher education. As such, it relates to the conference theme of (Re)valuing Higher Education, and particularly the sub-theme of social justice and inclusion within the Valuing Education stream. As the focus is on the student experience of those from non-traditional backgrounds, it is also aligned with the Teaching, Learning and the Student Experience theme. The paper will showcase theoretical insights, as well as presenting qualitative data of best-practice interventions, to inform policy and practice across the sector.
What actually works? Practical, learner-centred principles for engaging students with employability

Dr. Trina Jorre De St Jorre\(^1\), Prof. Elizabeth Johnson\(^1\), Dr. Joanne Elliott\(^1\)
\(^1\)Deakin University, Geelong, Australia

What actually works? Practical, learner-centred principles for engaging students with employability

Trina Jorre de St Jorre
Deakin University, Melbourne, Australia
trina.j@deakin.edu.au

Elizabeth Johnson
Deakin University, Melbourne, Australia
liz.johnson@deakin.edu.au

Joanne Elliott
Deakin University, Melbourne, Australia
Joanne.elliott@deakin.edu.au

Abstract
Graduate employability continues to receive much attention worldwide. Whereas universities have traditionally been ranked by contribution to research and more recently teaching, agencies now collect and rank universities based on graduate employment outcomes (Baker, 2017). Universities are increasingly seeking ways to improve employment outcomes and provide graduates with points of differentiation that will promote career success. For example, most Australian universities now publically publish the graduate attributes that students should develop over the duration of their degree, and these reflect capabilities that are important in any workplace (Oliver and Jorre de St Jorre, in press). Many universities have also implemented curriculum enhancement initiatives aimed at embedding graduate attributes across entire degree programs (Oliver and Jorre de St Jorre, in press), and work-integrated learning has been strongly advocated by sector leaders in recognition of the value of embedding authentic practice in the taught curriculum (ACEN, 2015).

Despite significant sector-wide effort to add value through developing graduate employability, recent research investigating students’ experience, suggests that a gap that often remains is engagement of students themselves (Jorre de St Jorre & Oliver, 2018; Kinash, McGillivray, & Crane, 2017). Even where universities have invested significant time and resourcing into processes for embedding relevant capabilities into courses, students are often not cognisant of their own skills development or the intention of that curriculum (Jorre de St Jorre & Oliver, 2018). Graduates need to be able to identify, articulate and evidence capabilities in ways that are relevant to the positions they seek. So, in addition to assuring that curriculum is fit for purpose, higher education institutions need to engage students and encourage autonomy, so that students themselves understand what they have and will need for career success.
We have investigated students’ experience of several strategies designed to develop and engage students with graduate employability. In doing so, we have identified a suite of practical, learner-centred principles that are relevant to designing experiences that 1) engage students with graduate employability and 2) provide them with meaningful evidence of achievement. In this presentation, we will illustrate those principles using strategies that students have found impactful: employability credentials, videos showcasing employability and work-integrated learning opportunities. Our experience suggests that the use of multiple complementary strategies is important to ensuring that diverse student cohorts are engaged.
‘Actioning the worry’: Supporting science students’ participation in work-integrated learning

Dr Joanne Elliott¹, Dr Trina Jorre de St Jorre¹, Professor Elizabeth Johnson¹
¹Deakin University, Geelong, Australia

‘Actioning the worry’: Supporting science students’ participation in work-integrated learning

Joanne Elliott
Deakin University, Geelong, Australia
joanne.elliott@deakin.edu.au

Trina Jorre de St Jorre
Deakin University, Geelong, Australia
trina.j@deakin.edu.au

Elizabeth Johnson
Deakin University, Geelong, Australia
liz.johnson@deakin.edu.au

Abstract
Integration of theory with the practice of work, within a purposefully designed curriculum, is key to developing the employability of graduates. However, science students participate in work-integrated learning (WIL), such as placements and industry-based projects, less than students in other STEM disciplines like engineering and agriculture (Edwards, Perkins, Pearce, & Hong, 2015). In this presentation, we will report on stage two of a project designed to investigate science students’ perceptions of and engagement with WIL. In the first stage of the project, we interviewed staff involved in the design of delivery of WIL in science, to investigate their perceptions of why and how science students engage with WIL. These WIL specialists thought science students were very interested in WIL, but participation might be limited by insufficient visibility and access to WIL opportunities, as well as student-specific factors like career orientation, time (within and beyond the curriculum) and confidence. They recognised the importance of repeated and explicit communication to students and suggested that more staff could be involved in communicating to students about the importance and availability of WIL.

In this presentation, we will discuss how these staff perceptions correlate with the student experience, as captured through focus groups and interviews. Students valued WIL as a way to develop skills and networks, gain hands-on experience and experiment with different career options. However, barriers to participation included time, money, confidence, and lack of visible WIL opportunities. In particular, where WIL was optional or extra-curricular, participation required them to sacrifice other opportunities like part-time work and not all students were able to do this. To make it easier to participate in WIL, students recommended: embedding WIL opportunities into courses, especially early in the course; communicating more and earlier about the specifics of WIL; and making it easier to find and access WIL opportunities. We will discuss what the student experience tells us about how we can better engage science students in WIL.
All-singing, all-dancing experiences? Interrogating the discourse of transformation in undergraduate education.

Dr Deanna Meth

Queensland University Of Technology, Brisbane, Australia

dea.meth@qut.edu.au

Abstract

Drawing on findings from in-depth qualitative research exploring academics’ views on tensions in undergraduate education at one English university, this paper presents evidence of a complex and somewhat confused discourse related to the concept of transformation. As a fundamental aspiration of undergraduate education, assumed underpinnings of transformative learning theory, or transformational critical pedagogies lend kudos to the term, and such educational approaches are endorsed by academics as ideal. However, research evidence points to other more instrumental interpretations of transformation situated within the marketised higher education environment, with parallels to the much-maligned ‘student experience’ discourse.

Acknowledging that individual transformations may happen outside of university, and noting increasing public concerns around the value of university studies given rising costs, what then is the nature of transformation that is promised through undergraduate education? In seeking to clarify the purpose and value of undergraduate higher education and the nature of transformations we might wish to see in graduates, it is critical that educationalists and policymakers alike acknowledge the multiple interpretations and ideological tensions implicit in using such terminology and consider more carefully the ways in which such language is used.

Keywords: transformation; higher education discourse; marketisation
Make or break: Psychological Distress and Health of Australian Psychology Honours Students

Dr Matthew Dry, Mr Tim Jarrad, Dr Carolyn Semmler, Prof Anna Chur-Hansen, Prof Deborah Turnbull

Abstract

Background. A make-or-break period is an academic stage where many students are competing against one another to progress to the next educational phase. Make-or-break periods occur in many different tertiary settings including students sitting competitive entrance exams or licencing exams. For psychology students who intend to pursue post-graduate studies in psychology (i.e. Master of Psychology or Post-Doctoral Degree) Honours is a ‘make-or-break’ year, as a high final grade during Honours is essential for eligibility to these programs. Limited prior research on psychology Honours students has shown they are vulnerable to heightened psychological distress during this period (e.g., Cruwys et al., 2015; Martin et al., 2009). This study sought to build on past research by investigating both the physical and psychological health of this population and to compare it with other student cohorts.

Method/Results. An online survey was completed by 170 psychology honours students in their final year of study. Students were recruited from nine Australian universities, with diverse institutions represented. Psychological distress, alcohol use, drug use, and physical activity were measured. The
results indicated that 55% of the respondents were exceeding the safe levels of single-occasion alcohol consumption, 44% met minimum physical activity recommendations, and a further 41% were exercising at levels believed to improve overall physical health. The mean levels of stress, anxiety and depression experienced by the students were significantly higher than the population norms, and 43% of the students reported moderate or higher levels of psychological distress.

**Conclusions.** The results of this study indicate that elevated levels of psychological distress are common among psychology Honours students. Given that successful completion of Honours is a pre-requisite to post-graduate study (and future professional practice) it is highly important that tertiary institutions should provide support to promote well-being for this population. Future research needs to focus on specific predictors and determinants of this distress, and to explore its prevalence in the make-or-break periods associated with other disciplines.
Effective inquiry-based team work for 1st year higher education students

Dr Thomas Wanner¹, Associate Professor Edward Palmer¹
¹University of Adelaide, Adelaide, Australia

Abstract

Overview of workshop or master class
This interactive mini workshop aims to explore effective strategies for academic teachers to implement successful inquiry based team work into university courses; in particular for first year students as they need to learn early on in their studies the necessary skills for research and group work, and often feel overwhelmed by a lack of instructions and open-ended tasks (Verenikina, 2012).

1. Target audience
   Higher education teachers, students, course coordinators, and course program designers.

2. Intended outcomes for participants
   Practical guidelines about designing, planning and managing effective group work and inquiry-based learning activities.
   Designing effective assessment that supports group work and inquiry-based learning.
   Strategies on how to turn groups into teams for successful inquiry-based learning.

3. Outline of activities
   Introduction (5 minutes): introduction of objectives and activities of the workshop; attendees introduce themselves and their motives for joining this workshop.
   Activity 1 (20 minutes): Inquiry based activity into group work. Participants will engage in a structured inquiry activity to develop their understanding of group work.
   Presentation (10 minutes): we will present the findings of two recent studies in the Faculty of Arts at an Australian university: 1.) Analysis of student perceptions and needs for effective group work for 1st year students; and 2.) Evaluation of inquiry based learning across the Faculty.
   Activity 2 (35 minutes): we will work together in small groups to develop steps for effective implementation of inquiry-based team work. Central questions addressed in this part: which factors are required for effective group work; what kind of learning activities and assessments are best suited for effective inquiry-based learning?
   Discussion and Conclusion (20 minutes): final discussion of the pedagogical, technological and institutional issues related to the implementation of inquiry-based team work. Reflections of learning from this workshop and ways forward for bringing inquiry-based team work to faculties and into courses.
How the mini-workshop/Master class addresses a sub-theme of the conference

There is much research about group work and inquiry based learning indicating they are worthwhile teaching and learning approaches through which students develop skills which are highly valued by Universities and future employers. These include working successfully in teams, critical thinking, communication, problem-solving, time-management and decision-making skills (Koles et al. 2010; Hazel et al., 2013; Blessinger and Carfora, 2014) Inquiry-based learning, where students work in small groups to research and provide answers to real world issues/problems, helps students to be more self-directed and more responsible for their own learning (Michaelsen et al., 2004). Our own recent (yet unpublished) research about group work and small group inquiry shows that students and academic staff regard inquiry-based team work as a highly valuable teaching and learning approach through which better student engagement and learning outcomes can be achieved. We found that the teacher and her/his skills as a facilitator of inquiry-based team work is one of the most crucial factors for successful learning and engagement of the students.

The workshop focusses on developing skills and strategies for higher education (and other level) teachers to design and implement effective inquiry-based team work into their courses. It thus addresses the sub-theme of ‘Teaching, Learning and the Student Experience’. The issue of ‘places and spaces of teaching and learning’ of this sub-theme will be covered in our presentation as our studies have shown that adequate teaching and learning spaces are critical for the successful implementation of inquiry-based small group/team work.
If we care about the quality of students’ learning then we must care about the quality of teachers’ teaching

E / Professor Denise Chalmers

University of Western Australia, Perth, Australia
denise.chalmers@uwa.edu.au

Abstract
Governments and major stakeholders in the higher education sector continue to express concern about the quality of the student learning experience and the quality of teaching in higher education institutions. More concerning is that institutions have failed to link the quality of teaching and the quality of student learning and engagement, despite the strong evidence that persistently and consistently demonstrates the relationship (Commission on the future of undergraduate education, 2017; EU, 2013).

A program was implemented to address the persist issue of excellent teaching remaining undervalued and poorly recognised and rewarded, building on the Australian University Teaching Criteria and Standards (AUTCAS) Framework (Chalmers et al, 2014; 2015).

The AUTCAS teaching excellence framework drew on good practice principles and evidence-based measures of teaching performance, selected on the basis that they contributed directly to student learning and engagement (Chalmers et al., 2014; 2015). This work then led into a National Senior Teaching Fellowship program to extend the use and application of the AUTCAS framework across the Australian higher education sector and internationally.

The AUTCAS framework was developed as an exemplar framework for institutions to use to develop their own teaching criteria and standards, setting expectations for each level of appointment and indicators to guide the collection of evidence used to substantiate claims for performance and promotion (Chalmers & Hunt, 2016). The initial AUTCAS work engaged with 21 universities and professional teaching associations and the Fellowship program continued and extended engagement with these and others in Australia and internationally.

It has been estimated that over 3 200 individuals were directly engaged with the Fellowship program through participation, communication, attendance at presentations, workshops and meetings. No attempt has been made to estimate the number who might have engaged through talking with others, the publications, accessing the website and other secondary sources.

The number of institutions that have engaged in the Fellowship activities with their representatives in senior leadership roles (Hunt & Chalmers, 2017), is estimated that over 60 Australian higher education institutions were involved, including the majority of the 40 universities. Internationally, more than 230
international institutions were involved through direct communication and/or participation in presentations and workshops through the Fellowship program.

This extensive engagement with the higher education sector across Australia and internationally has contributed to the conversation of what constitutes excellence in teaching and how it can be recognized and rewarded within institutions (Broughan, Steventon & Cloude, 2018). More broadly, it has contributed to a growing consensus on expectations of teaching standards and practices relevant for different academic levels of appointment. These are positive outcomes that offer the potential to significantly benefit not only teachers, but more importantly, their students. The critical point is that any teaching excellence criteria and expectations MUST be focused on criteria that promote student learning and engagement.
The impact of reflection on science undergraduates’ ability to recognise and articulate curriculum-embedded transferable skill development

Ms Michelle Hill¹, Professor Tina Overton¹, Dr Chris Thompson¹
¹Monash University, Clayton, Australia

The impact of reflection on science undergraduates’ ability to recognise and articulate curriculum-embedded transferable skill development

Michelle Hill
Monash University, Melbourne, Australia
michelle.hill@monash.edu

Professor Tina Overton
Monash University, Melbourne, Australia
tina.overton@monash.edu

Dr Chris Thompson
Monash University, Melbourne, Australia
chris.thompson@monash.edu

Abstract
This showcase presentation addresses the conference sub-theme “Teaching, Learning and the Student Experience - Graduate Futures”, as it explores how science students can reflect on their degree learning experiences to recognise and articulate transferable skills they have developed and thus be better prepared for their future. The future of science and other graduates depends not only on their discipline knowledge and skills but also on their ability to develop, identify and apply the wide range of transferable skills required in the workforce. In response to this need, universities are embedding opportunities within the curriculum for students to develop such skills. However, research suggests that undergraduates may not recognise transferable skill development at university without prompting. In order to be successful at gaining future work and realise the full benefits of their higher education experience, students must not only recognise they have developed valuable transferable skills at university, but they must be able to communicate them in the job application process. Indeed, models of graduate employability development propose that the essential missing piece in undergraduate employment preparation is reflection on and articulation of learning and skill development. This is especially important for science and other graduates who are likely to be employed in jobs outside their degree major. Such graduates will be reliant on their generic skills to obtain employment and succeed at work, but currently typically don’t receive opportunities during their course to articulate their skill development.

This mixed methods study aimed to investigate the impact of engaging science undergraduates in a program to reflect on skill development experiences encountered during their degree. In particular, to
determine whether such reflection improved student’s ability to identify and communicate their skills in preparation for the workforce.

Science undergraduates from Monash University were invited to participate in an optional semester-long program to record and reflect on their course-related skill development, supported by group discussions and email prompts. 60 students completed the program. The impact of students’ involvement was evaluated by quantitative analysis of pre- and post-participation surveys and qualitative analysis of focus group discussions and students’ written reflections.

Most students were challenged by the unfamiliar process of thinking beyond the attainment of discipline knowledge to identify skill-related experiences, and reflect on their learning. However, quantitative analysis of survey data and qualitative analysis of focus groups suggested students obtained a range of benefits from their efforts to do so. In particular, most students expressed they had improved their ability to recognise their skill development, strengths and weaknesses and to articulate their skills in readiness for job applications and interviews. Other notable benefits included the ability to learn from mistakes, challenges and successes; recognition of previously unappreciated degree-related tasks and a new motivation to improve skill deficits.

Based on the findings of this study, recommendations are made regarding best practice approaches for implementing skills reflection in the curriculum. Current implementation plans are outlined and suggestions are also provided about ways in which this initiative could be broadly applied in course units, across disciplines and institutions.
An approach to identifying and valuing staff perspectives on Learning Analytics

Dr Ann Luzeckyj
Flinders University, Adelaide, GPO Box 2100, Adelaide, South Australia, 5001
Ann.luzeckyj@flinders.edu.au

Deborah West
Flinders University, Adelaide, GPO Box 2100, Adelaide, South Australia, 5001
Deborah.west@flinders.edu.au

Bill Searle
Charles Darwin University, Darwin PO Box 795 Alice Springs NT 0871

Danny Toohey
Murdoch University, Perth, 90 South Street, Murdoch, Western Australia 6150
d.toohey@murdoch.edu.au

Richard Price
Flinders University, Adelaide, GPO Box 2100, Adelaide, South Australia, 5001
Richard.price@flinders.edu.au

Abstract
Our showcase will discuss an innovation where three Australian universities used a unique approach to identify staff perspectives on Learning Analytics (LA) within focus group discussions. The institutions were at different stages of implementation of both online learning and LA which allowed varied conversations to occur and be compared. Rather than focus on the findings relating to LA we reveal the value of the method we used.

Ethics approvals were sought and participants at each institution were recruited via an email which was sent to all teaching staff across the three research sites. 46 staff from various disciplines (including creative arts, business, education, health sciences, physical sciences, and IT) attended nine focus groups. Each one lasted 90 minutes and was facilitated by the project team at the institution. The same unique two part process was followed at each. It involved asking specific questions and having each group participate in various activities. These invoked both written and verbal responses about concepts related to LA as well as artefacts based on seven separate reports. Adhering to the same questions and activities allowed us to ensure a level of consistency was achieved.

All of the focus group written comments and discussions were recorded and transcribed. The data generated was thematically analysed to identify the usefulness of reports, potential enhancements
and/or improvements and what else participants might value. Comments reflecting how discussions unfolded and the benefits as evidenced by the way participants engaged in discussions will be shared as part of the presentation. The showcase demonstrates the specific contribution focus groups provide in gaining insight to staff perceptions of the implementation of a relatively new way of working.

LA is a relatively new field, and was first defined in 2011 as, “the measurement, collection, analysis and reporting of data about learners and their contexts, for purposes of understanding and optimising learning and the environments in which it occurs” (Siemens & Long, 2011). Although relatively new, much is written about LA with numerous conferences also dedicated to discussing the field which incorporates disparate disciplines such as “education, psychology, philosophy, sociology, linguistics, learning sciences, statistics, intelligence and computer machine learning/artificial science” (Sclater, Peasgood, & Mullan, 2016, p. 15).

We therefore intend sharing the innovative work of using focus groups in a particular way to determine staff insights and concerns about a relatively new educational concept. Our specific approach allowed us to capture ideas from staff new to or experienced in using LA as they discussed their practices. As will be demonstrated through discussion of our results, the focus group method values staff contributions while (re)valuing teaching and learning because it allows us to use staff commentaries to further our work in LA within and across our institutions.
The impact of online learning on students’ skills enhancement and its subsequent impact on career growth – The moderating role of country of residence

Dr. Muhammad Mohtsham Saeed, Dr. Ros Cameron, Dr. Parth Patel, Dr. Prikshat Verma, Dr. Roshni Narendran

Australian Institute Of Business, Adelaide, Australia

Abstract

Online learning is becoming increasingly popular in our educational settings (Larson & Sung, 2009; Allen & Seaman, 2013; Mullen & Tallent-Runnels 2006; Thiede, 2012) particularly amongst business schools who had been delivering online programs in the last decade or so (e.g MBA, BBA etc) successfully to students living in different parts of the world (Whitaker, New & Ireland, 2016; Cheung & Kan 2002). The aim of this study is to examine the relationship between online learning and student’s skills enhancement and to measure its subsequent impact on their career growth after graduation. Since career growth is not solely dependent upon one’s skills enhancement, and there are several other factors which may have a strong impact on the number and extent of the career growth opportunities available to the students once they graduate (e.g economic conditions of a country, labour market indicators, unemployment rates etc). We suggest that their country of residence may have potential to moderate the relationship between students’ skills enhancement and their career growth. We propose that the said relationship will be strengthened for the students living/working in developed parts of the world as compared to the graduates working in developing or not so developed economies.
Looking before you leap: A simple heuristic to parsimonize learning outcomes

Dr. Sean Sturm, Dr. Barbara Kensington-Miller
1University of Auckland, Auckland, Aotearoa/New Zealand

Abstract
Background
Learning outcomes, namely, specifications of the visible products of learning, are the sine qua non of educational design today. But the way in which they are used is often problematic. As Hussey and Smith (2002) suggest, they tend to make no sense except in the light of a prior understanding of what is required; to be insensitive to discipline; and to restrict educational outcomes to what might be minimally achieved to the exclusion of desirable emergent (non-intended) learning outcomes. What is worse, they contribute to what Marilyn Strathern (2000, p. 309) calls the “tyranny of transparency” – of “making the invisible visible” through monitoring, assessment and evaluation – that marks the pervasive audit culture of universities today. Her question is apt: “What does visibility conceal?” (Strathern, 2000, p. 310). We would argue that some learning can’t – and shouldn’t – be made visible, and thereby assessable; and that rendering some learning visible can change it or make other learning invisible.

The initiative
In this showcase, we present a simple heuristic tool: the LOOK (“Learning outcome is OK”) decision tree, which asks the academic designing a learning outcome to answer a series of not-so-simple questions about the learning activity to be made visible.
1. Can the learning be made visible/assessable? If so, how? If not, why?
2. Should it be made visible? If so, why? If not, why?
3. If the learning is made visible, how does this change it? And what else does it render invisible?

The tool is intended to prompt academics to reflect on the dialectic of visibility and invisibility in designing learning outcomes. As such, it enables them to address the values and purposes that underlie the “impossible fantasy” of “complete transparency” (Roberts, 2009, p. 958) that drives the university today, in keeping with the conference sub-theme Valuing education: Purposes of higher education. Also, because it is the first such tool, it speaks to the conference sub-theme Innovation: Sharing innovative work and ideas. It enables academics to externalise and “explicitate” the decision-making process in designing learning outcomes.

Methods
In presenting this tool, we draw on the interviews with academics that we undertook as part of the Ako Aotearoa-funded project Making the Invisible Visible: Illuminating Undergraduate Learning Outcomes Beyond Content and Skills, as well as our experience of collaboratively coding the interviews (2015–2017). The project explored the learning that is invisible on academic transcripts with a view to
identifying learning outcomes for such learning and developing tools to observe, analyse and report them. We heard from a number of academics about learning activities in their discipline that they found difficult – or considered unsuitable – to frame as learning outcomes and thus to assess, formally and/or informally. As a result, we have designed a follow-up study that consists of interviews with a sample of the academics to explore the heuristic power of the LOOK decision tree to capture their reflections on the dialectic of visibility and invisibility in designing learning outcomes.

Evidence of effectiveness
In this showcase, we will report on the findings and evaluation of the follow-up study, which has ethics approval to take place in March-April 2018.
Peer reviewing innovative teaching and learning

Dr Wendy Green¹, Dr Deanne Gannaway²
¹University of Tasmania, Launceston, Australia, ²University of Queensland, Brisbane, Australia

Peer reviewing innovative teaching and learning

Wendy Green
Co-Editor, HERD
w.j.green@utas.edu.au

Deanne Gannaway
University of Queensland, Brisbane, Australia
d.gannaway@uq.edu.au

Abstract
Higher Education Research and Development (HERD) is the HERDSA journal, a highly ranked international journal that publishes scholarly articles that make a significant and original contribution to the theory, practice or research of higher education. If you have ever wondered about what processes are used to select and publish articles in HERD, if you are considering submitting a paper to HERD after the HERDSA conference, or if you would like to find out how you can become a reviewer in a higher education journal...then this is the workshop for you!

This hands-on workshop is aimed at those who wish to understand the peer review process of a journal such as HERD. Led by members of the HERD Editorial team, the workshop includes a combination of presentations, activities, panel discussions and question and answer sessions.

Through a series of hands-on activities, you will learn what it is that HERD reviewers are critiquing and what you can do to make sure that your paper meets the expectations and standards expected by HERD peer reviewers. You will get the chance to hear from peer reviewers who highlight the things that lead to rejection and the features that raise the likelihood of your paper being accepted. The presenters will also outline and unpack the criteria used by the journal to vet submissions, helping you understand what it is that makes a HERD paper. You will also learn about the processes of becoming a reviewer (and why you should), but, perhaps more importantly, you will learn what to do with a bad review if you are an author.

This workshop addresses the conference sub theme: innovation by providing guidance about how one goes about sharing innovative work. By providing a deeper understanding of the process of peer review in a top ranked journal, participants will be able to apply that lens to their own dissemination strategies so that they are better prepared for sharing their practice through peer-reviewed media. Dissemination of innovation requires awareness raising through media such as conference presentations, but, in an academic context, transfer of innovation also requires a degree of trust and value before other adopters will take up an
innovation (Gannaway, Hinton, Berry, & Moore, 2013; McNaught, 2009). One such mechanism that enables this trust is through peer review, usually in the form of journal articles (Probert, 2014). This workshop aims to support the successful transfer of teaching innovation through improving participants capacity to effectively disseminate their practice.
Mastery and personalized support in first year teaching

Eva Heinrich\textsuperscript{1}, Jenny McDonald\textsuperscript{2}
\textsuperscript{1}Massey University, Palmerston North, New Zealand, \textsuperscript{2}Independent Consultant, Dunedin, New Zealand

Mastery and personalized support in first year teaching

Eva Heinrich
Massey University, Palmerston North, New Zealand
e.heinrich@massey.ac.nz

Jenny McDonald
Independent Consultant, Dunedin, New Zealand
jenny.a.mcdonald@gmail.com

Abstract
Background/context
Higher education has changed. Students come from a variety of backgrounds and many study part-time and/or have additional responsibilities outside their studies (e.g. Gibson et al., 2016). Funding authorities now expect a pre-set number of students to pass their courses, shifting the pressure for achievement to institutions and teaching staff. Students not only invest their time, they also accumulate large financial debts for their years of study.

Our research is about changing approaches to first year teaching to cater for student diversity and give all students a fair chance to gain subject and learning skills that will set them up for successful degree completion and for life. We think of students who need more time and help and also of those who could go faster. While our particular context is information technology and computer science, we believe that the same approaches would be applicable to other STEM disciplines.

The initiative/practice
Our approach to flexible first year teaching has been described in Heinrich (2015, 2016). Important elements include: flexible semester durations that may be shorter or longer than the standard semester, based on individual student needs; mastery assessment to ensure students cover all learning objectives; mandated, focussed, one-to-one discussions with teachers; scheduled opportunities for student-led problem-solving and discussion; study plans developed by students matching their own circumstances and knowledge; a well-structured support network. We ask students to take responsibility for their learning.

There are parallels between our approach and the Keller Plan or Personalised System of Instruction developed in the 1960s (Keller, 1968). We also build on self-determination theory (Ryan and Deci, 2002). Yet, changing circumstances (e.g. information technology, economic and performance imperatives) mean that we need to gather new insights from current contexts to support our approach.

Methods of evaluative data collection and analysis
One of the key components of our approach lies in the increased one-to-one interactions between students and teaching staff where student work is discussed. We therefore set out to learn more about such interactions by interviewing nine educators who work in teaching and teaching support roles at
our university and regularly interact with students on an individual basis. We asked questions around the technicalities for meetings, on relationship building, on the ability to judge students’ knowledge and skills, and on personal experiences of interacting with students directly. While the interview schedule provided a guideline, the sequence and detailed questions varied across participants, based on their backgrounds and in following up on answers provided. Two distinct approaches were followed to analyse the interview transcripts. One approach was semi-automatic and used text-analysis software. The other approach relied on close reading of the transcripts, identifying emerging themes. Both approaches led to comparable results.

Evidence of effectiveness
The interviews have highlighted many aspects important for our project. Mandatory, regular, structured conversations with teaching staff will help to counter the perception that seeking help is a sign of weakness. It will be important to allow for relationship building, among groups of students and between students and staff. This sets the basis for identifying potential learning issues and establishment of constructive interactions. Working with students on their study skills and developing their self-efficacy will be important to overcome deep-seated perceptions, such as ‘I can’t do math’. To avoid procrastination, deadlines need to be set, yet those can be driven by students, based on their individual circumstances.

The interviewees clearly see the potential of our suggested approach for assisting students based on their individual needs and for ensuring that students move on with solid knowledge foundations and study skills. What came across strongly is the passion educators have for helping students and the satisfaction they gain from direct contact with students.

Link to conference sub-themes
Teaching, Learning and the Student Experience: Places and spaces of teaching and learning
Our aim is to change the student experience. We revisit places and spaces, taking the delivery of material out of the lecture theatre into an online space which is accessed on demand; we make more space for direct interactions between learners and teachers. When we talk about places and spaces we no longer foreground physical settings; we focus on interactions that can occur equally in physical and virtual spaces.

Innovation: Innovation and/or renovation
Our innovative approach differs from the majority of first year courses in higher education. Those courses regulate tightly what students have to do and when, and split assessments into little parts, often with little opportunity to revisit weak areas. We look at the bigger picture and focus on the knowledge students are to develop and showcase. We demand that students ‘get there’; specifically, we integrate support for students to help themselves within the course context. Adding a contemporary twist to past, personalised approaches, we adjust those approaches for our times, where context, expectations and technologies have changed dramatically.
How much is this number worth? Representations of academic casualisation in Australian universities

Dr Keiko Yasukawa1, Dr Nour Dados1
1University Of Technology Sydney, Broadway, Australia, 2University of Technology Sydney, Broadway, Australia

How much is this number worth? Representations of academic casualisation in Australian universities

Keiko Yasukawa
University of Technology Sydney, Sydney, Australia
keiko.yasukawa@uts.edu.au

Nour Dados
University of Technology Sydney, Sydney, Australia
nour.dados@uts.edu.au

Abstract
Casualisation of the academic workforce in Australia has increasingly become a pointed issue of contestation between university managements and the union, the National Tertiary Education Union, during enterprise bargaining negotiations over the last decade. The Union has been concerned with the industrial injustice for long term insecurely employed academics, and its implications for the future academic workforce. Universities, on the other hand, had for a long time maintained that casualisation levels were not at a level detrimental to the sector and that casual employment brought benefits to both the incumbents and the university. However, by 2012, the rapid expansion of the sector, particularly in undergraduate enrolments, had meant the universities could no longer rely on expanding its casual academic workforce to meet its teaching needs. In the most recently completed rounds of enterprise bargaining around Australia, most university managements came to accept that something had to change in the composition of the teaching workforce of the university. The Union capitalised on this to negotiate a new entry level teaching focussed category of continuing academic positions in many of its branches. Ironically, throughout all these negotiations, a reliable estimate of the rate of casualisation of academic work was not available. This paper presents the authors’ detective work in the pursuit of a reliable estimate of academic casualisation in the Australian university sector, and discusses the implications for policy.

Keywords: Higher education workforce; insecure work; quantification
Revealing the what and why of learning: using explicit pedagogy to scaffold the development of transferable skills.

Ms Darci Taylor¹, Dr Chie Adachi¹, Ms Virginia Hagger¹, Ms Catharine McNamara¹, Clinical Associate Professor Rhonda Brown¹
¹Deakin University, Geelong, Australia

Abstract
The jobs of the future demand a wide-ranging skill set from our graduates beyond their disciplinary knowledge. Transferable skills are increasingly sought after by future employers (WorldEconomicForum, 2016) and necessary for life-long learners to navigate through a fast-paced world (Boud & Soler, 2016). It is noted however that these skills are often implicitly taught and assessed through learning activities and authentic assessments as part of the university curriculum (Jorre de St Jorre & Oliver, 2017), which traditionally focuses primarily on the acquisition of disciplinary knowledge. However, students can feel overwhelmed by authentic learning tasks, particularly novice learners (Wopereis, Brand-Gruwel, & Vermetten, 2008) who find it difficult to know which skills are needed to address the problem at hand. In addition, students often find it difficult to see the relationship between learning activities and skill development, and how a skill learned in one situation can transfer to other learning situations.

The notion of mastering transferable skills is, therefore, a complex task for students, where the explicit learning of disciplinary specific knowledge needs to occur simultaneously with the implicit, and often assumed learning of transferrable skills. Teaching transferable skills alongside discipline
knowledge is also a complex task for university educators, particularly when faced with adapting traditional teaching methods to make use of new technologies and modes of delivery, for example, fully online learning.

In creating an online postgraduate course on a MOOC platform, FutureLearn, this paper discusses a course-wide approach taken to developing and scaffolding the learning of transferable skills. Within a graduate certificate course consisting of four core units, we used explicit scaffolding to enable students to develop a range of transferable skills. The idea of ‘explicit pedagogy’ was employed into our design - whereby we articulated which specific transferable skills were being taught, why these were important, and how students would develop these skills through completing learning activities; rather than simply learning about disciplinary related content.

This presentation illustrates the ways in which we constructed the learning activities from a course perspective and how students responded to these activities. It also provides an opportunity for discussion around the use of explicit pedagogy as a strategy to address transferable skills. This paper thus makes a contribution to the conference theme of ‘graduate futures’ by enunciating our approach to cultivating graduates for the jobs of the future, which educators and practitioners could consider and replicate when designing their courses.
What do our students really want from higher education? An exploration of students’ personal goals

Ms Darci Taylor¹
¹Deakin University, Geelong, Australia

What do our students really want from higher education? An exploration of students’ personal goals

Darci Taylor
Deakin University, Geelong, Australia, Deakin Learning Futures
d.taylor@deakin.edu.au

Abstract
A fundamental premise that underlies recent conceptualisations of students as active self-regulated learners is that students have ambitions, expectations, and goals that they want to pursue in higher education (HE). Obviously these align to institutional objectives and values —otherwise, why would they be here, right?

Higher education’s objectives are commonly expressed through learning outcomes at the unit, course and institutional level, but we know very little about the sorts of goals students are pursuing in HE, how these relate to formal objectives, and how these are taken into account by the HE system to enable or constrain students in actively shaping their HE experience. It is timely to explore this; as HE becomes increasingly standardised, focused on performativity, accountability and a multiplicity of outcomes that emphasise the product rather than the process of learning, there are potentially fewer opportunities for students to play an authentic role in shaping their own higher education experience.

Understanding how students think about their personal goals and how they see these interacting with the HE context is important if we are to work together with an increasingly diverse student cohort to design learning experiences that are valued by students and educators alike. For HE to be valued by students, it must be seen as meaningful and aligned to their needs.

This presentation offers a new way of thinking about the learning experience of students in HE by showcasing the preliminary analysis of semi-structured interviews exploring how healthcare students conceptualise their own personal goals in relation to their HE experience. Social realist theory is used to inform the thematic analysis, giving insights into students’ personal dialogues around goals, the importance of these to their learning experience, structural and cultural influences on goals, and student’s perception of their own agency in achieving their goals.

Addressing the conference theme
This presentation addresses conference theme 1. Valuing education (purposes of higher education) as it explores the way in which students value and see the purpose of their higher education experience as it relates to their goals. Understanding the student perspective regarding their goals is essential if we are to work with students to create a learning experience that is personally meaningful while concurrently meeting the objectives of the university.
Abstract

Humanities, Arts and Social Science (HASS) disciplines don’t tend to feature much in the discourse surrounding graduate employability. Reading any one of the myriad reports addressing work skills required for the 21st Century appears firmly focused on STEM disciplines. Yet, the key work skills required centre on communication, independent and critical thinking, problem identification and problem solving and creativity (CEDA, 2015; Davies, Fidler, & Gorbis, 2011) – arguably all outcomes from a HASS-based undergraduate study.

However, the disparate nature of HASS disciplines makes it difficult to generate the united argument that is required. As Probert noted, “The development of ambitious graduate capabilities requires sustained collaborative work to redesign undergraduate education, with academics working together over time and across disciplinary and professional boundaries. This cannot, however, be done without breaking down the specialised silos of the modern university and resisting the powerful research pressures that encourage narrow identification within disciplines” (Probert, 2015, p. 17). Achieving these substantial changes requires a cross-disciplinary, cross-institutional discussion between those with different roles in curriculum. This discussion needs to emphasis interconnected graduate outcomes from HASS, influence reform across HASS disciplines and explicitly foreground the contributions of HASS to the innovation agenda. The Bachelor of Arts (BA) program forms a point of convergence for HASS disciplines; the mechanism to focus discussions across and between disciplines towards revaluing the place of a human-based education in a world increasingly STEM-driven.

A series of think tanks and a conference targeting the BA program curricula were held across 2017 as part of a national fellowship program. This showcase presentation outlines the key outcomes from these cross-disciplinary conversions for consideration, including

1. a program-level educational philosophy that underpins curriculum decisions related to content (including which disciplines to include or drop),
   - the nature of core units of study, pedagogy and learning experiences
   - the prevalence of core units of study and emergence of generic HASS minors and majors
• Integration of multiple disciplines into an interdisciplinary understanding
• HASS education’s strength as problem identification, not just problem solving
• the importance to the world of work of the development of disciplinary lenses through disciplinary training
• the recognition of “social learning” as a HASS pedagogy; and
• the importance of a personalised experience.

This presentation addresses the sub theme: Valuing Education and the sub-sub theme “purposes of education” by exploring how HASS disciplines, typically experienced by students in the BA, are adapting and reforming to address the needs of a contemporary world. This showcase answers Iain Hay’s call to arms; the need for humanists to make explicit the “intangible and practical values of the humanities and the perceptions of that value” (Hay, 2016, p. 12).
Academic adoption of learning technologies: Using an ‘at the elbow’ support service model

Amanda Myers
Edith Cowan University Perth, Western Australia
a.myers@ecu.edu.au

Ghylène Palmer
Edith Cowan University Perth, Western Australia
ghylene.palmer@ecu.edu.au

Dr Katrina Strampel
Edith Cowan University Perth, Western Australia
k.strampel@ecu.edu.au

Abstract
Background
Academic adoption of learning technologies has long been a challenge (Ali, 2003; Lederman, 2017). Lack of time and resources or support are most often cited as barriers to embedding technology-enhanced learning into university curriculum (Zellweger Moser, 2007; Lederman, 2017). This challenge was acknowledged by senior leadership at Edith Cowan University (ECU) when the university’s technology-enhanced learning (TEL) strategy was launched in 2017, with imperatives to build capability and improve confidence of academic staff use of learning technologies to create an engaging digital learning environment. Coinciding with the release of the TEL strategy, strategic funding was allocated to grow the use of learning technologies across the university.
Academic futures: Personalised, role-based professional learning to develop and enhance learning and teaching capabilities

Dr Jude Williams1, Louise Maddock1, Samantha Carruthers1
1Griffith University, Brisbane, Australia

Abstract

Until recently, Griffith University staff who wanted to enhance their teaching were offered one-off, half day workshops or enrolment in the Graduate Certificate in Higher Education. Neither opportunities were considered to have much impact on achieving the University’s goal of “innovative and engaged teaching” (Griffith 2020). There was little overarching direction showing the link between staff reflective practice, capability development, professional learning and the recognition of their role in enhancing learning and teaching at the University.

We have now embarked on a strategy of transforming learning for staff by taking a more holistic approach to professional learning. This approach includes identifying and activating the enablers of change (e.g. academic staff career development); providing support for change (professional learning resources, experiences and tools); and recognising staff who are engaging in changes in learning and teaching (through University grants and awards and Higher Education Academy Fellowships).

Key components of this holistic approach have been the development of the Griffith Learning and Teaching Capabilities Framework and the re-design of professional learning to support the development and enhancement of capabilities. This presentation focuses on changes that have been made to professional learning.

Our professional learning is now personalised, based on individual capability development and practice based (Boud and Brew, 2013). There are role-based pathways to teaching enhancement and excellence, for example a pathway that develops the capabilities of a degree Program Director.

In addition, during the academic staff career development process, staff are encouraged to set their learning goals based on their roles, teaching context and professional interests. They can plan their individualised pathway, undertake professional learning in multiple modes including non-formal as well as formal settings. Staff can collect evidence of their learning through an e-portfolio and be recognised for their efforts and outcomes through credit arrangements and formal qualifications and pathways aligned with the Higher Education Academy’s Fellowship scheme.

Initial reactions to changes have been gathered through quantitative and qualitative evaluations through online surveys. Over 500 responses to the evaluations have been gathered since the changes were introduced in 2016. In addition, to the evaluations, we have conducted face-to-face consultations with a range of staff across the University, including academic staff in a variety of learning and teaching...
roles, and staff who support learning and teaching. The results of the evaluations and consultation have been overwhelmingly positive. During the presentation we will share data from the evaluations; show our progress and lessons learnt.

We address the conferences sub-theme of academic futures by focusing on capabilities, professional learning and resources that will enable staff to meet the challenges of future-focused learning and teaching. The presentation will be of interest to those involved in professional learning, educators and learning and teaching practitioners. Lessons learned from our experiences will resonate with anyone grappling with the thorny task of transforming teaching in higher education. We are keen to learn from others with similar or different stories.
Students as Partners in Learning, in individual units, for authentic student engagement and as a lead indicator of teaching effectiveness.

Mr Stuart Schonell\textsuperscript{1}, Dr Christine Adams\textsuperscript{1}
\textsuperscript{1}University of Tasmania, Hobart, Australia

Abstract

Overview
Student as Partner (SaP) literature recognises the transformative power of student partnerships to advance teaching, learning, and curriculum in higher education. These partnerships develop reflective practice skills through the power of conversations, affording students the opportunity to ‘see the world through the eyes of others’ and develop a sense of personal and professional authority.

New ways of engaging students, such as seeking ‘real-time’ feedback on teaching and learning, can result in teaching and learning experiences that reflect the actual needs of current student cohorts. SaP, in individual units, offers educators and students opportunities to share experiences and challenges in ‘real-time’, create a more relational form of student engagement and develop student learning through co-operation and co-ownership of educational processes and outcomes.

Target audience
The target audience is teaching academics.

Intended learning outcomes
Develop a personal and context relevant framework for ‘SaP’ for a unit you teach. Integrate student perspectives into your curriculum at ‘points of need’ to improve teaching, learning and engagement.
(Re-)Valuing on ‘Otherness’ and ‘Caring’ in Universities

Professor Janice Orrell1
1Flinders University, GPO Box 2100 Adelaide, Australia

Abstract
Contemporary discourse regarding the purposes and outcomes of higher education focuses on ‘value for investment’ for students, institutions and governments as well as engagement and impact on communities and industry. Measures of success include graduate employability and work readiness, encouraging educational programs that focus beyond disciplinary competence to aspire to produce graduates who possess institutional generic graduate capabilities and meet professional registration standards where relevant. Universities increasingly seek to establish partnerships with industries, governments and communities that might result in collaborative research and research translation as well as workplace internships. Under current budget constraints and accountabilities, universities increasingly focus on curriculum efficiencies through the uptake of technological affordances. An unintended consequence of these trends is a reduction in the interpersonal educational transaction between teachers and learners resulting in an erasure of important tacit values developed through human interaction and an overriding focus on student ‘doing’ at the expense of their ‘being’ and ‘becoming’. Dall’Alba (2009) called for a re-imagining of the role of Universities and their practices at the organisational and the individual level, emphasising institutional and individual dispositions and practices regarding ‘otherness’ and caring. Gherardi & Rodeschini (2016) argue that these are not innate human capabilities, but are developed with emerging self-understanding, self-knowledge and self-identity. These dispositions and practices, they argue, are essential to look beyond one’s own life experiences and to being able to imagine the experiences, psychological states and responses of others. This notion of ‘caring’ is more than an attribute of individuals. It is also an organisational competence that fosters dispositions and practices of ‘otherness’ and ‘caring’, is contrast to Tronto’s (1993) notion of ‘privileged irresponsibility’ that sustains injustice and inequality and marginalises those that give and receive caring.
Scholarly Teaching: The Changing Composition of Work and Identity in Higher Education

Dr Nour Dados¹, Associate Professor Anne Junor¹,², Dr Keiko Yasukawa¹
¹University Of Technology Sydney, Ultimo, Sydney, Australia, ²University of New South Wales, Sydney, Australia

Scholarly Teaching: The Changing Composition of Work and Identity in Higher Education

Nour Dados
University of Technology, Sydney
Nour.Dados@uts.edu.au

Anne Junor
University of Technology, Sydney
Anne.Junor@uts.edu.au
University of New South Wales
a.junor@unsw.edu.au

Keiko Yasukawa
University of Technology, Sydney
Keiko.Yasukawa@uts.edu.au

Abstract
By February 2018, almost 700 positions for a new type of academic, the ‘Scholarly Teaching Fellow’ (STF), had been created (NTEU 2018). The creation of STFs reflects a shift in priorities, both for universities and for staff as represented through the sector’s lead trade union, the NTEU. There is growing pressure from universities to promote teaching-intensive academic careers, mainly to strengthen teaching capacity in the context of rising enrolments. There is also new recognition from the NTEU that continuing teaching-intensive positions can offer a means of reducing academic casualization. The resulting convergence in priorities has led to the creation of this new category of employment in the academic workforce. Drawing from in-depth interviews conducted for an Office of Learning and Teaching Project about STFs, this paper reflects on the implementation and experience of these positions from the perspective of academics and managers. A collective narrative analysis of the purpose of the positions and the varied experience of academics in the roles will be used to draw out the impact of these changes on workloads, job security, professional identity and personal life.

Keywords: scholarly teaching, role specialisation, academic identity
Self-regulated learning in online higher education learning environment

Mrs Tirtha Goradia¹, Dr Andrea Bugarcic²
¹Endeavour College Of Natural Health, Perth, Australia, ²Endeavour College of Natural Health, Fortitude Valley, Australia

Abstract

Theme: Teaching, Learning and the Student Experience

Background/context:
Online education has taken a huge leap in the last decade with many educational institutions now offering online courses within the higher education sector. Although providing major benefits to students in terms of flexibility and balance, students lack the skills of self-regulation that are required to succeed within online learning environment. Online learning requires students to be able to engage with the course in a regulatory manner, a process, referred to as self-regulated learning (Broadbent & Poon, 2015). Zimmerman (1989) defines self-regulated learning as an ability to control, manage, and plan learning actions. Self-regulated learning strategies have been implemented for on campus students, however, limited opportunities exist for online students. This initiative therefore aims to provide students an opportunity to develop skills essential to self-regulated learning and enhance potential for meta-learning.

Research/evaluation method:
An overview of the assessment gradebook for online students has time and again shown non-continuation after the first assessment. Online students require to be engaged in a self-regulated learning process to achieve academic success. In order to accomplish this, a self-regulation based intervention was carried out for online cohorts for the first year subjects. Students who failed (below 50%) or just passed (50-55%) in their first assessment were asked to complete the survey on self-regulation task.

Outcomes:
Our presentation will provide outcomes from preliminary data from a representative sample of two online cohorts across Biosciences discipline by analysing responses to survey questions on reasons for low performance in the assessment item. Although the representative sample was of small size (12 students), the initiative is a starting point towards introducing self-regulated learning strategy within online environment. Our institute will be looking at different ways of implementing this strategy
thereby developing an effective online learning environment. Although the focus of this study is on self-regulated learning, it is important to bear in mind that there are many factors that impact on student engagement and continuation after a first assessment piece. These are but not limited to financial concerns, personal issues, study load, study environment, college environment, as well as feedback provided. Additional consideration should be given to these factors when evaluating non-continuation after the first assessment.

Relevance to the conference theme:
This study relates to the theme Teaching, Learning and the Student Experience as self-regulated learning strategies are known to enhance self-efficacy and positive academic outcomes within the online higher education learning environments.
From Invisible to SEEN: A conceptual framework for articulating and developing 'invisible' graduate attributes

From Invisible to SEEN: A conceptual framework for articulating and developing 'invisible' graduate attributes

Barbara Kensington-Miller
University of Auckland, Auckland, Private Bag 92019, Auckland 1142, New Zealand
b.kensington-miller@auckland.ac.nz

Sean Sturm
University of Auckland, Auckland, Private Bag 92019, Auckland 1142, New Zealand
s.sturm@auckland.ac.nz

Amanda Gilbert
Victoria University of Wellington, Wellington, PO Box 600, Wellington, New Zealand
amanda.gilbert@vuw.ac.nz

Abstract

Background
Academic transcripts record students’ learning, providing a grade which indicates the student has achieved a certified level of disciplinary knowledge and skill. However, recognising what a graduate has accomplished during a course, or over a programme is much more involved: it includes not only disciplinary awareness but students’ learning processes (e.g. autonomous learning), social aptitude (e.g. diversity awareness, collaborative skills), and even their professional readiness (e.g. time-management, resilience). Such learning is often invisible on university academic rubrics and transcripts, and may be difficult for students to articulate and evidence to others. Unlike the mostly measurable, or visible, skills and attributes associated with formal academic learning, many of the graduate attributes still remain largely ‘invisible’ (Jorre de St Jorre & Oliver, 2018; Kember, Hong, Yau, & Ho, 2017; Normand & Anderson, 2017).

The initiative
In this presentation we address the theme and sub-theme ‘Teaching, Learning and the Student Experience’ and ‘graduate futures’. We introduce the concept of ‘invisible’ graduate attributes at the tertiary level, distinguishing such unassessed/unassessable attributes from more visible graduate attributes. We then introduce a conceptual framework, SEEN, for articulating, evidencing and actively developing ‘invisible’ attributes. This framework provides the basis for a toolkit for students, lecturers and employers.

Methods of evaluative data collection and analysis
The data collected was part of an Ako Aotearoa National Funded project during 2015-2017, called Making the Invisible Visible: Illuminating Undergraduate Learning Outcomes Beyond Content and Skills,
in which our cross-disciplinary and cross-institutional team worked across six disciplines: English (Arts), Psychology and Chemistry (Science), Dance and Music (Creative Arts) and Law (Professional). We conducted semi-structured interviews with two to three academics from these six disciplines (17 in total), and one or two employers (10 in total) who regularly recruit graduates from those disciplines. Convenience sampling was used to select experienced academics, who taught undergraduate students. Employers were identified by disciplinary team members or by the academic interviewees. We administered surveys using Qualtrix software to approximately 1000 undergraduate students from those disciplines.

**Evidence of effectiveness**

From our data we have developed a generic framework, SEEN, focusing on those attributes which by and large are treated as either ‘aspirational’ goals of a university, or as personal qualities of students, rather than attributes which can be actively planned for in learning objectives and learned through classroom activity. The SEEN framework provides a language for students, lecturers and employers to engage in conversation about attributes generally and IAs in particular, where these may not be conventionally assessed.
Valuing undergraduate research skills in higher education: perspectives from geography students

Dr Sara Fuller1, Dr Matalena Tofa1
1Macquarie University

Valuing undergraduate research skills in higher education: perspectives from geography students

Sara Fuller
Macquarie University, Sydney, NSW, Australia
sara.fuller@mq.edu.au

Matalena Tofa
Macquarie University, Sydney, NSW, Australia
matalena.tofa@mq.edu.au

Abstract
Research training is an important component of undergraduate degree programmes. In the discipline of geography, research training is intrinsically connected to fieldwork i.e. a learning experience outside the classroom (Kent et al., 1997). The benefits of fieldwork for skills development are well known (Fuller et al., 2006). However, there is less understanding about undergraduate student perspectives in relation to research skills and the wider value of research (Keenan & Fontaine, 2012). This raises questions about the value of research skills for undergraduate students in terms of engagement with required elements of the curriculum but also in the context of employability and lifelong learning.

The paper reports on a project that explored the perceptions and experiences of undergraduate students in a Capstone human geography unit. The unit seeks to develop students’ practical, analytical and interpretative skills in ways directly relevant to future employment opportunities. Field based research forms an integral part of the unit and students select from options in Sydney, the Northern Territory and Sabah, Malaysia. Throughout the unit, students are expected to demonstrate an understanding of research philosophies and methods (including problem formulation and research design) as well as developing the capacity to undertake research in practice. Data was collected through a short online qualitative questionnaire conducted in the first week of semester which explored student understandings about the aim and purpose of research and follow up interviews conducted both pre and post fieldwork to reflect on changing perceptions of the research process. Analysis of survey data and interview transcripts was undertaken by coding and organising data thematically using NVivo.

The project identified that students felt a lack of confidence when enrolling in the unit and did not have a clear understanding of the purpose of research. This suggests that research training should be more carefully scaffolded into the undergraduate curriculum. Students overall experienced a transformative learning experience that they greatly enjoyed but they struggled to draw connections between their experience in the unit, the research skills developed and their future career. Program-based research training should therefore explicitly position research skills in the wider context of employability and lifelong learning. Such an approach would ensure that skills are connected more directly with experiences thus enabling students to gain a more holistic appreciation of the value of research.
Evaluating progression of research and critical thinking skills: Blending a new measure of student success in higher education academic grading system

Dr Manisha Thakkar¹, Ms Jenny Yeeles¹, Dr Andrea Bugarcic²
¹Endeavour College Of Natural Health, Adelaide, Australia, ²Endeavour College Of Natural Health, Brisbane, Australia

Abstract
Background:
Australian higher education institutions grade students’ academic performance on a scale ranging from high distinction to a fail. This grading system provides a standardised measure of achievement across the degree programs but fails to provide an insight into the progression of research and critical thinking skills that are important to students’ life-long success and professional practice. It is important to include a set of metrics in the current grading scale that informs the development of these skills as student progresses in a course unit and also across the whole degree program. This study considers using the Models of Engaged Learning and Teaching (MELT: Willison, 2017) metrics for ascertaining the explicit progression in research and critical thinking skills in pathology and clinical science course units at Endeavour College of Natural Health.

Initiative:
At Endeavour College of Natural Health, the first MELT- Research Skill Development (RSD) framework (Willison, 2017) was consulted to scaffold students’ research and critical thinking skills in two pathology and clinical science course units. The course materials and assessments were modified to highlight the research and critical thinking skills that underpin the course learning outcomes. All the assessment tasks and marking rubrics were redeveloped considering the RSD’s six facets of research and various levels of students’ autonomy. The RSD based marking rubrics provided students with a clear portrait of grades breakdown for each of the facets and the level of achievement. Consequently, progression of skills was analysed across each of the course units as well as between the two pathology units. The achieved level of these skills was reflected with the final grades to identify the gaps that needed to be filled and strengths that needed to be valued.
**Method of evaluative data collection and analysis:**
The grades achieved by students were studied in a longitudinal manner in both pathology course units. Results of all students in both pathology units were collated to identify the progress in skills under each RSD facet. A students’ survey was also conducted to identify the impact of new marking rubrics and new grading systems on skills development and students’ learning experience. This study was approved by human ethics committee of the Endeavour College of Natural Health in accordance with the National Health and Medical Research Council’s guidelines (ethics approval number 20160626).

**Evidence of effectiveness:**
The results from the longitudinal evaluation of students’ grades that highlighted skills progression will be presented in this showcase. Moreover, the results of students’ survey will be presented to show the statistically and educationally significant shift in the students’ learning experience and impact of the blended grading scale in measuring students’ success for a life-long process. The skills analysis provided an insight of the most attained and least attained skills throughout each of the course units that will further guide the modifications in learning and teaching materials of the course units. The results of this study will also guide the development of similar marking rubrics for all course units delivered at Endeavour College of Natural Health to measure the progression of research skills across the whole of degree programs.

**Relevance to conference theme:**
This study relates to the conference theme ‘Valuing education: Measure of success’. It identifies the missing attributes in the current higher education grading system. It also proposes a blended approach for measuring students’ success within and across the curriculum, through looking at the progress of research and critical thinking skills along with the final grades as a measure of success.
Fostering knowledge networks: practical approaches to facilitate inclusive learning communities in enabling programs

Dr Sarah Hattam, Dr Bianca Price, Ms Jennifer Stokes
UniSA College, University of South Australia, Adelaide, Australia

Abstract

As developed nations move toward universal higher education, many Australian universities have created enabling programs to provide supported pathways to degrees in line with widening participation targets. This paper will explore interventions designed to support students to join a learning community, through the implementation of inclusive approaches, which foster an active learning culture in enabling programs at UniSA College. These interventions are grounded in Social Learning Theory (SLT) (Bandura, 1977), which advocates the benefits of learning through social networks. SLT highlights the development and modelling of behaviours based on social experiences wherein participants learn from each other through observation (Ormrod, 1999). McKay and Devlin (2014) argue that ‘demystifying university culture and discourse’ is particularly important for students from low socioeconomic status (SES) backgrounds. Through establishing connections with peer networks and supportive staff, students gain opportunities to access further knowledge about university. Research suggests that students from low-SES backgrounds who develop ‘relationships that increase their access to valuable hot knowledge…. may assist in making HE feel possible’ [for them] (Smith, 2011, p. 176). Once students connect with these networks, they are then supported to become part of an active learning culture.

This paper outlines two key interventions: a mentor program and targeted tutor training. Firstly, UniSA College Mentors are enabling program alumni who return to the learning community to provide social support and guidance for new students. Secondly, a tutor induction program was specifically designed to foster a learning community for students from equity groups. This is achieved through clear and consistent messaging about the pedagogical approaches adopted by the teaching staff. This tutor induction program encourages tutors to reflect on the role they play and how this contributes to the
ambitions of the students through both active engagement in the classroom, and continued support to help new students to realise their dream of transitioning into undergraduate degrees. Outcomes of these two interventions will be outlined in the presentation. Through these informed approaches, both interventions serve to extend the student experience and foster knowledge networks.

This research will employ a deductive approach to explore how SLT can help facilitate a supportive learning environment for students from underrepresented backgrounds. To evaluate the impact of these interventions, this study uses mixed methods including surveys, focus groups and interviews. Reflecting the focus on inclusive learning cultures, respondents include alumni students, as well as sessional teaching staff from diverse backgrounds. Through analysing responses, this research will reflect upon the variety of knowledge networks available to students from equity groups. This study will examine the applicability and purpose of cold, hot and warm knowledge networks serve and their role in supporting an active learning community.
Re-booting the First Year Experience in Higher Education

Trish McCluskey¹, John Weldon, Andrew Smallridge
¹Victoria University, Melbourne, Australia

Abstract

"Australia’s university dropout rate is worsening, with one in three students failing to complete the course they began within six years of enrolling.” (Martin, 2017) Like many Australian Universities, Victoria University (VU) has struggled with student retention and success. The old adage “If You Always Do What You’ve Always Done, You Always Get What You’ve Always Gotten” was ringing true, therefore a disruptive innovation (Christiansen, 2008) was required to enable VU to achieve their strategic aims “to ensure the highest levels of student satisfaction among first-year students of any university in Victoria by 2020”. To this end VU set out to redesign the first-year experience for both students and staff. This Australian-first innovation, known as the VU First Year Model has the potential to revolutionise how first year at university is experienced by students. It’s a radical and innovative approach which sees students undertake units singly and sequentially in four-week blocks, rather than undertaking four units at once across a 12 or 16-week semester. It also connects them to peers and teachers via smaller classes, where they have the opportunity to get to know others and make friends. However the First Year Model, at VU, is more than simply rearranging teaching schedules. VU is embarking on a program of review, renewal and renovation of all its systems and processes in order to create a sustainable model that delivers better outcomes for students, staff and the University.

Tweaking around the edges and trying to retrofit a disruptive operational model into an entrenched way of operating was not a viable option but rather required the realignment of people, processes and systems to optimize a significant cultural shift. A new organisational entity, “The First Year College” was constructed and ninety staff were recruited internally and externally.

This showcase presentation will address a number of the conference subthemes: “Academic Work and Identities” by highlighting how multifaceted teams of academic and professional staff were formed to support the re-design, development and evaluation of curriculum, using a blended learning approach. The formation of the First Year College including the creation of cultural change and ensuring cross disciplinary connection and collaboration through “boot camps”, “hive minds” and “finishing schools” will be discussed. This collaborative
and integrated approach to the development of Block units has engendered a culture which explicitly values Higher Education teaching, amplifying the need for students to be placed at the centre of all design and which embeds constructive criticism and peer review into every day practice. Evidence will be presented from staff re the experience and impact of this approach on practice.

“Teaching, Learning and the Student Experience” by emphasising how authentic and student centred design contributes to student engagement and success especially when students are involved in the design, development and review process.

“Innovation” by showcasing the unique and revolutionary curriculum design that enables students to focus on one unit at a time that will ensure iterative success and flexibility in the learning journey.
Conditions that support effective assessment feedback in higher education

**Associate Professor Michael Henderson**, Dr Tracii Ryan, Dr Michael Phillips, Professor David Boud, Associate Professor Phillip Dawson, Professor Elizabeth Molloy, Ms Paige Mahoney
1Monash University, Melbourne, Australia, 2Deakin University, Melbourne, Australia, 3The University of Melbourne, Melbourne, Australia

Abstract
Feedback practices represent a significant investment in resources and emotion for educators and students. While there are pockets of excellence, research continues to highlight that feedback practices cannot be simply parachuted from one context to another and be expected to work just as effectively. This paper presents twelve underlying conditions that support effective feedback, and has stemmed from an extensive 18-month Australian government funded project. This large scale mixed-method project was innovative by adopting a
socioecological perspective, seeking the broader contextual and historical factors that shaped, supported and inhibited effective feedback. Phase 1 involved a large scale survey (n = 4920) and focus groups (n=43) with staff and students from two Australian universities to identify effective practices. Phase 2 explored seven case studies of effective feedback from Phase 1 data, and involved interviews with 34 staff and students. Phase 3 involved the iterative development of the framework of effective feedback. This framework was further honed through workshops with 295 academic staff and roundtables with 66 senior university leaders at seven Australian universities. Phase 4 involved a survey of academic staff and senior leaders (n = 250) from 39 Australian universities, in which the twelve conditions were evaluated. The final conditions reported in this paper provide institutions, leaders, and educators with innovative and empirically grounded guidance regarding how to enhance capacity for feedback, improve feedback designs, and foster effective feedback cultures.

**Keywords:** assessment feedback, effective feedback practices, higher education
The impact of tertiary teaching qualifications: A snapshot from the University of Papua New Guinea

Professor Angela Hill¹, Dr Andrea Lynch², Dr Allan Goody³, Mr Nehemiah Akia⁴
¹Edith Cowan University, Perth, Australia, ²James Cook University, Townsville, Australia, ³James Cook University, Townsville, Australia, ⁴University of Papua New Guinea, Port Moresby, Papua New Guinea

Abstract
Internationally and nationally across the higher education sector, the preparation and professionalization of academics’ work is in focus (Chalmers, 2016). Papua New Guinea is no exception. As one of the world’s most culturally and linguistically diverse regions, with over 800 languages, higher education for the nation’s eight million people, many of whom live in rural communities, presents significant challenges. With a major shortage of skilled professionals, tertiary education across the four public universities is a high priority (National Strategic Plan Taskforce, 2011). In July 2015, the University of Papua New Guinea (UPNG) and James Cook University (JCU) commenced a three year twinning project, funded by the Australian Government. The Project is linked to a memorandum of understanding between the two universities and is aimed at building teaching capacity and supporting collaborative research capability in Australia, Papua New Guinea and the broader Asia Pacific region. As part of the twinning agreement, JCU and UPNG agreed to the delivery of the Graduate Certificate of Education (Academic Practice).

The poster presents the background to the twinning project and the key drivers of the UPNG’s teaching quality agenda, locating this within the broader international emphasis on the quality of higher education teaching. The main focus of the poster is the evaluation of the delivery of this formal teaching credential at the University of Papua New Guinea and the consequent impact on teaching quality. The evaluation utilizes Kirkpatrick’s (1996) four level framework to consider participants’ initial reactions, learning, changes in behaviour and the results of the changes in behaviour – particularly in terms of curriculum reform and student learning. The evaluation goes directly to the impact of professional learning for early career academics and their aspirations for the role of higher education in their developing nation. Additionally, the poster highlights the challenges and opportunities in sustaining teaching quality reform in this context.
Artistry and the Arts-based researcher

Dr Danielle Eden¹, Dr Gary Holgate¹
¹Australian Institute Of Music, Sydney, Australia

Abstract
Barone and Eisner (2011) define arts-based as “a means through which we seek new portraits of people and places” p.5. This presentation seeks to explore an increased interest in arts-based research as a methodology for graduate students at a performing arts higher education provider. The study will focus in particular on a group of performing arts teachers pursuing further higher degree qualifications. There appears to be an increase in the interest of practice-based; practice-led and arts-based research methods for their master coursework research projects. The interest in these qualitative research methods appears to be a direct reflection of the experience of the arts educator, who, often as an experienced artist seeks to reflect on the theory and practice of their area of expertise. The acknowledged truth, “the frame of reference through which one peers at the world shapes what one learns from that world” (Barone and Eisner, p.4), rings true for the artist. Their lens is a creative lens that sees in the world in terms of their art.

Many of these educators who are researching their craft, have more than 15 years professional industry experience as a musician, performer, artist or composer and are seeking to further understand the creative process rather than report only on the outcomes ie the concert, the performance, the composition.

In the performing arts, it is important for graduate students to explore their craft from both a theoretical and practical lens to provide opportunities to grow and develop their artistry. Utilising an arts-based approach, can provide useful opportunities for the artist researcher, to explore and gain new insights and knowledge into their area of specialisation.

The rise of arts-based in particular as a methodology appears to be directly linked to the similarity with the creative practice of the performer and composer. The presentation will be a case study, reporting on completed projects and methodologies utilised; a survey and an interview as a focus study, in order to discover the reasons for the increase of arts-based, performance-based methods. An arts-based narrative approach for the focus case study, will be utilised to allow for all the voices of the participants in the project “to be heard”.

Dr Danielle Eden
Australian Institute of Music, Sydney, Foveaux St
Email: Danielle.Eden@aim.edu.au
Southern Cross University, Adjunct Lecturer
Email: Danielle.Eden@scu.edu.au

Dr Gary Holgate
Australian Institute of Music, Sydney, Foveaux St
Email: Gary.Holgate@aim.edu.au
Arts-based research methodologies may initially appear more difficult to measure outcomes than traditional research. However, arts-based, in particular, can provide the opportunity for the researcher/teacher/artist to combine all the elements of their practice. Exploring their creative practice allows for important self-reflection for the artist researcher on their creative process often utilising “artings” (Barone and Eisner, 2011). Allowing students of any age to explore the arts as a means of expression can help to foster creativity and provide pathways for the development of non-discursive expression. (Barone and Eisner, 2011; Finley, 2008; Fleming, Gibson, and Anderson, 2016).

The importance of the arts to future research can be expressed by “The arts in general teach us to see, to feel, and indeed to know” (Barone & Eisner, p.6), surely an important achievement for the arts researcher.

**Keywords:** Artistry; Arts-based; Graduate attributes; Creative arts; Performer
Up-scaling genre pedagogy: Adapting a successful writing module for open online learning

Emily Purser
University of Wollongong, Wollongong, Australia

Abstract
The poster illustrates the context and key findings of a comparative investigation into students’ learning in three versions of the same course: traditional classroom, ‘massive open online course’ (MOOC) and a blend of the two. The course teaches research students how to review academic literature – a type of writing task that places heavy demands on any learner’s literacy, but especially those learning through a second language. As one established way of meeting developmental needs of academic writers at the University of Wollongong, the course takes an approach to helping students produce the required kind of text that is known as genre pedagogy (Martin & Rose 2008). A key feature is demonstration and discussion of how texts are constructed, from overall shape to wording. It it used effectively with small groups of students, but demand for instruction in research writing is rising, so a MOOC was created from part of the course to upscale its reach – but would the pedagogy translate to an online learning environment, and work with a huge number of learners? Alongside its use with fully online learners, a trial was set up to use the MOOC as a resource within a classroom delivery of the course. Data was collected from each version via the same survey and interview questions, given to a random sampling of participants from prior iterations of the classroom version, the MOOC version and the experimental blended version of the course. Interesting findings include a similar satisfaction and perceived depth of learning across each delivery; a role for blogs in translating the pedagogy to the online environment; and varied awareness of the learning design. Implications for future practice are considered, in terms of the role open online courses can play in research training, in demonstrating a pedagogy for professional development, in bringing English language education into disciplinary curricula, and in internationalizing a curriculum.
The Evolution of the Griffith Learning and Teaching Capabilities Framework

Dr Jude Williams\textsuperscript{1}, Louise Maddock\textsuperscript{1}, Samantha Carruthers\textsuperscript{1}
\textsuperscript{1}Griffith University, Brisbane, Australia

Abstract

Transforming learning and teaching practices of staff in the higher education sector continues to be a necessity for universities in Australia, as we grapple with a fast changing environment and the need to meet increasing expectations of students, industry, the government and the community. Sector authorities provide professional practice frameworks for academic educators, however, these frameworks tend to be based on levels of appointment, promotion or experience. We propose a practice-based and role-based framework to describe the learning and teaching capabilities required to enable transformative student learning. This showcase will give an overview of the Griffith Learning and Teaching Capabilities Framework (the Framework), describe its collaborative development process, and show evidence of how the Framework is being used within the University.

Strategically, the Framework was conceived as an enabler in the transformation of learning, and teaching at the University, and positioned within the broader learning and teaching professional learning ecosystem at Griffith. It was designed with several purposes in mind: to support reflection on learning and teaching capabilities; to enable planning of practice enhancement and career planning; to facilitate collegial conversations regarding learning and teaching and capability development; to inform the design, development and facilitation of professional learning activities, experiences and programs; and to identify evidence of practice that can be used for recognition in learning and teaching grants, awards and fellowships.

Informed by research-based signature concepts in higher education learning and teaching (Kandlbinder, 2013) and practice-based approaches (Boud and Brew, 2013), the Framework consists of learning and teaching values and capabilities embedded within a practice lifecycle. The values at the heart of the Framework set the cultural context for learning and teaching at the University. Infused by the Framework’s values, individual learning and teaching capabilities underpinning learning and teaching roles in a specific context are made explicit in the Framework in the form of action-oriented statements, grouped under ten clusters of capabilities. Within each cluster, capabilities are aligned across three learning and teaching roles: Educator, Course Convenor and Program Director.

The Framework was refined through an iterative action learning process (Kember (2000) using a participatory approach (Cousins and Earl, 1992). Collegial conversations were facilitated with approximately 120 colleagues in faculty-level Learning and Teaching Committees, Curriculum Consultants, Educational designers, Course Convenors, Program Directors and with university educators, members of the Program Leaders Network and academic leaders of learning and teaching.

Early indications of its effectiveness suggest that the Framework is perceived as a valuable resource for enabling learning and teaching practice transformation, with evidence that it is being used for individual reflective practice by academics from all four University Groups (Faculties), facilitating
professional collegial conversations about learning and teaching, planning capability development and practice enhancement, designing professional learning experiences/programs and supporting recognition and reward schemes.

This showcase addresses the conferences sub-theme of academic futures by focusing on a key enabler of academic reflective practice, capabilities development and practice transformation. The presentation will be of interest to those looking to take a strategic approach to the enhancement of learning and teaching practice of academic staff in a range of learning and teaching roles.
Re-valuing student engagement: a reflection on including Moore's three types of interaction within institutional program mapping

Dr Sara Hammer, Dr Peter Ayriss, Dr Amanda McCubbin, Dr Jess Marrington, Dr Syed Shams
University Of Southern Queensland, Toowoomba, Australia

Abstract
This Showcase shares an initiative to re-focus academic attention on the value of purposeful student engagement strategies that enhance the student experience (Garrison & Cleveland-Innes, 2005). It describes an Australian distance educator initiative to apply Moore’s three learner interaction types to program mapping and enhancement activities. Moore (1989) describes three interaction types for distance education: learner-content, learner-teacher, and learner-learner. Student engagement is now a key indicator for the quality of the university experience, and is reflected in the Student Experience Survey, which emphasises peer-to-peer interaction (QILT, 2018). This interaction type is a challenge for some study areas within our institution.

From late 2016 we required programs teams we supported directly to categorise learning activities included in their curriculum mapping according to interaction type. Mapping student interactions for units within a program was intended: (1) to trigger individual teacher reflection about their strategy for engaging students in the online space; and, (2) to trigger program team reflection about dominant practices and possible enhancement strategies. Subsequent individual support for academics was provided by academic developers, as well as group support via program quality design workshops.
We used a qualitative *Educational design* approach applying a problem analysis, solution development, iterative refinement and reflection process proposed by MKenney and Reeves (2014). We assessed the effectiveness of our initiative as a process, but also whether it triggered positive or planned change. We used semi-structured, reflective data to capture our own experience of the process, from academic developer or school coordinator perspectives; and, documentary data from four degrees including relevant curriculum and electronic communication.

Data were analysed using inductive, thematic analysis (Braun & Clarke, 2006) and multiple review and feedback cycles. Three broad themes emerged: mapping as interpretation, leveraging change; and, design improvements. Our findings suggest that a focus on student interaction types can shift conversation and reflection beyond basic issues of alignment towards online engagement strategies. Also, while most programs are at early stages of re-design, there is evidence of planned change as a result of this focus. Barriers are program preparedness, and academic interpretation of interaction types. Suggested enhancements include a written guide for school coordinators. (533)
A New Age of Professional Learning: Fostering career progression and development as teachers and researchers in higher education through a modularised, micro-credentialed model

Dr Georgina Avard1, Mrs Gina Saliba1
1Western Sydney University, Penrith, Australia, 2Western Sydney University, Penrith, Australia

Abstract
Professional learning has evolved over the past half century, not the least within the context of higher education. Institutions both locally and internationally are looking to improve the quality of learning and teaching and ultimately the student experience by developing significant professional learning philosophies, methodologies and strategies aimed at the capacity building of staff.

Western Sydney University (WSU) has encountered a number of issues regarding academic professional development, for example, poor attendance at events, limited impact on quality of teaching and learning, and an unappealing out-dated model of professional development. These issues are not dissimilar to the practicalities and experiences of other universities both here in Australia and internationally (see also Brew, 2010; Viskovic, 2009). Resultantly, in 2016 WSU planned and developed an innovative integrated modularised professional learning model called “Academic Development in Practice” (ADiP). This scalable, micro-credentialed, integrated professional learning model is underpinned by an experiential, authentic learning approach which requires the contextual application in practice and peer-review of projects in order to gain formal recognition and credentialing. The micro-credentialising model provides motivation via the attainment of badges that can lead to formal qualifications such as a Graduate Certificate of Academic Practice and/or contribute to a Higher Education Academy Fellowship (UK).

A number of design features were specifically employed to support the underlying principles. These included offering a flexible and responsive framework of teaching and research professional learning opportunities in three broad forms:
1. Work and project-based learning (supporting the staff members’ research, curriculum design, delivery and renewal work/secondments/community engagement/scholarship of teaching and learning inquiry projects)
2. Formal training (courses/self-study modules/workshops/seminars)
3. Learning communities (networks / mentoring / social or peer learning groups)

In particular, the ADiP strategy was developed to be participant centred so that it could be responsive to the current and future needs of staff and the research and teaching contexts in which they work. Staff would be able to ‘dip in’ to modules in a ‘just-in-time’ basis or choose a more prolonged engagement by participating with communities of practice attached to ADiP themes (see also Holt, Palmer & Challis, 2011). Other attractive elements of the program include:

- ability to track their own progress and activity on the learning portal
- being able to access modules at any stage of their career
- having access to mentors (from for example experienced staff or occasional external guests) who would lead and share their expertise throughout appropriate themes
- staff being able to choose from a number of progressions, according to both interest and as suggested by the program.
- The attainment of credits to progress towards a Graduate Certificate (should that be what the staff member wants).
- An avenue to apply for a Higher Education Academy Fellowship (UK)

In this presentation we discuss the development and implementation of the framework and its theoretical underpinnings and positioning in an evolving higher education environment. It will be of value to those who have an investment or a particular interest in capacity building of university teachers and researchers.
Graduate attributes as components of curriculum quality assurance? Critically examining examples of sector practice as part of institutional policy renewal

Dr Sara Hammer1, Dr Peter Ayriss1, Dr Amanda McCubbin1
1University Of Southern Queensland, Toowoomba, Australia

Graduate Attributes as components of curriculum quality assurance? Critically examining examples of sector practice as part of institution policy renewal

Dr Sara Hammer
University of Southern Queensland, Toowoomba, West Street
Sara.Hammer@usq.edu.au

Dr Peter Ayriss
University of Southern Queensland, Toowoomba, West Street
Peter.Ayriss@usq.edu.au

Dr Amanda McCubbin
University of Southern Queensland, Toowoomba, West Street
Amanda.McCubbin@usq.edu.au

Abstract
We share an initiative from the first stage of a policy renewal process in which we critically examined current Australian university models for integrating graduate attributes within institutional, curriculum quality frameworks.

Graduate attributes are a widely accepted curriculum quality construct in Australian Higher Education. Yet over the last 20 years the curriculum quality space has become increasingly crowded, with a requirement to address multiple, sector, disciplinary and professional standards: many of which reference similar attributes or skills. At our own institution this has created confusion, which has been heightened by a lack of clear integration of the graduate attributes policy with other strategic and policy documents. There is little guidance in higher education literature, beyond a requirement to address gaps in graduate attribute conception (Bridgstock, 2009), and address strategic elements in their implementation (Barrie, Hughes & Smith, 2009).

To answer the question of how universities currently frame, conceptualise and apply their graduate attributes statements we applied a qualitative, documentary analysis approach to review publically available data from 41 Australian universities. This included web pages, policies and curriculum documents relating to graduate attributes. Relevant data was collected and copied into a table, with hyperlinks to relevant university websites and documents. Text was analysed using deductive, thematic analysis (Braun & Clarke, 2006) based on components of our research question. Data was analysed in multiple stages of iterative individual review and group calibration. We found a range of practice: from stand-alone policy representation to wider, strategic, quality and curriculum integration. This resulted in the identification of four broad themes related to custodianship, institutional framing, integration, and graduate attribute conception.
From these findings we developed four good practice principles to guide the next steps of our policy renewal process: (1) the graduate attributes policy should be strategically framed and aligned; (2) there should be cross-institutional implementation; (3) there should be transparent integration with, and/or differentiation from, key graduate outcomes including those associated with AQF standards and graduate employability; and, (4) the Policy should be purposefully included in accreditation policies, procedures and guidelines. These principles have provided a useful framework for conceptualising and implementing our graduate attributes policy in a way that enables our institution to address stakeholder expectations whilst also revalorising University community aspiration for its future graduates.
Innovating with Technology Enhanced Learning: same-same but different?

Dr Georgina Avard
1Western Sydney University, Penrith, Australia, 2Lancaster University, Lancaster, United Kingdom

Innovating with Technology Enhanced Learning: same-same but different?

Georgina L Avard
Western Sydney University, Locked Bag 1797, Penrith
Lancaster University, Lancaster, UK
G.Avard@westernsydney.edu.au

Abstract
Educational Designers/Developers’ (EDs) work on a variety of activities intersecting both professional staff and academic roles. These ‘third space’ roles are contributing to a re-orientation of working patterns in higher education (HE) (Whitchurch, 2009), and importantly, EDs are seen as major initiators and enablers of innovation in HE Technology Enhanced Learning (TEL) (Hannan, 2005; Shephard 2004) and key collaborators, accelerators and connectors across institutes (Obexer & Giardina, 2016). However, a change in how Australian HE academic standards are measured, and the need to conform to national standards, has created large spread concern specifically regarding the possible effects on EDs innovation work with TEL.

This presentation is based on a Developmental Phenomenographic study investigating the understandings and experiences of twenty-six Educational Designers/Developers from eleven Australian universities working in the area of TEL innovation both generally and as influenced by TEQSA Threshold Standards (TS). This presentation specifically focuses upon the concept of how TEL innovation is shaped, to uncover the possibilities and potentials for TEL innovation in an Australian HE context. I draw attention to phenomenographic research involving a process of discovery rather than verification with data being collected without pre-conceived ideas about what the phenomenon is and how it is experienced (Säljö, 1997). A once off lengthy interview with each ED provided qualitative data which was then analyzed along similar lines of Dahlgren & Fallsberg’s (1991) work. Two outcome spaces produced from this process related to the understandings and experiences of the EDs innovating with TEL, and another two outcome spaces related to both understandings and experiences of innovating with TEL under TEQSA TS. Further, outcome space one was cross referenced with space two, and outcome space three was cross referenced with four, to determine if general understandings had any influence over what is experienced by EDs with TEL innovation and specifically when working under TEQSA TS.

Findings revealed that EDs have hierarchical understandings and experiences of TEL innovation but that they were not specifically affected by TEQSA TS work. Other findings were that EDs are attempting to innovate with TEL to improve learning, although many are being constrained. Also, EDs with simplistic views of innovation view TEL innovation as involving new technologies or practices without changing the underlying pedagogy, whilst those who had the more complex understanding of TEL innovation saw it as transforming the very nature of teaching and learning.
Discussed is the idea that it is not possible to define TEL innovation in HE contexts and instead innovation should be viewed as emerging from the context and environment within which it sits. Also discussed is the ongoing simplistic notion that higher education is slow at making use of innovative educative technologies. Further the study points to the belief that education in the digital age challenges the very notion of what learning is, and what it means to know something and that there is a lost opportunity of technology enhancing or transforming teaching and learning- the transformative nature of teaching and learning is often quashed by EDs perpetuating the notions of ‘pedagogy before technology’, ‘fit-for-purpose’, ‘evidence-based’ and ‘best’ practice.
Diversifying modalities for supervised e-Exams

Mathew Hillier
Monash University, Clayton, Australia
mathew.hillier@monash.edu

Andrew Fluck
University of Tasmania, Launceston, Australia
andrew.fluck@utas.edu.au

Michael Cowling
Central Queensland University, Brisbane, Australia
m.cowling@cqu.edu.au

Kennith Howah
Central Queensland University, Melbourne, Australia
k.howah@cqu.edu.au

Matt Bower
Macquarie University, Sydney, Australia
matt.bower@mq.edu.au

Jeremy Pagram
Edith Cowan University, Perth, Australia
j.pagram@ecu.edu.au

David Meacheam
University of New South Wales Canberra/Australian Defence Force Academy, Canberra, Australia
d.w.meacheam@adfa.edu.au

Ruth Geer
University of South Australia, Adelaide, Australia
ruth.geer@uq.edu.au

Bruce White
University of South Australia, Adelaide, Australia
bruce.white@uq.edu.au
Abstract
This poster will showcase a range of e-exam types from live trials lead by the authors that were conducted across several Australian universities under the ‘Transforming Exams’ project 2015-2018 (Hillier, et.al 2015).

At the core of our effort is the idea of authentic assessment (Mueller 2016). The evolving employability requirements of the 21st century demands a shift in high stakes assessment design that better reflects the prevailing problem solving environment of the professions into which students will be progressing. For example, an accountant uses a range of software tools such as spreadsheets and accounting management systems as their modern tools of the trade to carry out their work. An examination that limits a student’s problem solving tool kit to only pen-on-paper limit the assessment of their ability to perform under real-world conditions. This applies not only accounting but also to the vast majority of disciplines taught in universities today. Opening up the pedagogical landscape of the exam room has the potential for a positive backwash towards more authentic practices being included in curriculum and course delivery (Anderson 2007). Therefore the higher education sector needs to be looking to modernise their exam room with ‘e-tools of the trade’ to cater for greater levels of task authenticity in high stakes assessment to better reflect the problem solving practices and employability skills required in contemporary society.

Research into enabling authentic assessment in the exam room conducted under the first two of the five phases of the ‘Transforming Exams’ project has evaluated several assessment modes using live trials under exam room conditions. Both qualitative and quantitative data was collected via observation, technology logging, pre-post surveys of students and focus groups. The e-Exam technology system used Live Linux as a means for locking-down student’s laptops to prevent unauthorised materials or assistance via computer channels. Twenty trials were conducted across eight universities involving over 750 students typing their exam. The e-exams primarily used word processing documents as the question and response environment with links to multimedia and additional software tools. Exams involving spreadsheet, software programming and multi-language translation exams were also undertaken. The third and most recent phase of our work has seen the development of an approach to connect the Live USB environment to Moodle in a manner that creates an infrastructure resistant to network outages. Example questions and student feedback on featured exams from various disciplines will be provided. Overall students rated the e-Exam experience at 4 or above on a 5 point scale with no issues of cheating occurring.

Keywords: Computerised exams, high stakes assessment, authentic assessment
CSU academic development – creating confident and proficient teachers through a targeted development program.

Miss Kellie Smyth1, Dr Kogi Naidoo1, Dr Bruce Stenlake1
1Charles Sturt University, Canberra, Australia

Abstract
Across the Higher Education sector, there has been a push towards quality standards in learning and teaching. This requires all academics to engage with this new paradigm and participate in quality enhancement and assurance. The challenge arises in ensuring that sessional staff, who provide most of the face to face delivery of subjects in Australian universities, are proactively included in any strategies for attaining and achieving quality learning and teaching (Harvey, 2013). Sessional staff are often not a primary consideration when it comes to academic development, but it is an issue of access and equity for both the staff, and the students they teach, they are given access to high quality professional development and resources to support their continued development.

The number of sessional staff used in Australian universities is continuing to grow, and we must ensure that universities are committed to providing consistently high quality learning experiences for students, regardless of the employment status of the staff member teaching them. In order for sessional staff to attain quality teaching standards, it is imperative that targeted academic professional development be provided for them (BLASST).

All CSU academic staff are strongly supported in their professional development in learning and teaching with the aim of promoting good practice, innovation and scholarship in learning and teaching. The University provides extensive opportunities for academic staff to become both effective and scholarly in their teaching practice. The university provides three pathways through academic development (induction, probation, and scholarship) which provides opportunities for academic staff to become both effective and scholarly in their teaching practice. In this presentation, I will showcase how CSU provides targeted and continuous support to new and sessional staff, as well as ongoing staff, to ensure quality teaching and learning experiences for students. It is this targeted professional development program, offered both synchronously and asynchronously, that supports our staff to become proficient with new instructional methods, the use of educational technology, apply good teaching principles, and be able to support the educational needs of their students.

This showcase reports on the initiative to enhance staff capability and competence through professional development that included one on one induction sessions, targeted workshops, just in time presentations, and university supported short courses. The program also includes opportunities to develop staff capabilities in key impact areas of the universities strategic plan (Charles Sturt University, 2018), and is designed to be a collaborative effort, to support transformative practices (Kennedy, 2006). Sessions are provided to assist staff to build upon their capacity, skills and professionalism, contributing to strategic priorities and core and support activities.
Face to face on campus workshops that focused on induction for new and sessional staff, coupled with ongoing support and high quality resources has seen an increase in staff confidence and competence in their teaching and an alignment to an increase in student satisfaction. The need for ongoing improvement in quality learning and teaching and a requirement to meet minimum threshold standards necessitates ongoing academic professional development. Based on recent student survey results, as well as consultation with staff and faculty, the results show an increase in student satisfaction, as well as teaching capability. Also demonstrated was a requirement for recognition and support of the complex nature of academic professional development, and that the collaborative nature of academic development needs to be enhanced (King 2015).
An investigation of induction policies for university teachers: (re)valuing staff and cultural diversity.

Dr Ursula Edgington1, Dr Luk Swiatek2
1Independent, Hamilton, New Zealand, 2Massey University, Wellington, New Zealand

Abstract:
In an increasingly globalised, neo-liberal, Higher Education (HE) sector, emphasis has been placed on responding to the complex needs of international students, even before their enrolment. In New Zealand, this group currently forms over 15% of the HE student population (New Zealand Government, 2018). Paradoxically, evidence from publicly-available induction policy documents suggests that the same emphasis is not placed on valuing the diverse cultural backgrounds and expertise of international academic teaching staff. Effective, culturally-sensitive induction programmes have the potential to improve new staff integration and retention, encourage engagement with a culturally diverse institutional environment, and enhance teaching quality. This paper presents the outcomes of a study that investigated new staff induction programmes in each of New Zealand’s eight publicly-funded universities. Our findings highlight the general lack of intercultural depth and sensitivity in the programmes. They also show that there is some potential for tension between the needs of new academic teaching staff from diverse cultural backgrounds and institutional policies delivering managerial, organisationally-focussed inductions. We present several recommendations through which universities can improve their inductions, with a view to (re)valuing staff and cultural diversity.

Keywords: staff development, cultural contexts, higher education policy
Understanding (SaP) Partnerships: Evaluating what works!

Ms Karen Sheppard, Dr Leanne Coombe, Ms Jasmine Huang, Dr Hassan Khosravi, Mr Stuart Russell

1The University Of Queensland, Brisbane, Australia

Abstract

‘Students as Partners’ (SaP) is a contemporary teaching and learning practice in higher education that has seen growing uptake in universities across Australia, and around the world. As an alternative to conventional models of practice, it repositions staff and students as active collaborators in a process of reciprocal learning and working (Healey, Flint, & Harrington, 2014). These reimagined partnerships are formed across diverse settings and for varied purposes. Students and staff come together as co-teachers, co-researchers, co-creators of curriculum and pedagogy, and co-inquirers within the higher education space (Healey et al., 2014). It is in this final place that this presentation is located.

In 2017, 11 SaP pilot projects were implemented as part of a university-wide student strategy at The University of Queensland. Pilot Nine was allocated the task of evaluating the implementation of the program. The evaluation team, consisting of two student partners, two academics and a professional staff member, sought to explore and understand the phenomena of partnerships, and how students and staff perceive the experience of working in partnership. An early review of the evaluation literature
indicated that there appeared to be a gap in the reporting of negative outcomes. Consequently, the evaluation team sought to explore both the benefits, and challenges experienced by students and staff throughout the process. A pre-post survey design elicited responses that highlighted both these aspects of the SaP projects.

This showcase presentation will outline the evaluation design process, its implementation and the outcomes of the program evaluation. It will also focus on lessons learnt from the perspective of the Pilot Nine evaluation team, which as a result of early interactions within the team, adopted a highly reflective approach to the SaP process and outcomes. The original analysis, aligned with this insight, provides a notably rich understanding of the enabling and constraining mechanisms that may be at work within the SaP context.

This presentation addresses the Pathways, Partnerships and Communities conference sub-theme in a literal way. By presenting the findings of an internal evaluation of a SaP university-wide program, it provides multiple insights into the benefits and challenges of students collaboratively working with staff across a number of contexts. As universities adjust to meet the ongoing demands of the 21\textsuperscript{st} century, the Students as Partners strategy appears to support a model of cooperation and teamwork that can be beneficial to higher education. By constantly evaluating the process, new insights and understandings can only improve the practice for both students and staff alike.
Active Learning with H5P

Dr Suneeti Rekhari¹, Miss Ges Ng¹
¹Navitas, Sydney, Australia

Abstract
Active Learning is a key aspect of contemporary educational design and practice. It provides opportunities for learners to engage with the content via a range of activities and think critically, while contextualising it to their professional situations. In designing activities, it is essential to promote higher order thinking skills (Bloom 1956) and to move away from the transmissionist model of ‘content transfer’ to more constructionist models, which encourage greater learner participation. Leveraging perspectives on educational pedagogies, this workshop will ask its participants - how can we implement active learning opportunities in and outside of our classrooms? Across Navitas Learning and Teaching services, we have integrated H5P into our suite of Professional Development courses. H5P is a free and open-sourced interactive content creation tool, giving educators access to more than 30 different interactive content types (https://h5p.org/). These content types can be interactive videos, quizzes and flashcards, which can be easily created without any technical expertise, shared and reused in most learning management systems. This allows our staff members to create active learning opportunities in their own classrooms and contexts. Technology has always had the potential to enable student learning in a myriad of creative ways. H5P sits in this technological and educational space, and allows users to create interactive, bite-sized learning opportunities.
Doing authentic supervised e-Exams

Dr Mathew Hillier, Dr Andrew Fluck
Monash University, Clayton, Australia, University of Tasmania, Launceston, Australia

Doing authentic supervised e-Exams

Mathew Hillier
Monash University, Clayton, Australia
mathew.hillier@monash.edu

Andrew Fluck
University of Tasmania, Launceston, Australia
andrew.fluck@utas.edu.au

Abstract
This poster provides an overview of the process of running an e-Exam where a range of assessment
types can be offered using student's own laptops in a secure and controlled manner.

Under the 'Transforming Exams' project 2015-2018 lead by the authors, Australian universities have
been exploring how to enrich the traditional exam room with authentic assessments. There is a
growing recognition that current paper-based testing does not reflect the prevailing problem solving
environment of the 'real world' and therefore coming up short in terms of skills and knowledge
required for employability in the 21st century. A test that limits the problem solving environment to
pen-on-paper or multiple choice e-quizzes limits a student's ability to demonstrate their best. Instead
we need to broaden the pedagogical landscape of the exam room. The vast majority of e-testing
products available in the market go no further than a limited range of selected response and text-box
based questions in a quiz centric format. The challenge is to enable the higher education sector to
modernise their exam rooms with contemporary 'e-tools of the trade', whilst maintaining or
enhancing the integrity and security of the examinations process as well as being logistically
manageable and reliable.

Our project has the idea of authentic assessment at its core, extending on from simple text or e-
quizzes and into the area of complex constructed responses with the development of a pathway
from paper to post-paper digital exams. We provide each exam candidate with access to the same
full operating system environment and a wide range of specialist and discipline relevant software
applications. This allows assessment designers to target higher order learning because they know
that students will have a rich range of tools at their disposal to solve complex problems and
demonstrate their capabilities. Single point of failure risks associated with relying on live networks
during a time critical exam event have been addressed using either wholly offline approaches or
cached networked approaches that are resilient to network outages.

Our research into enabling authentic assessment in the supervised exam room has included logistics,
security, assessment design and technology development that has been refined over a series of live
trials under exam room conditions. Both qualitative and quantitative data was collected via observation, stakeholder interviews, field visits, technology logging, pre-post surveys of students and focus groups.

Procedures, a technology tool set and guidelines were developed following twenty trials across eight universities involving over 750 students typing their exam. Recent advances in developing a link to Moodle that can withstand a loss of the network during the exam while allowing successful completion of the exam will be highlighted. The poster will display a recommended process for running e-exams (as a workflow diagram) that has been developed with the flexibility to allow institutions to transition from 'paper-equivalent' e-exams through to rich post-paper examinations. System features pertaining to reliability and security will also be highlighted. Student feedback gathered during the trials relating to acceptance and ease of use will be presented in the form of charts and representative comments.

Keywords: Computerised exams, high stakes assessment, authentic assessment
Recommendations for peer-assessment: Insights from our students

Dr Nirma Samarawickrema¹, Dr Gayani Samarawickrema², Associate Professor Elizabeth Davis¹
¹Monash University, Clayton, Melbourne, Australia, ²Victoria University, Footscray, Melbourne, Australia

Recommendations for peer-assessment: Insights from our students

Nirma A Samarawickrema
Monash University, Clayton, VIC3800, Australia.
nirma.samarawickrema@monash.edu

Gayani Samarawickrema
Victoria University, Footscray, VIC3011, Australia
gayani.samarawickrema@vu.edu.au

Elizabeth Davis
Monash University, Clayton, VIC3800, Australia.
elizabeth.davis@monash.edu

Abstract
Despite there being a significant amount of research reported in the literature on the student and teacher perspectives of peer-assessment, the students’ voice has largely been overlooked in the design and development of these activities. In this poster we report on lessons learned from students through a summative activity which included peer, self and tutor assessment, feedback and marks. This collaborative activity was designed to develop students’ metacognitive and evaluative judgement and emulated the peer review process that takes place when publishing in journals. Moodle Workshop module was used to automate the submission process, manage anonymity, randomise distribution, peer assess and return feedback. At the end of the activity, through a qualitative process we draw on students’ insights and highlight six key student recommendations that teachers should take into consideration when designing and implementing any peer-assessment activity. While this approach of student participation in pedagogical planning is particularly useful when innovative approaches are designed and implemented to ensure continuous improvement, it also confirms the position of students as partners with faculty members with the goal of not only improving the student learning experience but also refining the effectiveness of the teacher.
Improving feedback to students in first year: Exploring facilitators’ pedagogical thinking

Dr Zahra Parvanehnezhad, Dr Ryan Naylor
La Trobe University, Melbourne, Australia

Abstract
While there have been a number of empirical studies of university teachers’ conceptions of teaching, there have been little research on university tutors’ intentions when providing feedback on students’ assessments. Judged by the results of the student learning research, the examination of the intentions underlying tutors’ suggested feedback should be a vital part of activities aimed at improving university teaching. A novel approach to assessing these intentions, and therefore supporting professional development to support student learning, forms the basis of this Showcase presentation.

This showcase reports on part of a bigger study to improve understanding of tutors’ thinking and approach when responding to student written responses, particularly among sessional teachers. Here, we report the results of our qualitative data. Two different data sources derived from an Enquiry Based Questionnaire (EBQ); and an Enquiry Based Interview (EBI) were used. Here, staff from a generalist first year health science subject were presented with exemplars of student work from that subject. Tutors were selected to have different ranges of expertise in teaching the subject.

A major framework for this study is that facilitators’ written comments on student responses could be categorised in terms of the extent to which the facilitators have ‘Student Focus Intention’ (SFI) and/or ‘Disciplinary Focus Intention’ (DFI). The analysis of data will consider the initial assumption of this and most other studies, which proposed that the provision of meaningful/constructive feedback on student responses would require a high level of teacher content knowledge, and a concurrent attention to both SFI and DFI. It appears from initial explorations that the questionnaire and interview have the capacity to reveal subtle differences between facilitators’ responses, and these might be attributable to differences in their pedagogical thinking. Identifying, explicating and addressing these differences forms the basis of ongoing tutor professional development and support.

The approach showcased here could be used in other institutions as a diagnostic tool or analytical template, as a guide for instructional intervention and curriculum development, or be used in further research to interpret and examine teacher beliefs with respect to their interpretation and feedback on student responses in other topics in the context of higher education.

This showcase paper addresses the conference themes of Innovation and Teaching, Learning and the Student Experience. We have adopted an innovative method to examine the pedagogical reasoning of teaching staff around feedback—an essential contribution to the value of higher education and the student experience. Our project also focuses on sessional staff training, which are a major contributor to teaching, particularly at first year, and arguably an understudied and undersupported cohort. This study will therefore benefit practitioners by investigating and providing practical and innovative solutions in an area of pedagogical importance, and by providing data to improve professional development and training for teaching staff to better support student learning.
Abstract

The attainment of learning outcomes that provide pathways to further education should be possible for all school students; yet Indigenous Australian students are less likely to complete Year 12 compared to non-Indigenous students. Research evidence shows that the flow-on effects of this educational achievement gap have a large impact on Indigenous students’ access and participation in further education and employment.

Research findings further suggest that teachers play a critical role in supporting Indigenous students’ learning. It is proposed that ensuring that newly graduating teachers are well-equipped to work with Indigenous students will assist in reducing the observed achievement gap.

The principal aim of this initiative was therefore to develop, pilot and evaluate a teaching resource that: builds the awareness of teacher preparation students (pre-service teachers) of issues faced by Indigenous students in both primary and secondary schooling, to better equip them to teach these children.

Three schools in Queensland participated in the development of a DVD learning resource and supporting best practice principles for teaching practice with Indigenous children. Interviews and focus groups were conducted with Indigenous school students; teachers; Community Education Counsellors and Elders.

The interviews and focus groups were recorded, from which a DVD resource and best practice principles were developed.
The DVD teaching resource was evaluated with pre-service teachers enrolled at The University of Queensland. The evaluation comprised a pre and pre-test survey. Prior to viewing two segments of the DVD, 296 pre-service teachers were asked to complete a single item rating their overall knowledge about teaching Indigenous school students. A post-test of the overall effectiveness of the two segments of the DVD was conducted after watching the DVD, with 256 completed responses.

The post-test response demonstrated a small but positive overall impact on self-assessed learning about teaching Indigenous students across the pre-service student cohort.
Teaching excellence in a marketised and globalised sector: A case exploring the relationship of classification and framing on institutional culture, academic identity, and innovation

Dr Katrina Strampel

Edith Cowan University, Perth, Australia

Abstract

Context

The Australian government is increasingly focussing on the quality of teaching and aligning funding to demonstrations of outstanding teaching. The Teaching Excellence Framework in UK is a poignant example of future directions for the Australian higher education sector.

In Australia, there is a growing interest in professionalising university teaching with many universities revising their academic promotions frameworks and looking for formal accreditation and recognition of teaching. This shift coincides with a strong reliance on rankings, codified as teaching quality indicators, based on quantified outcomes from student satisfaction surveys such as those reported through the Quality Indicators for Learning and Teaching website.

While the increased focus on rankings and defining teaching standards seems to have raised the status of teaching and teaching quality, the move to developing performance indicators for teaching raises questions about who defines teaching professionalism, how it is defined (Probert, 2015), and the constraints of the definitions on both academic identity and creativity and innovation (Gibbs, 2013). This study explores these questions and the relationship between institutional culture, teaching quality, academic identity, and innovation at Edith Cowan University.

Evaluation

Using discourse analysis, Bernstein’s theory of classification and framing of educational knowledge is applied to the University’s strategic plans and goals, academic performance frameworks, and policy documentation to conceptualise the classification and framing of teaching quality within institutional culture and explore the impact on teaching excellence, innovation, and identity at the individual academic level.

Outcomes

Understanding the classification and framing of teaching quality in one case will provide a means to investigate the widespread use of similar classification and framing across the sector in Australia. This will provide a critical lens to understand the value of promotions frameworks, standards, and accreditation programs in supporting innovation and creativity in teaching and learning.
Is an e-Portfolio a useful tool to build a coherent professional identity for graduating students?

Dr Kathleen Felton¹, Ms Lyn McAllister², Ms Kate Saxton³
¹The University of Queensland, Brisbane, Australia, ²Queensland University of Technology, Kelvin Grove Brisbane, Australia, ³Australian Catholic University, Banyo Brisbane, Australia

Abstract
The professional literature suggests that graduates across a number of human service professions struggle to articulate a clear professional identity.

Given that research indicates that ability to articulate a clear professional identity is linked with successfully transitioning to professional practice a key question is: “How can final year professional students be assisted to develop their respective professional identities?”

An action learning project sought to investigate this question in the capstone course in the Bachelors of Social Work and Human Services programs at the Queensland University of Technology (QUT). The literature in relation to both capstone learning and building professional identity suggested that e-portfolios may be a useful learning tool to build professional identity in graduating students if underpinned by critical reflective practice.

The initiative therefore comprised the supported integration of the QUT student e-Portfolio into the course as a means to enable students to envision their future professional selves.

Evaluation was undertaken through a range of perspectives and methods. 30 students were surveyed using a modified Professional Identity Questionnaire (PIQ) pre- and post-implementation of the teaching initiative. Individual in-depth interviews were conducted with four of these students. The content of 11 completed e-portfolios was also analysed for evidence of a coherent identity as an emerging professional.

The initiative was presented to industry stakeholders and perspectives of two potential employers about the utility of such an initiative were accessed through individual interviews. A reflective teaching journal was maintained by the researcher.

The survey data demonstrated an overall increase in students’ ratings on the PIQ, which students in part attributed to completion of the e-portfolio. Qualitative data supported that the e-portfolio was a useful learning tool for assisting students to synthesise a coherent professional identity as an emerging professional.
Embedding research principles in a creative arts framework utilising Boyer

Dr Clive Harrison¹, Dr Danielle Eden¹,², Professor Anthony Shannon³,⁴
¹Australian Institute Of Music, Sydney, Australia, ²Southern Cross University, Australia, ³University of Notre Dame, Australia, ⁴Warrane College, University of New South Wales, Australia

Abstract
Research has been identified as a key area in the recent Higher Education Standards (HES) Framework. This presentation seeks to explore and report on the process to evidence scholarly activity within a creative arts framework. Boyer’s revised model of research (2016) has been utilised to identify and establish key areas to develop research and to provide a framework to evidence practice. Few current studies explore the idea of embedding research practice from a creative arts view. This paper seeks to address this gap and to stimulate discussion around the area of identifying key research features and what this might mean for the future. The initiative used to report on Scholarly activity at the Higher Education provider will be presented. Data generated from the use of an online database will be explored and presented.

Boyer (1990) notes that scholarship “referred to a variety of creative work carried on in a variety of places and its integrity was measured by the ability to think, communicate and learn” p.15. Therefore, research skills may be developed in the promotion of the ability to critically and creatively think; collaborate and engage in communication and promote learning and opportunities to reflect on practice. The creative arts provide a unique perspective for developing a possible framework to evidence research. Current literature referring to Boyer’s application as a means for evidencing research activity will be explored (Shannon, 2018; TEQSA, 2016; Healey, 2000; Forbes & White, 2012).

This presentation seeks to promote discussion for the establishment of a reconceptualised research framework to provide further clarity to evidence and report on creative arts research practice.

Key words: Boyer; Scholarship; Research; Framework; Creative Arts
Valuing interpersonal relationships in educational development

Dr David Birbeck¹, Ms Hayley Timms¹, Ms Anne Lonie¹
¹University Of South Australia, Adelaide, Australia

Abstract

Background
There has been a strong emphasis for educational developers to ensure that their work is informed by empirical evidence and data (Eynon, 2013; Reyes, 2015; Sin & Muthu, 2015). The importance of evidence and data is undisputed, however, educational development is an act that occurs between people who come to the educational development ‘table’ with a range of motivations, expectations and concerns. With the recent emphasis on data and evidence it is arguable that the human element of educational development has taken a secondary role in educational development discussions. If educational change is to occur it is the people that teach that will drive the change and it is therefore critical that interpersonal elements of educational development are considered.

This presentation will examine the role of educational development from the human perspective using Choice Theory (Glasser, 1999) as a theoretical framework. While there are many aspects to Choice Theory, this presentation will focus on two closely related aspects. The first is how the theory positions people as seeking to meet certain ‘needs’ and the second is how people can be supported to meet these needs through seven caring habits. The seven caring habits provide a pathway (with the support of data and evidence) to create real, and long-lasting educational development and change.

Practice
In 2011 a small team a divisional campus chose to adopt Choice Theory as an approach for working with staff. A key feature of Choice Theory is the need for humans to meet certain needs, these needs are: to survive; to belong; to gain power; to be free and to have fun. For example, a new lecturer may be hired at the last minute and their first need is to survive their teaching. Once they realise that they will survive they want to be accepted and to feel a sense of belonging with the broader teaching teams. Their successful teaching may gain them some power and with power comes choice and an element of freedom. The importance for educational
development is depending on what need a lecturer was trying to meet informed the type of support they needed.

The Seven Caring Habits are; supporting; encouraging; listening; accepting; trusting; respecting and negotiating differences. These habits were adopted as principles of practice. A fundamental shift in the team’s mind-set was required for these principles to have meaning and a conscious decision was made to move from service deliverer model, working at the beck-and-call of academics, to a consultancy model.

Evidence
It is difficult to provide empirical evidence for an initiative based on a values framework. However since 2011, when this strategy was enacted, the types of enquiries that educational developers were asked about by staff has changed dramatically. In 2011 the types of questions were mainly mechanistic requests, such as ‘how can I access a Learning Management System?’ or ‘how can I develop a course site?’ We see this as work ‘doing for’ work. It is now common for lecturers to be open about their concerns and fears about teaching. What this means is that the type of work the team is involved in is far more strategic, working intimately alongside lecturers building capacity at a more pedagogical and personal level.
HEA Fellowships: here's why they matter

Dr Paula Myatt¹, Dr Jude Williams³
¹Griffith University, Brisbane, Australia
³Griffith University, Brisbane, Australia

HEA Fellowships: here’s why they matter

Paula Myatt
Griffith University, Brisbane, Australia
p.myatt@griffith.edu.au

Jude Williams
Griffith University, Brisbane, Australia
jude.williams@griffith.edu.au

Abstract
Higher Education Academy (HEA) Fellowships, and the UK Professional Standards Framework (PSF), are being placed at the forefront of professional learning recognition in many Australian universities. The PSF is now globally recognised and provides a means to benchmark, develop, recognise and reward teaching and learning roles in higher education. However, what are the real drivers for seeking recognition through HEA Fellowships? What are the motivators driving our teaching staff to seek this recognition, and where are these “Fellowship schemes” placed in the broader institutional landscape? Overall, just what’s the big deal? Are there actual benefits from obtaining this professional recognition or are we encouraging teaching staff to collect a shiny trophy? Are HEA Fellowships an integral part of a changing professional learning approach in teaching and learning, or just another metric? This paper reports on the first findings of a study within a university purposefully integrating teaching and learning recognition into a broader, university-wide capability development framework. This new Fellowship Scheme, is working towards building a critical mass of staff to be leaders to support future recognition paths, with “recognition” itself conceived as a significant lever for change. This presentation will include early experiences of establishing the program, touch on the broader landscape of an institutional capabilities framework, and the use of curriculum transformation as an underlying theme. Using an analysis of staff reflections before and after their engagement with the scheme, our study examines the motivations behind why staff are engaging in this pilot and their expectations of personal and professional gains. Our small study, involving 25 university teaching staff, and staff who support learning and teaching, revealed a range of motivations underpinning engagement with the scheme. Staff indicated a strong motivator was the opportunity to reflect on their practice, with the possibility of future opportunities to mentor and lead others. Participants also reported that they saw the program as an opportunity to gain a clearer understanding of their own practice and understand their achievements. These responses indicate that, as early-uptake participants, these staff see themselves involved in this scheme in the future as well as obtaining more immediate benefits. Our paper addresses the conference theme “Academic work and identities” with a focus on professional learning (subtheme: academic futures – where to now) and growing leadership opportunities and capabilities (subtheme: leadership in higher education). By integrating reward and recognition firmly with a capabilities framework, and by utilising the benefits of a reflective HEA fellowship scheme, this program is providing: professional learning opportunities; a valuable external accreditation; and increasing the emphasis on quality teaching and learning within the institution.
H5P and Innovation in Anatomy & Physiology Teaching

**Dr Suneeti Rekhari**¹, Dr Puspha Sinnayah²

¹Navitas, Learning and Teaching Services, Sydney, Australia, ²Victoria University, Melbourne, Australia

Many universities across Australia have shifted towards blended learning environments, with new technologies providing the opportunity to drive student-centred learning through a combination of traditional classroom teaching methods with online tools.

Foundational Anatomy & Physiology (A&P) (Bioscience) knowledge is integral to all health education courses. However first year students often struggle with the volume and complexity of the content. To improve the progression and retention of potentially hundreds of commencing students across many health-related courses, we leveraged the use of technologically enhanced interactive learning tool H5P, which allows staff to create mobile friendly, interactive HTML5 learning content in units of study. The learning design, based on specific pre-class and in-class activities, enabled students to participate in online pre-class H5P learning interactives, along with other online activities. After engaging with the online learning interactives, which included polysynchronous modes of learning, students then attended team-based guided-inquiry workshops to discuss their observations that lead to deeper understandings of the intended learning objectives for the unit. In this paper, we describe our project, the processes used to create interactive content and early findings from the data collected, which shows that students were able to develop self-directed learning skills. We postulate that the creation of this type of innovative content can lead to deeper understandings of A&P and ultimately contribute to overall student success, learning and skills development.

**Keywords:** Anatomy and Physiology education, H5P interactive content, self-directed learning.
Using spreadsheets for e-Exam delivery

Dr Mathew Hillier¹, Mr Scott Grant¹
¹Monash University, Clayton, Australia

Using spreadsheets for e-Exam delivery

Mathew Hillier
Monash University, Melbourne, Australia
mathew.hillier@monash.edu

Scott Grant
Monash University, Melbourne, Australia
scott.grant@monash.edu

Abstract

In this pilot study we set out to answer the research questions of - could a spreadsheet be used as a small-scale, do-it-yourself exam delivery and marking environment that was both autonomous and secure? And, would students accept this approach? We developed a set of spreadsheets and conducted a trial in a first year university level class during 2017. The approach enabled automatic marking for selected response questions and semi-automatic marking for short open ended questions but did so in a way that did not expose the assessment key on student computers. The system did not require a network or servers to operate during the exam therefore minimising the reliance on complex infrastructure at this critical time. Following the exam, retrieval of student responses from individual spreadsheet files used a many-to-one merge process into a gradebook file. The master gradebook spreadsheet contained the answer key that was used to assess student responses and generate basic descriptive statistics relating to performance. Student perceptions of the process were gathered from those undertaking a practice session followed by an invigilated exam. Pre-post surveys (n = 16) were used comprising qualitative comments and Likert items. The data revealed that students positively rated the experience with all items scoring 4 or above on a 5 point scale. Student’s perceptions of the experience were influenced by how well the logistical aspects of running the exam were handled, the degree of technical issues encountered and their level of computer literacy relevant to the subject domain. In this case undertaking an exam in introductory Chinese as a foreign language meant that a student’s knowledge of Chinese typing input methods compared to the ability to hand-write characters was important in their ability to easily undertake the e-Exam. This has wider implications for the taught curriculum where the affordances of the testing and learning technology environment is likely to backwash onto what is taught and how students are assessed in the subject domain. We utilised Live Linux bootable USB sticks across a mix of student BYO laptops and university owned laptops to provide a controlled, consistent exam environment for each candidate. There was no requirement for a network or servers and this meant that the teacher had autonomy in where and how they conducted the assessment whilst being able to take advantage of the efficiencies afforded by using computers for assessment processes. The marker estimated that they saved about 30% of the time it would have normally taken to grade paper responses due to the ease of reading typed responses, the automatic assessment of some questions, while iteratively adding to the marking key in the case of text response items. However, because this was a prototype we found that further work will be needed to refine the set of spreadsheets in terms of usability, further automation and in demonstrating the approach in other discipline areas.

Keywords: computer-based assessment, e-exam, spreadsheets
The use and usefulness of participation grades in introductory science courses

Dr Natasha Wilson¹, Mr Tristan King
¹UniSA College, University Of South Australia, Adelaide, Australia

The Use and Usefulness of Participation Grades

Updated Abstract
Since its inception in 2011, the pre-degree and pathway programs delivered by UniSA College have offered students an alternative pathway to accessing higher education. The College supports a diverse cohort of students, including students that have had poor past experiences with education and lack effective study skills. It is within this context that participation grades have been implemented. As the College has grown so too has the number of students wishing to head into health-related areas of study. As a result, the college has expanded its course offerings with the addition of an Anatomy (in 2016) and Human Physiology course (in 2017). Within these foundation level health courses, the intent of participation grades is to address gaps in the approaches to learning anatomy and physiology by encouraging students to develop effective study practices to support their learning, and ultimately, their transition to undergraduate study.

The aim of this study was to review the use of participation grades and analyse the relationship between student participation and overall performance for these two newly developed health courses. The relationship between participation and performance was evaluated with linear regression for two cohorts of anatomy students and one cohort of physiology students. Linear regression indicated a clear positive relationship between participation grades and overall performance across all cohorts. This short study explores this relationship and considers the ways in which participation grades could be used effectively to support students to transition to undergraduate degrees in health, with broad implications that could be considered for foundation pathways for other content-heavy disciplines in which similar study practices are essential to student success.

Theme
The work presented in this paper aligns with the Pathways, Partnerships and Communities subtheme. We evaluate the use of participation grades as a form of assessment for introductory science courses offered in pre-degree and pathway programs at UniSA College. As the College has grown, it has expanded its course offerings, including the addition of an Introduction to Anatomy (in 2016) and Introduction to Human Physiology course (in 2017) to meet the growing demand for foundation courses that support students pursuing careers in health. Many of the students that have successfully completed these courses as part of their study program have been offered entry into degrees in their desired fields, including Nursing, Medical Radiation, Human Movement and Occupational Therapy. Given the growth in student interest and the relative ‘youth’ of these foundation science courses, it seems timely to undertake course reviews to determine how we can best prepare and support students to transition into undergraduate degrees in the health sciences. This poster presentation has a particular focus on reviewing participation as a form of assessment within these courses.
Business students’ reflection on reflective writing assessments

Dr Reina Ichii¹, Ms Aya Ono²
¹RMIT University, Melbourne, Australia, ²RMIT University, Melbourne, Australia

Abstract
This article analyses experiences of undergraduate students in business disciplines undertaking reflective writing as an incremental assignment task. Using Moon’s map of learning (1999) as an analytical framework, it explores benefits of reflective writing obtained by students studying an Asian culture and business practice course during the first semester of 2017. Using a combination of focus group and semi-structured interview, our study confirms that reflective writing enables the students to transfer academic knowledge to business practice. Also, the reflective writing assignment help the students develop logical thinking and general writing skills. To assist with the students with diverse academic and cultural backgrounds, additional and customised support will be required.

Keywords: Reflective writing, deeper learning, business education
Promoting academic success and well-being using innovative early intervention strategies for regional students in Australia

A/Prof Sharron King1, Dr Helen Stallman1, Ms Tanya Weiler1, Ms Amanda Richardson1

1University of South Australia, Adelaide, Australia

Promoting academic success and well-being using innovative early intervention strategies for regional students in Australia

Assoc Prof Sharron King
UniSA College, Adelaide, Australia
sharron.king@unisa.edu.au

Dr Helen Stallman
University of South Australia, Adelaide, Australia
helen.stallman@unisa.edu.au

Ms Tanya Weiler
UniSA College, Adelaide, Australia
tanya.weiler@unisa.edu.au

Ms Amanda Richardson
University of South Australia, Adelaide, Australia
amanda.richardson@mymail.unisa.edu.au

Abstract
Student cohorts undertaking enabling and undergraduate programs in regional areas are very diverse, with higher representation across the equity groupings and first in family (FiF) status than their metropolitan peers. Previous research has shown that regional students also have lower access and higher attrition rates than metropolitan students (Nelson et al. 2017) and often require significant support to transition successfully into tertiary study. However, support services are difficult to provide in regional settings. Given the prohibitive cost of supplying comparable resources to those found on metropolitan campuses (due to small regional cohorts vs. larger metropolitan cohorts), students in regional campuses often miss out.

Several modifiable factors have been identified as relating to improved student outcomes such as, having a supportive environment, developing a sense of belonging, maintaining healthy behaviours, and knowing how to cope with the challenges of being a university student. This workshop presents the outcomes of a National Priority Pool funded research project that developed an early intervention strategy and a suite of resources to enable existing staff in regional areas to easily and effectively provide students with capacity building support.

The early intervention strategy aims to build students’ academic and social capital at key points in the student lifecycle, thereby providing them with knowledge and skills they need to navigate the transition to university. Several measurement tools to identify regional students’ specific needs and requirements will be described, as well as a suite of modules and workshops targeting the development of key academic literacies and well-being strategies. The modules include student workbooks, tutor handbooks (including pedagogical guidelines), and teaching resources (i.e. PowerPoint slides). These modules and workshops can then ideally be embedded into existing curriculum, or utilised as stand-alone activities during teaching periods.
Deprofessionalisation in the new university: implications for Academic Language and Learning (ALL)

Ms Regina Sliuzas¹
¹Flinders University, Adelaide, Australia

Abstract
The notion of belonging to a profession emerged with capitalism in the mid-nineteenth century, serving as a stabilising force in society and later, as a means for occupational groups to claim power and status in society. Academics are generally perceived as having the four central attributes of a profession: expert knowledge; technical autonomy; an orientation towards serving others; and high status, income and other rewards (Gorman & Sandefur, 2011). However some argue that academics belong to their individual professional disciplines rather than academia more broadly (Williams, 2008). Despite the establishment of a professional association, the Association of Academic Language and Learning (AALL) in 2005, academic language and learning (ALL) practitioners have not been perceived externally as belonging to a profession. Recognition of the developmental role of ALL work and the contribution made by ALL practitioners to the student learning experience is more important than ever in the new university where, under neoliberal priorities, upskilling and deskillling strategies are being employed by university management in moves to deprofessionalise many tertiary roles (Macfarlane, 2011). This paper argues that without recognition of the expertise brought to the tertiary experience by ALL practitioners, as well as the academic nature of their work, ALL practitioners are in a particularly vulnerable position in many universities, as both academic and professional roles in universities are reconfigured and new classifications and roles are introduced.

Keywords: academic language and learning; new university, deprofessionalisation
How Intensive Mode is Valued by Teachers in Higher Education

Associate Professor Sally Male¹, Associate Professor Stuart Crispin², Professor Phil Hancock¹
¹The University of Western Australia, Perth, Australia, ²University of Tasmania, Hobart, Australia

How intensive mode is valued by teachers in higher education

Sally A Male
The University of Western Australia, Perth,
35 Stirling Highway, Crawley, Western Australia, 6009
sally.male@uwa.edu.au

Stuart Crispin
University of Tasmania, Hobart,
Private Bag 84, Hobart, Tasmania 7001
stuart.crispin@uwa.edu.au

Phil Hancock
The University of Western Australia, Perth,
35 Stirling Highway, Crawley, Western Australia, 6009
phil.hancock@uwa.edu.au

Abstract
Intensive mode teaching is used when students engage in classes on fewer days and for longer on each day than is traditional in the discipline. In a project on intensive mode teaching, we surveyed 105 coordinators of units taught with intensive mode. Separately, we also investigated students’ experiences of intensive mode teaching in units (Male et al., 2016). In this poster the survey findings about features that coordinators of intensive mode units liked and disliked are presented. The project was framed by threshold concept theory. Within this framework, there are understood to be concepts that are thresholds to future learning. Students must traverse a transformative learning experience to overcome these thresholds. One hundred and five coordinators of intensive mode teaching units completed a survey on their experience of intensive mode. They described anything they especially liked and anything they especially disliked about the model of intensive mode teaching that they used and why they liked or disliked it. Participants’ responses were analysed within the threshold concept framework, identifying themes and analysing them in terms of how they could be explained as supporting or hindering learning students in overcoming threshold. Findings were consistent with features of intensive mode that students’ reported as supporting and hindering their learning (Crispin et al., 2016; Smith, Compston, Male, Baillie, & Turns, 2016). Intensive mode offered opportunities that can be explained as supporting students to overcome thresholds, for example through development of a learning community, uninterrupted tackling of troublesome learning with interactive activities. Furthermore, the features that coordinators disliked can be expected to be more likely if a didactic style of teaching is used. Findings are consistent with intensive mode offering learning value when interactive approaches are used.
Waving the WAND: The power of one WA network

Dr Ainslie Robinson¹
¹The University Of Notre Dame, Australia, Fremantle, Australia

Abstract
The Western Australian Network for Dissemination (WAND) emerged in 2011 in response to the cessation of the Promoting Excellence Initiative (PEI). Other Australian states previously involved in PEI also took the initiative to preserve the sustainability of the PEI in a similar vein, and the Promoting Excellence Network (PEN) was born. As one member of PEN, WAND has operated successfully as a dissemination network from 2011 to the present (2017) with successive funding from the ALTC, OLT and recently the Department of Education and Training (DET), with all five WA universities (Curtin, ECU, Murdoch, Notre Dame and UWA) consistently represented throughout this time period.

The network somewhat grandly proposed that its broad aim was to ‘facilitate sustainable, long-term enhancement of learning and teaching, nurture a climate of collaboration and embed innovation and good practice’. Since 2011, WAND has achieved its aim of sustainability and it is argued here, surpassed expectations in respect of its self-proclaimed mission of collaborative dissemination. The scope of WAND activities and its unswerving focus on its raison d’etre has ensured that it remains one of the country’s most viable networks. This presentation lays out some of the potential reasons for such sustained success based on recognised network strengths, and posits that the WAND “formula” may prove to be a model for similar networks in the higher education sector.
Scholarly Teaching Fellows: Drivers and (Early) Outcomes

Dr Kaye Broadbent1, A.Prof Tony Brown2, A/Prof James Goodman3
1University of Technology Sydney, Sydney, Australia, 2Canberra University, Canberra, Australia, 3University of Technology Sydney, Sydney, Australia

Abstract
In Australian universities, the majority of teaching is now delivered by casual academics, engaged on short-term, hourly-paid contracts. Casual and continuing academic staff have worked actively through the national tertiary education union to limit casualization, defend the ‘integrated’ academic model of research and teaching, and to improve pay and conditions for casual staff. Since 2012 the union has moved to proactively define new continuing positions for casual staff, as ‘Scholarly Teaching Fellows’, designed to provide job security for casual teaching academics. This paper uses data from a selected range of Enterprise Bargaining Agreements (EBAs) to explore whether this relaxation of the union’s traditional insistence on the teaching/research nexus is successfully reducing precarity while avoiding the further disaggregation of academic work and careers.

Key words: academic work, casualisation, job security
Managing quality when everyone wants to start now! : Lessons in adopting an enterprise wide authoring tool

Mary-Ann Shuker
Griffith University, Gold Coast, Australia
m.shuker@griffith.edu.au

Suzanne Owen
Griffith University, Gold Coast, Australia
s.owen@griffith.edu.au

Abstract
Many teaching staff get excited by the availability of a new learning platform and want to jump straight into using it, leading to frustration and a compromise in quality. Harnessing that enthusiasm to focus on design first, in order to maximise the benefit, is a challenge. It is also important for staff to realise the time investment required before they get bogged down and abandon their project, or invest a large amount of time developing resources in the shiny, new platform when a simpler or more efficient method is available. Though this showcase is about a specific platform, many of the lessons are platform independent.

We describe our recent experience of investigating and adopting the eAuthoring (adaptive learning) platform Smart Sparrow, which offers design freedom, comprehensive analytics and existing courseware to be reused or adapted. It is easy to learn, though it can be tedious to develop. The platform was made available, but not advertised widely. Pilot project numbers grew as people learned of its existence and asked to join.

Adaptive learning tools use conditional actions, branching and feedback to enable tailoring of course content to suit individual needs despite restrained budgets and increased student numbers, helping increase student perception of engagement and mastery (Carver & Todd, 2013). Well-designed lessons created with adaptive learning tools can offer remedial paths for students without prerequisite knowledge; fast-track paths for those with prior knowledge; and detailed analytics on student learning paths, highlighting common misconceptions (Bryant, 2016).

In tackling the challenges identified above, we learned that discussion of the underlying pedagogy, followed by demonstration of exemplar lessons, their analytics, and design storyboards, together with design thinking sessions supported by provision of templates and checklists, has assisted academics to realise both how they can maximise the student learning experience and plan for the investment required. We have also sought to design reusable lesson structures to reduce subsequent development effort.
To measure our progress and inform prospective teaching staff, evaluative data was collected by recording the time taken to create a lesson from conception to deployment. The amount of time spent in design was compared to time spent building the lesson. The number of feedback and branching options were collected. Additionally, evaluative response of academics regarding development experience was collected and analysed.

Effectiveness of a planned approach was evidenced by a decreased error rate, faster development time and increased adaptivity thus more likely to result in a better quality learning experience that meets the needs of all students. The effect on engagement of students will also be discussed. The pilot has served well to inform the process for production of quality lessons and realistic timetables in the wider implementation of the new platform.
“Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”: Lofty aspiration or a call to action

Dr Lee Partridge
1UWA, Perth, Australia

In this presentation it is proposed that the time might be right to consider taking another step towards professional outreach and facilitate opportunities for HERDSA members to engage in local and international service opportunities, sharing expertise to promote “quality education...for all”.

This presentation describes a series of case studies where educational expertise has been shared in less developed countries. Potential pitfalls will be addressed. Supporting structures and frameworks will be discussed. Session participants will be asked to consider the potential enabling role of HERDSA in such an endeavor and whether they believe it would be well received by members. As educators the global challenge of quality education is clearly been directed at us all. Should we choose to accept it, this session will attempt to initiate a collective plan for a way forward.
Setting a standard for standards: Conducting teaching evaluations in a standards-based environment

Dr Ainslie Robinson1, Dr Kathie Ardzejewska2, Ms Michelle Gorzanelli3, Ms Inna Geoghegan4
1The University Of Notre Dame, Fremantle, Australia, 2The University Of Notre Dame, Sydney, Australia, 3The University Of Notre Dame, Sydney, Australia, 4The University Of Notre Dame, Fremantle, Australia

Abstract
It is the view of both HESP and TEQSA that peer review be undertaken by all higher education providers (Booth et al., 2016, p. 194). Indeed as expressed by the Chair of HESP in 2014, Professor Alan Robson, “it is the responsibility of the provider not the regulator” to undertake peer review (cited Booth et al., 2016, p. 194). So crucial has peer review become in the sector, especially in the area of meeting HE assessment standards, that collaborative networks such as the Peer Review of Assessment Network (PRAN) have emerged to draw academics together to participate in this reflective practice on a national scale. The concept of PRAN, to which Notre Dame has been aligned through workshops and feedback, is both to promote and support peer review across the Australian higher education sector through the sharing of effective resources.

In the adaptation and development of such resources, the academic development team at Notre Dame undertook a meta-analysis of available standards by which teaching performance might be evaluated, establishing benchmarks for good practice in the areas of both self-evaluation and peer evaluation, and ultimately adopting another current driver of best practice in learning and teaching as a potential framework against which good practice could be measured; the Australian University Teaching Criteria and Standards (AUTCAS). Adapting the AUTCAS framework within an observational teaching evaluation tool, the resulting instrument has been the subject of a year-long pilot aimed to build capacity of academics to employ peer review techniques in regular practice, and moreover, to stimulate a common standards-based language. The findings of the study point to a variety of
applications of the instrument to promote improved uptake and engagement with peer review, but also demonstrate the emergence of a shared language around “standards” that has begun to transform evidence-based practice at the institution. This presentation will interpret the data from the meta-analysis, the resultant peer review tool based on AUTCAS, and share some of the strengths and challenges of using standards to set standards in the peer evaluation of teaching performance.
First-in-family engineering students: stories of transition and persistence

Dr Renee Smit
University of Cape Town, Cape Town, South Africa

Abstract
The critical shortage of engineering professionals in both developed and developing economies raises concerns about the success of engineering students in higher education. Much of the growing body of literature in engineering education focus attention on the engineering classroom: the curriculum and pedagogic strategies such as ‘authentic’ problem-based learning. Much less attention has been paid to the incoming engineering students and the transitions they have to negotiate to persist in higher education. The pool of students who qualify for engineering studies is small because of stringent entrance requirements, and the retention of students is therefore important. In South Africa a significant number of students enter university as the first in their family: in many cases historical and exclusionary educational policies prevented access for their parents and grandparents.

Although there is a growing body of research exploring first generation students at universities, less work has been done around the particular identity development of first-in-family engineering students.

The study was carried out at a research-intensive South African university with six engineering programmes. A mixed-method approach was used to survey around 100 students, followed by semi-structured qualitative interviews with a selection of the students. Interview questions explored key family relationships as students enter university, and how these change over time. Student expectations of university life and how these contrast with reality, and student experience of enabling/constraining conditions for persistence were further focal areas in the project. The study uncovers the complexity of the engagements with academic, identity and social issues as the students negotiate their academic journey. The qualitative data reveals complex relationships with families-of-origin, and the tension between expectations and the lived-experience of students. The particular demand of developing towards a professional engineering identity brings an interesting and under-researched emphasis to the results.
What's new in HEA and what's in it for me?

Kathryn Harrison-Graves\(^1\), Dr Deanne Gannaway\(^2\)

\(^1\)Advance HE, York, United Kingdom, \(^2\)University of Queensland, Brisbane, Australia

What’s new in HEA and what’s in it for me?

Kathryn Harrison-Graves
Advance HE, York, United Kingdom
kathryn.harrison-graves@advance-he.ac.uk

Deanne Gannaway
University of Queensland, Brisbane, Australia
d.gannaway@uq.edu.au

Abstract
Over 20 years ago Ramsden et al (1995) revealed that 90% of staff in HE said that research should be highly valued by their university; and 84% agreed it was highly valued. By contrast, while 95% said that teaching should be highly valued, only 37% agreed that it was. The world may have moved on but the teaching function in higher education remains under-recognised and under-rewarded in comparison with research. Research tends to dominate teaching in international league tables and to be perceived as a principle source of individual academic success.

An increasing number of Australasian higher education institutions and higher education teachers are exploring how the situation can be challenged through engagement with the Higher Education Academy (HEA) Fellowship Scheme. There are now 28 Australasian higher education providers working in partnership with the HEA to recognise teaching and learning success, with around 2000 HEA Fellows in the region joining the almost 100,000 Fellows world-wide.

Individuals report that the process of engaging with the Fellowship scheme can be transformative personally and that it encourages a critical approach to teaching (Eccles and Bradley, 2014). Fung and Gordon (2016) concluded that Fellowships impact on student learning because Faculty have to think about how what they do impacts on students and how they enhance their practice. At an institutional level, universities report impact on learning and teaching culture (Beckmann, 2016 and Pilkington, 2016). A recent evaluation of a Fellowship scheme in Australia reported that the work “…validated the teaching space and provided esteem and was valued for encouraging a systematic way of thinking about teaching…” (Beckmann, 2016, p18)

This showcase explores the sub-theme: Academic work and identities by exploring one strategy through which teaching is being revalued as part of an academic identity. This session is particularly aimed at those who have considered applying for recognition of their teaching expertise and/or their expertise in supporting teaching and learning, but are unsure about how to go about it. It would also suit participants who might be looking to support an HEA accredited program or introduce Fellowships in your own institution. The session provides
1. an overview of what the HEA fellowship scheme is all about, and the various options for engaging with the scheme;
   • an outline of recent changes and update about what's new with the HEA; and
   • resources and materials to help you begin your own HEA Fellowship journey;
   • teachers.

The workshop begins with a short overview of the current state of the HEA by Kathryn Harrison-Graves (Head of Global Partnerships, Advance HE) including the regional partnerships that are developing between the HEA and Australasian institutions and organisations, followed by a question and answer session. Deanne Gannaway will then provide a candid account of the journey of HEA Fellows at the University of Queensland.
What strategies can universities use to foster ‘meaningful’ academic work?

Dr Joshua Spier
Flinders University, Adelaide, Australia

What authentic strategies (if any) can universities offer to foster academics’ experiences of meaningful work?

Joshua Spier
Flinders University, Adelaide SA, Australia
Joshua.spier@flinders.edu.au

Abstract
There is growing evidence to support the importance of meaningful work (Bailey et al., 2017). A new field of research is showing a range of beneficial outcomes for individuals and employers who engage in the ongoing quest for meaningful work. Employees who are given authentic opportunities to reflect on their experiences of meaningful work (and question any erosion of meaning) are more likely to experience increased job satisfaction, happiness, and a sense of workplace belonging. Yet the question for universities is how to enhance and sustain academics’ genuine experiences of meaningful work. In this workshop we will explore the ‘existential labour’ of being an academic in higher education. We will begin with a short introduction to the concept of ‘existential labour’, as recently developed by Bailey et al. (2017). The idea of existential labour, built on Hochschild’s (1983) idea of emotional labour, will be contextualised to academic work in higher education. The workshop group will then be broken into four smaller teams, each invited to critically evaluate ‘existential strategies’ that have been recently developed to foster employees’ experiences of meaningful work (each team will focus on one of the Bailey et al.’s four categories of meaningfulness strategies: job design, HRM, leadership style, and organisational cultures). Having identified the value and limits of each strategy area, the teams will then co-design their own ideas for organisational strategies that may provide academics with authentic ways to explore the existential dimensions of their work lives. To conclude, teams will share their ideas and identify shared interests for further collaboration.
A regional school university partnership: Reconceptualising reciprocity in initial teacher education professional experience

Dr Deb Clarke
Charles Sturt University, Bathurst, Australia

A Regional School University Partnership: Reconceptualising reciprocity in initial teacher education professional experience

Abstract
Background
As pre-service teachers transition to the profession, the experiences offered by the university and partner institutions require intentional, careful, and strategic planning, to ensure positive relational, organisational, and pedagogical experiences for all stakeholders (Doe, 2011; Lynch & Smith, 2012; Moss, 2008; White et al., 2010). To minimise the tensions between the theoretical positionings of the university and the practicality of the classroom, respectful and collaborative partnerships need to be central to the design and facilitation of professional experience programmes (Lynch & Smith, 2012).

Initiative
The “Hub” is a longitudinal research and practice initiative funded by the NSW Department of Education, and comprises a partnership between a NSW regional university with initial teacher education programmes, and a local, multi-campus secondary College. The aims of the initiative are to examine the current operational status of Professional Experience programmes, identify issues in need of redress, and respond using an evidence base, to design collaborative processes to ensure quality Standards Informed experiences for Hub stakeholders.

Methods
The initial phase of the project involved the use of an online survey instrument to establish base line data from 99 teachers from College teaching staff. The survey aimed to construct a profile of current College staff mentoring initial teacher education students from the partner university, and identify issues of concern relating to policy and process of the Professional Experience programme. Interview questions crafted from the results of survey data, were posed to 22 consenting, purposively selected College staff who provided further rich and powerful messages relating to the role, nature and current value of the programme. Three key thematic findings evolved from the data that needed redress: i) university workplace learning processes; ii) communication and organisational processes; and iii) in-school issues.

An array of interrelated strategic projects were collaboratively designed by the University and College Hub members, to enhance the quality of the professional experience programme. These projects included i) a University processes review, ii) a valuing the practicum school based review, iii) SWIVL and classroom resources pilot, iv) University and College Professional Experience subject partnership; and v) professional development mentoring project.

This presentation will detail the process and initial evaluation that illustrates the effectiveness of the Professional Experience subject partnership, and flag issues for upscaling the initiative.
Technology Enhanced Learning (TEL) Masterclass

Dr Caroline Steel, Mr Mark Bailye

Technology Enhanced Learning (TEL) Masterclass

Mark Bailye & Caroline Steel, Blackboard

Abstract

Overview
Technology enhanced learning (TEL) has the potential to transform and improve the quality of learning, teaching and the student experience (Walker et al. 2016; Marshall, 2010). However, while higher education institutions continue to invest in TEL, many still struggle to identify and address essential elements that enable institutional success. This workshop uses TEL themes to help participants consider how pedagogy, people, technology and strategy influence institutional TEL quality. It then takes this further to explore best practices and how the themes could be progressed institutionally.

This is a scholarly workshop that does not include any technology training or references to technology products.

Target audience
Participants are academic leaders, students and central learning and teaching staff interested in academic adoption, learner impact, learner engagement, assessment and feedback, usability (including accessibility and inclusive learning) and strategy in the context of TEL.

Intended outcomes for participants
Participants will be able to

1. Apply TEL themes to understand the quality of TEL
   - Identify TEL challenges and successes
   - Ascertain TEL best practice through the lenses of pedagogy, people, technology and strategy
   - Prioritise actions that will help institutions progress TEL

Outline of activities
Activities employ a primarily dialogical approach, that encourages exploration and discussion of TEL themes that influence institutional success. The activities are designed to build understanding of TEL themes through questioning techniques, interactive small group discussion and through scenarios. In the final stages, participants are encouraged to prioritise actions and steps that can serve to advance institutional aspirations for TEL in a key theme area.
With increasing expectations that universities will produce ‘future-ready’ graduates, assessment and feedback are attracting a renewed focus or (re)valuing because of their power and influence in student learning. A new assessment policy at Southern Cross University (SCU) presented the opportunity to (re)value assessment and feedback practices. A digital resource was conceptualised as the most sustainable and flexible option to support staff in implementing the pedagogical principles embedded in the new policy.

The poster presents a research-informed, iterative design process used to create an innovative, digital, professional learning resource. This process involved:

1. A robust communication and engagement plan to raise awareness about the project
   - As a scene setting exercise, nine campus-based workshops to promote critical discussions around the role of assessment in learning and developing future ready graduates
   - A review of professional learning and assessment literature from Australasia and beyond
   - An audit of Open Educational Resources (OER) on assessment including websites, toolkits, case studies, Office for Learning and Teaching project reports and videos
   - Design thinking workshops for academics’ input into the design and content of the assessment resource
   - Pilot prototype sprints with academics based in two schools to gather further input and make refinements.

Our research of the professional learning literature, our extensive knowledge of resource-based learning in assessment in the sector, and our audit of OER strongly supported the need for a flexible resource that could be both used independently and repurposed for rich discussions around assessment in local contexts. The design thinking workshops confirmed that teachers desired a highly practical, just-in-time resource with useful advice and strategies that were easy to locate and replicate. An attractive, contemporary user interface and graphical design was essential for inviting engagement and sending the message that SCU was (re)valuing assessment and feedback practices. Further embedding of the resource in School assessment practices will take place in 2018.
Developing the person or the product? An educational development balancing act.

Dr Rowena Harper¹, Dr Claire Aitchison¹, Dr Negin Mirriahi¹, Dr Cally Guerin²
¹University of South Australia, Adelaide, Australia, ²University of Adelaide, Adelaide, Australia

Abstract
Digital learning is quickly becoming a new norm in higher education, evident in the expansion of both blended and fully online learning offerings at most universities around Australia. Central to this transformation are educational developers – staff such as academic developers, language and learning advisors and online educational developers – who help improve the teaching and learning experience in courses they do not themselves teach. Working closely with staff, students, and the curriculum, educational developers see firsthand how the digital learning agenda is both implemented and experienced. Thus positioned, they bring unique insights into the impact of digital strategies for higher education workers and students, and how teaching and learning is experienced.

In this showcase we present findings from a national study of educational developers from 14 Australian universities. We conducted interviews with 30 educational development staff including 8 academic developers, 8 academic language and learning advisers, and 14 online educational designers. We were interested to understand the context in which they are currently working, the nature of any changes they are experiencing in their work, and in their predictions for future developments in teaching and learning at university. Although educational developers work in a wide variety of contexts, a central and pivotal theme was the move away from ‘people development’ towards ‘product development’. Until recently, their roles have involved working primarily with people (students and/or academic staff) to build their capabilities as learners and teachers. However, interviews showed a shifting emphasis towards working with curriculum and learning materials in order to build educational
products: courses and resources, particularly for the online environment. As part of this shift, participants reported a decline in autonomy, with institutional strategy and targeted projects increasingly directing both the work that gets done, and the skills sets required to do it. The work of ‘people development’ is increasingly reserved either for those ‘at risk’, or those identified as strategically important.

Our showcase aligns with this year’s conference theme of *Academic work and identities* and, specifically, the following sub-themes: *Academic futures; Emotional labour of academic work; Staffing in higher education; Leadership in higher education*. Our study provides the basis for a discussion of the current educational development landscape and how this shift from person to product development is likely to continue to affect the role of academics and those supporting them in the future. Unsurprisingly, the study showed the powerful impact of institutional leadership on staffing for this cohort of higher education workers. Much of the work of educational developers is in direct response to policy and strategic directions arising from senior leadership priorities. Drawing on the interviews we will discuss the impact of digital-facing work on the academic environment and the resultant changing roles for those supporting academics to provide quality online learning experiences for their students. We will report on the personal and affective components shared by interviewees who were concerned, but also hopeful, about the changing nature and scheduling of their workloads and the new skills required of them in an increasingly digitised future.
Undergraduate allied health student perspectives on research

Dr Chandra Makanjee
University of Pretoria, Pretoria, South Africa

Objectives:
Teaching research methods is considered as a complex undertaking. Research activities in an undergraduate programme in most instances are embedded within a field specific core module or could be a designated module. The purpose of this paper is to share experiences of a designated shared research module by a Bachelor in Radiography, Honours Nursing and Physiotherapy students in different years of study within their respective programmes.

Methods
An exploratory approach entailing reflective notes and focus group discussions were conducted to get insights into their expectations and experiences on the impact of three activities to aid in developing a research protocol as part of the module outcomes. These activities were scheduled as part of the formal lecture sessions.

Results
The relevance of these activities was only realised once the students engaged in actual designing of the research protocol. Challenges experienced were not knowing what to expect because of the unfamiliar concept of research was new. Then the issue of workload due to other modules requirements and the demanding clinical placements was an add on. These factors impacted on their commitment as a group to meet with the timelines for submission of the research protocol. Overall students did not enjoy the contact lectures and the activities to develop their skills but were motivated more so in the designing of the research protocol. This was mainly because the research was pertaining their profession somewhat they were familiar with unlike the unfamiliar research process apart from the study leaders they were assigned to whom they interacted with previously.

Conclusions
Confirms that teaching research is a complex undertaking with three diverse disciplines. The principle of one shoe fits all cannot be applied.
Moving Graduate Attributes from Foregone Conclusions to High-Impact Strategy

Miss Madelaine-marie Judd1, Professor Heidi Blair2
1The University of Queensland, St Lucia, Australia, 2Griffith University, Nathan, Australia

Moving Graduate Attributes from Foregone Conclusions to High-Impact Strategy

Madelaine-Marie Judd
The University of Queensland, St Lucia QLD
madelainemariej@gmail.com

Heidi Blair, PhD
Griffith University, 170 Kessels Road, Nathan QLD
h.blair@griffith.edu.au

An important sector response to increasing pressure from funding cuts is to revisit Graduate Attributes (GAs), and thereby articulate unique value propositions (Barrie, 2006; Schech, Kelton, Carati & Kingsmill, 2017). GAs are “the qualities, skills and understandings that a university community agrees its students should develop during their time with the institution” (Bowden et al., 2000, p. 1). While GAs are a whole-of-sector approach to enhancing employability, they have become white-noise, particularly to students. This is unfortunate because GAs have the capacity to prepare graduates beyond today’s jobs to become tomorrow’s leaders (Bowden et al., 2000).

This Showcase presents Griffith University’s revitalisation of GAs, which is distinctive in three ways. First, the GA resources were co-constructed with students, staff and employers ensuring that these resources are meaningful to each. Second, GAs are embedded in course profiles. Third, they are enacted through a sustainable and growing online suite of resources including industry engagement videos, over 25 webpages and 70 videos for staff and students to develop a clearer understanding of what it means to be a Griffith Graduate of Influence. This showcase will feature insights from over 70 staff and 130 students.

This showcase directly aligns with two of the six Conference themes, these include: Teaching, Learning and the Student Experience (graduate futures) and; Innovation (professional development innovations). As articulated above, with increased pressure from external actors, enhancing graduate outcomes has become a central component of the student experience and a key mandate for Australian Universities. This has led to Australian institutions investing considerable resources into articulating the attributes it seeks to develop in its graduates, and developing the capacity of educators in incorporating innovative and practical learning and assessment activities within courses / programs to enhance students’ transferable skills and attributes. The key takeaways of this showcase will include practical recommendations on how to foster greater collaboration and institutional-wide buy-in for employability initiatives. Evidence of the initiative’s success will be informed by quantitative statistics (usage) of the online resources, and qualitative comments from stakeholders regarding the process of co-construction and usefulness of the resources. This showcase paper will address the Innovation Conference theme, in that, the authors will facilitate meaningful discussions with delegates on how institutional-wide professional development resources can be collaboratively created and how to draw upon diverse perspectives to enhance impact and capture a multicultural student cohort.
In recent years, the Australian Government has removed the national Office for Learning and Teaching and is steering budget cuts to universities, coupled with forecasted increases to student fees. In this context, universities are encouraged to identify and articulate distinctive identities and unique value propositions. This paper aligns with the Conference Theme of Governance and Policy. The key question addressed in this paper is – what are the common and unique learning and teaching goals and plans of Australia’s universities? The strategic plans, as the key governance documents, of 40 universities were thematically analysed according to the ten educational change trends identified by the 2017 Horizon Report: Higher Education Edition. This paper argues that most of the universities address the majority of the themes, with the most variation occurring in regard to whether or not universities are unbundling, micro-credentialing and applying artificial intelligence and other app-like interfaces. Furthermore, universities are differentiating themselves in regard to whether their strategic plans extend beyond aspirational propositions to specific strategies and key performance indicators addressing challenges, approaches, outcomes and impact. The key contribution of this paper to the literature is a Higher Education Governance Framework with definitions, examples directly from universities’ strategic plans and recommendations.

**Keywords:** strategic planning; higher education; disruptive changes
From cottage industry to instrument of government policy: a brief contemporary history of doctoral education

Professor Alistair Mcculloch
1University of South Australia, Adelaide, Australia

Abstract
In 1996, the UK Council for Graduate Education could describe doctoral education in British universities as being largely a ‘cottage industry’, something defined by the Merriam-Webster dictionary as being ‘small and often informally organized’ and/or ‘a limited but enthusiastically pursued activity or subject’. The same phrase could probably have been used to describe the situation in many other countries. Two decades later, the nature and scale of doctoral education has been transformed out of all recognition. A number of inter-related and mutually reinforcing factors are associated with this transformation and this paper outlines this development showing how we arrived at the present situation as regards doctoral education. It also looks at possible future trends should current trajectories be continued.

These trends can be seen to have come about partly in response to the incorporation of doctoral education into national economic development and innovation strategies. They are also partly as a result of the increasingly important part played by international doctoral students in keeping university finances healthy. Numbers of research students have increased very significantly in absolute terms and, in addition to changes in the scale of the enterprise, universities have also seen significantly increased diversity in both the student body and also in the possible forms of doctoral presentation. Alongside this has been a significant increase in the degree of oversight and regulation of doctoral education. Finally, a major and highly significant change has been in the dominant understanding of what is the output of the PhD. 20-25 years ago, the primary output of the PhD was viewed as the thesis. In contrast, the primary output is now seen as the trained researcher. This shift, which is associated with the other changes has had major implications for what may be terms the doctoral ‘curriculum’.

The development of the doctorate has been discussed by a number of authors and a variety of interpretations have been presented. These interpretations, however, have tended to be partial rather than integrative in nature. This paper aims to provide a more comprehensive understanding of the development of doctoral education over the last quarter of a century inter alia the increasing diversity in doctoral education, the increased level of regulation, and the increased integration of doctoral education into areas of public policy other than education. It will conclude by sketching out likely future developments and some of the consequent impacts on the individual student’s experience and the nature of the supervision.
Developing identity as a university teacher: How do we get to be the teacher we want to be?

Ms Caroline Cottman\textsuperscript{1}, Dr Maxine Mitchell\textsuperscript{1}
\textsuperscript{1}University of the Sunshine Coast, Sippy Downs, Australia

Abstract
Creating identity as a university teacher takes time. Academics may come to the role with their professional expertise, or with discipline and research competence, often not with the identity and ways of thinking of a teacher (Chick et. al., 2018). This identity, as a teacher, can be developed and enhanced through strategic expertise in teaching, building confidence and understanding through professional learning and connecting with peers, or instructional growth and maturity as a reflective practitioner. (Van Lankveld et al., 2017)

This interactive workshop aims to lead participants through a series of activities to illuminate their practice as tertiary teachers. There will be multiple opportunities to articulate why you undertake teaching the way you do, and how do you know it is effective. Being able to articulate your practice, and communicate this with your colleagues strengthens your sense of identity as a university educator and develops the habits of mind (ways of knowing and being) that advances your teaching-learning enterprise and your authentic teaching persona. (Weimer, 2008)

Target Audience
The target audience includes early career academics, academic developers and experienced tertiary teachers wanting to deepen their understanding of teaching expertise and reflective practice. Workshop participants will be introduced to the scholarship of teacher identity and the impact of reflective processes and resources for the growth and development of teaching expertise.

Intended Outcomes
Participants will leave the workshop armed with evidence-based activities that widen and deepen the reflective process on teaching, as well as sharing in collaborative dialogue and experiences that empower self-directed learners.

Outline of Activities
Various activities will be facilitated including professional collaborative conversations, a jigsaw activity focused on reflective questions and tossing the ‘teaching cube’ with multiple dimensions of teaching and learning about teaching.

Chick, N., Kenny, N., Berenson, C., Keegan, D., Read, E. & Reid, L., 2018, Developing a learning culture: A framework for the growth of teaching expertise, Faculty Focus
Ensuring Employability: Pitches and pivots in developing an experiential entrepreneurship ecosystem

Dr Retha De Villiers Scheepers¹, Dr Renee Barnes¹, Dr Helen Fairweather¹, Ms Irene Visser¹, Ms Katryna Starks¹, Dr Jane Taylor¹
¹University of The Sunshine Coast, Sippy Downs, Australia

Ensuring Employability: Pitches and pivots in developing a regional university entrepreneurship ecosystem

Globalisation and technological advances have altered the world of work. Industry requires adaptable and resilient graduates who contribute to organisations in innovative ways. Therefore, developing an entrepreneurial mindset is becoming part of industry required graduate attributes¹. A new experiential entrepreneurship work-integrated learning model (EE WIL model), developed and trialled at the University of the Sunshine Coast, provide students with entrepreneurial career skills to capitalise on the changes in an uncertain labour market, and develops an entrepreneurship ecosystem of support, within a regional context.

Traditional approaches to learning and teaching and WIL tend to be highly structured, standardised and employer-focused, while labour market realities call for graduates to be adaptive, able to work with many different types of employers, be a part-time contractor, work within projects as well as establishing their own start-ups. To enable students to develop these skills, our EE WIL model³, underpinned by an experiential entrepreneurship pedagogy has developed an ecosystem of support and social capital within our regional context. Based on our five years of experience, we share our approach in this interactive workshop designed for educators and WIL unit coordinators. Participants will gain:

1. Insight into WIL strategies that prepare and enable students to develop relationships with their professional community, not just one employer.
   - Experience the principles of an effectual entrepreneurship pedagogy that cultivates an entrepreneurial mindset among students, by taking part in three activities.
   - Resources to adapt to their context;
   - Share experiences of how a university entrepreneurship ecosystem develops; and
   - Explore how the EE WIL model’s principles and learning activities can be adapted to your context, by sharing practices and discussing future developments.

The workshop is supported by the funded USC Startup LaunchLab project and funded ACEN research project: “Experiential Entrepreneurship Work Integrated Learning Models” related to WIL models that promote entrepreneurial practice theme.

Relevance to the conference themes

This masterclass (interactive workshop) is related to two broad conference themes, namely Teaching, Learning and the Student Experience and Innovation. First in terms of Teaching, Learning and the Student Experience, more specifically the workshop relates to the graduate futures sub-theme by acknowledging the rapidly changing world of work and arguing that the development of an entrepreneurial mindset, through experiential learning has benefits for students to navigate the world of work they will enter. Second related to the innovation theme, our approach to developing the
entrepreneurial mindset within students is underpinned by a new pedagogical framework, relevant for research and teaching, called experiential effectual entrepreneurship. This workshop is relevant to the graduate employability debate and provides an overarching framework for educators to develop appropriate, relevant responses, within their own geographical contexts, by drawing on the strengths and intangible resources available to them. Our approach is underpinned by a rigorous, scholarly approach.
Digilearn: Beyond videos that bring students into universities to those that make them want to stay

Professor Shelley Kinash¹, Cindy Laine¹
¹University Of Southern Queensland, Toowoomba, Australia

The time has come for student learning content (curriculum) presented as online videos because they:
1) Allow visualisation in a way that the voice of the lecturer cannot;
2) Can be filmed in-situ, thus fostering employer networks; 3) Can be co-constructed with students; 4) Are enjoyable, which is positive for engagement; 5) Are an up-to-date approach; and 6) Can serve as just-in-time curriculum that students can re-watch. The background / context is one in which most university media teams produce videos for marketing, serving to competitively attract students to institutions, rather than investing these resources into retaining students through educational resources. Universities are thus losing-out on an opportunity to enhance student learning. Furthermore, at most universities, the media professionals do not appreciate their knowledge-capital in the domain of education. This Showcase features Digilearn, a partnership between Learning & Teaching (L&T) and Multimedia Production (MP) to create 12 videos (in the disciplines of engineering, teacher education and nursing) which were uploaded online to course/unit sites as curricular content. The videos were filmed at various work-sites, including, for example, a mine and a hospital. The ‘actors’ in each video were a student, graduate, academic and industry expert. The Methods of Evaluative Data Collection included: surveys of the video partners, focus groups of students and learning analytics (e.g. video downloads). The Evidence of Effectiveness include: the positive ratings from those surveys, esteem expressed in the focus groups and the heightened engagement learning analytics. The key takeaways of the showcase for HERDSA participants are: recommendations and strategies for productive partnerships that deliver videos for learning.

This proposed Showcase addresses the HERDSA2018 theme of Pathways, Partnerships & Communities. Pathways are those between recruitment and retention. Partnerships are between staff. Communities are those of students, staff and employers. In response to the question, Who are our communities, the approach of this Showcase is internally-oriented. Universities can ensure success through identification, appreciation and acknowledgement of internal sub-communities – in this case L&T meets MP. In order to work in partnership with and across communities, each team (L&T and MP) had to candidly identify, discuss and let-go-of unproductive assumptions about themselves and one
another. For example, members of the MP team believed that they did not understand pedagogy and could not contribute to education; members of the L&T team unconsciously reinforced these beliefs. Furthermore, language needed to be mapped across the two areas so that shared signifiers and a common glossary could be created. The key takeaways of this showcase respond to the *Partnerships & Communities* theme, in that, participants in this showcase session will receive: a glossary of mapped terms, practical recommendations and strategies for creating and sustaining productive partnerships between L&T and MP; and, a candid (and playful) list of erroneous assumptions that have been counteracted.
Work-integrated learning is a national priority for higher education as a means to promote graduate employability (ACEN, 2015). Disciplines vary enormously in their understanding and practice of work-integrated learning and their capacity to expand provision and participation. Professionally accredited disciplines have long histories of work-based learning (practicum, placement). Professional accreditation predisposes focus on practice where students think of themselves as emerging professionals in a defined occupation. Labour market trends strongly emphasise the need for adaptable workers who can apply transferable skills across discipline or professional boundaries (FYA, 2017). So, professional disciplines are now encouraged to set holistic goals for students, through broader learning outcomes that are transferrable to diverse and novel settings and emphasise capabilities needed for lifelong learning (Billett, 2016).

Generalist degrees, like the Bachelor of Science and the Bachelor of Arts, come from a different tradition, having a greater focus on independent research and academic practice. They are inherently multi-disciplinary and are usually structured with a range of sub-disciplines as majors or specialisations. The learning outcomes associated with generalist degrees must therefore be applicable across diverse disciplines and often focus on transferable skills, using disciplinary content as a vehicle for learner development. The diverse employment outcomes of graduates also necessitate that generalist degrees seek diverse industry partnerships. Thus, generalist degrees are admirably suited to fostering transferability.

Review of work-integrated learning in Australian science degrees demonstrates a significant gap in provision of WIL compared to related vocationally-oriented degrees (Edwards et al, 2015). This has prompted concern and action in Science Faculties (ACDS, 2016) while also creating an opportunity to rethink work-integrated learning for a more agile workforce. The WIL in Science project is working with all Australian university science programs to increase WIL provision through learning from academic peers, partner disciplines and structured reform. Examination of the development of WIL within these generalist degrees shows innovation and diversity in course design, leadership and industry relationships which is less constrained by traditional professional expectations and regulations.

This presentation argues for new thinking to support learners out of higher education and into careers. It documents the lessons learned from Australian science degrees as they move towards sustainable WIL practice and will consider the implications for other generalist degrees and the future of WIL. It argues that there is potential for generalist degrees as a testbed for new ideas and approaches that are focussed on transferable learning for an agile future workforce. New thinking for WIL design and delivery in generalist degrees also prompts new types of relationships with industry partners. This presentation proposes a renewed role for generalist degrees in exploring the transition between higher education and the workforce.
Evaluating student engagement in an online nursing course using flipped virtual classrooms

Craig Phillips
University of South Australia, GPO Box 2471, Adelaide, SA, 5001
Craig.phillips@unisa.edu.au

Jacqueline O’Flaherty
University of South Australia, GPO Box 2471, Adelaide, SA, 5001
Jacqui.oflaherty@unisa.edu.au

Background and context
Identifying how educators can best engage and provide sufficient and effective personal support for students studying exclusively in an online mode continues to challenge educators. Opportunities do exist for blending on-line course work with synchronous interactions between students and their teachers in virtual classrooms but evaluations of these innovations rarely appear in the literature. In this study, third (final) year nursing students completed a capstone transition to professional practice course, in a new fully online (all students now off-campus/external) flipped virtual classroom delivery. Previous course iterations had a traditional pedagogical approach of face-to-face tutorial delivery, for students who were on campus (internal), and an on campus workshop for off campus (external) students.

The initiative
The eight week transition to practice course contained four discrete modules, with all learning activities, readings and associated materials provided online. Utilising a flipped learning approach, each module was conducted over a two week timeframe with the first week self-directed study and the second engagement within a virtual classroom. The web-based flipped virtual classrooms were used to simulate the traditional synchronous previously offered as on campus face-to-face classes. Prior to undertaking this course, students were invited to complete two ‘evaluation of experience’ surveys, one at commencement and another following their final assessment.

Methods of evaluative data collection and analysis
Data analysis, comprised one separate offering of the course (2016), examined possible impacts of flipping the class with full online delivery with reference to: (i) overall course satisfaction, (ii) academic performance, (iii) learning attitudes and (iv) student perceptions of the new model. Ethical approval also granted access to student course evaluation experience data.
Evidence of effectiveness
Results indicated that student experiences of the flipped virtual class were mixed, with those who had previously studied exclusively as internal/on-campus students, were particularly dissatisfied with overall course experience and this new mode of delivery (now having to study off-campus as external students). Academic performance remained at a similar level to a previous blended delivery of the course. However, results also suggest the flipped virtual classes helped students engage deeply in the learning process. Recommendations consider both timing and content of a course being suitable for a fully online flipped approach, and the need for continual up-skilling of staff who teach in a fully online environment.

How this paper addresses the sub-theme of teaching, learning and the student experience
This study highlighted that the trend to fully online delivery of courses and virtual environments for student learning is not without challenges. It cannot be assumed that students who have previously studied exclusively on-campus (f2f) with blended approaches to learning, can immediately adjust to sudden change in course delivery. Equally, assumptions are made regarding undergraduate students as digital natives, inferring that they are competent and proficient in the use of digital technologies and their application. However, it is questionable that they can apply or immediately transfer these skills to learning. Particularly, when the bulk of their prior learning experiences have been largely face-to-face exposure. Finally, our study has highlighted the need for significant support of teaching staff, to fully utilise the digital space, so to improve the student experience.
This paper addresses a growing – and a growing public awareness of – a deficit in higher education: the protection of academic freedom. This is central both to the integrity of higher education and the purpose of all education. Since John Dewey there has been a strong tradition looking to the role of education to develop critical thinking in order to “foster democracy and equip those being educated to participate successfully in a democratic society” (Olssen, Codd & O’Neill 2004). Similarly, Ronald Dworkin has argued for the purpose of education to be the growth of ‘ethical individualism’ and, through it, political liberalism This confers a duty on teachers to discover and teach what they find to be important and true, and a right to academic freedom, (that required to pursue these duties). Yet in the classroom this freedom has come under attack from the growing push to censor material that may offend students. In the United States this has been seen in the rise of politically correct suppression of contrary views in liberal colleges. In Australia there has been concern over the influence of Chinese government authorities, educational institutions (such as the Confucius institutes) and student societies in curricula. We examine one recent case in relation to these issues, as well as in relation to challenges faced by Chinese international students here and at home, and look to how academic freedom may be balanced with harm mitigation to strengthen the purpose of education in democratic society.
Creating a College of Reviewers to Sustain an Effective Peer Observation and Review of Teaching Program

Dr Hilary Lloyd1, Professor Manjula Sharma1, Dr Vicky Tzioumis1, Dr Sharon Herkes1, Dr Helen Georgiou2, Dr Graham Hendry

1The University of Sydney, Sydney, Australia, 2The University of Wollongong, Wollongong, Australia

Abstract

Peer review of teaching (PRT) is able to provide transformative change in an individual’s university teaching practice and offers the potential of significantly enhancing the quality of education at an institutional level. Recently, we described a professional development program called the Peer Observation and Review of Teaching (PORT) program that effectively integrates peer review, mentoring, observation and reflection on teaching practices, in the Faculties of Science and Medicine, at a large Australian university. The program requires participants to identify developmental teaching objectives, and emphasises different teaching strategies to permit achievement of these objectives. It is unique in combining peer observation by participants (observation of other lecturers), with review. Evaluation of the program indicated that the program was overwhelmingly perceived as beneficial: 88% of participants found observing colleagues was useful for enhancing their own teaching practices, and 100% reported that receiving feedback from their reviewer was useful for this purpose. Comments by participants suggest that the specialised training we provide for reviewers contributes significantly to the proven success of the PORT program. Therefore, in this presentation we focus on describing the training program and the accompanying resources that we have designed to help create a college of experienced reviewers and promote sustainability of the PORT program.
This paper demonstrates how an audio only approach to online learning can effectively increase engagement and replicate classroom intimacy. Defining ‘engagement’ as being a relationship between students and course materials, with educators, and among each other; we affirm that innovative teaching practices can sometimes be best achieved by renovating core pedagogic practices to new and dynamic learning environments. As part of a trial of adopting new software (Camtasia and Collaborate Ultra), we developed audio-only tools to deliver course material podcasts, virtual seminars and feedback podcasts. This audio-only strategy sought to facilitate more intimate and meaningful forms of online engagement. Student participation logs revealed consistently high levels of engagement (over 1500 hits per week) and several peaks where podcasts were downloaded in bulk. Qualitative data was gathered through written testimonials and several recorded feedback session structured around five pedagogical themes: (1) Audio only, (2) Meaningful engagement, (3) Team taught (analytical pluralism), (4) Reflective teaching practice and, (5) Professionally relevant learning outcomes. Evaluation of this data concluded that our team taught podcasts effectively encouraged a culture of permission for students to engage critically with the course material. The virtual classrooms facilitated lively debate between students and also prompted genuinely reflective teaching practices changing the way we delivered the course material. Students became more comfortable introducing their professional experiences into the classroom discussions. Overall, busy adult professional students seem to respond favourably to the audio only format because it provides for enriched engagement a degree of flexibility and mobility not available with video
The many faces of external partnerships: partnering for authentic learning.

Dr Angela Ziebell
Monash University, Melbourne, Australia
Angela.ziebell@monash.edu

Dr Stephen George-Williams
Monash University, Melbourne, Australia
Stephen.George@monash.edu

Dr Chris Thompson
Monash University, Melbourne, Australia
Chris.thompson@monash.edu

Prof. Tina Overton
Monash University, Melbourne, Australia
Tina.Overton@monash.edu

Context: It is well known that adding context engages students and improves learning. Adding context also shows students how, and why, knowledge from their subjects is used in potential workplaces to aid them in developing career aspirations and targets.

Initiative: At Monash Chemistry, we are actively engaging external partners to contribute to the redevelopment of our undergraduate laboratory classes (17 units). Opportunities for partnerships with any class are actively sort during the year. Partners have been identified using a range of methods:

1. displays at conferences
2. existing departmental contacts
3. industry nights
4. academia meets industry nights
5. training days
6. former classmates and colleagues
7. LinkedIn

When an activity is matched with a practical class due for redevelopment, the relationship is more actively pursued. The input from the partner can vary as much as the partner. The follow partnerships are some of those that have been developed for undergraduate units at Monash Chemistry in the last two years:

- MOFTechnologies – novel materials company from Belfast
• Rationale – Melbourne based personal care company (sunscreen)
• Dulux - long term partner, site visit, input into multiple labs.
• MARS food – re-development of first year lab
• The Gardiner Dairy Foundation - high through-put analysis added to match industry
• OMICAustralia – food export testing
• Rural medicine unit - adding cultural context by partnering with indigenous communities

**Methods:** The Transforming Laboratory Learning project assesses student perceptions of the different practical experiences to measure the impact of the increase in context, and other related associated programmatic improvements (e.g. more industrially relevant equipment, integrated prelab preparation). To do this we collect pre-data before the changes are made and then resurvey the following year. Data collection will continue for at least another year under the current project. The survey consists of 27 closed questions, 1 distractor and 3 open questions. Closed questions were analysed by Wilcoxon’s test. Open questions were analysed by thematic analysis. Students are also invited to a group interview both before and after the changes are made. To gain greater statistical power we also group class activities into two different groups, pre- and post-modification. Both individual class data and combined class data will be presented to communicate the benefits to the students that we have seen in this program. In addition, I will discuss other conclusions we can gleam from the results.

**Evidence:** Analysis of the first two years of data will be presented. In summary this data shows the changes we have made have resulted in the laboratory classes being perceived as less easy, more challenging, more contextualised (to the workforce or real life), more open and there was more chance for repetition.

One discussion recorded between students captures what we are trying to achieve with this initiative particularly well:

Student 1 “it felt more relevant than my other units”,
Student 2 “yeah, more than anything I’ve done before”,
Student 1 “it’s like a legitimate almost work experience type situation ... the methods that you learn, they feel applicable to the real world.”
Defining Reflective Practice: From the Mouths of First Year Law Students

Defining Reflective Practice: From the Mouths of First Year Law Students

Kelley Burton
USC, Sippy Downs, 90 Sippy Downs Drive
kburton3@usc.edu.au

Intentionally introducing reflective practice in law school curriculum is attracting increasing attention in an effort to produce work ready graduates who can handle digital disruption, globalisation and change. The conceptualisation of reflective practice in a legal education context is a relatively new phenomenon, continuously evolving, and benefiting greatly from research undertaken in other disciplines. The systematic introduction of reflective practice in higher education, particularly law school curriculum, may be ameliorated by first year law student definitions of reflective practice. The aim of this initiative was to improve the ability of first year law students to engage in reflective practice. A 30% summative student reflective journal required students to observe criminal proceedings in a real Magistrates Court, simulate the role of a police prosecutor or defence counsel in a five-minute bail application in the university moot court, and then reflect on these experiences. The tutor used video annotation technology (SimCapture) to visually record and annotate the simulations in the real-time; and the students were able to review their simulation online. A suite of innovative learning resources was developed to support students engage with reflective practice including a skills sheet. This novel project used an action research methodology, which enabled the project to grow organically. By way of illustration, after reading the 2015 student reflective journals, it was apparent that some students attempted to draft their own definition of reflective practice. Subsequently, the project developed from a one-year to three-year study; tripled the number of student reflective journals to 246; and focused the lens in 2016 and 2017 to student definitions of reflective practice after this experience. The research assistant was solely responsible for collecting data from student reflective journals using a NVivo thematic analysis in accordance with the amended low risk ethics clearance (A/15/763) and tracking students who opted out of this research project. Further, data collection occurred after the grades for the course were released to the 2017 students. These practices overcame any perceived power imbalance between the course coordinator and students. Data was derived from the final heading on the student reflective journal template, that is, ‘Reflect on your ability to engage in reflective practice’. This heading prompted students to engage in metacognition. The truncated theme of ‘defin*’ was used to locate student definitions of reflective practice. The research assistant’s work was funded under the auspices of a USC Exploratory Learning and Teaching Grant. The first-year law student definitions of reflective practice after this experience were mapped against reflective practice discourse. The students manifested a richer understanding of this complex phenomenon, particularly, identifying individual strengths and weaknesses. This project recommends that first-year students focus on the internal aspects of reflective practice. Students in second and later year courses could augment external, contextual and collective inquiries to their reflective practice repertoire. Inculcating a continuing improvement algorithm in all students will serve them well in a dynamic global workforce.
Teaching academic literacy using popular science texts: A case study

A/P Siew Mei Wu
Centre for English Language Communication, National University Of Singapore, Singapore, Singapore

Teaching academic literacy using popular science texts: A case study

Siew Mei Wu
Centre for English Language Communication, National University of Singapore
Singapore
elchead@nus.edu.sg

Abstract
Developing strong communicative ability amongst science graduates, especially in science communication, has been included as a fundamental learning outcome in some science degree programmes. This paper focuses on a compulsory academic literacy course for first level undergraduates aimed at developing academic reading and writing skills beyond the considerations of deficit language proficiency. It straddles the general-discipline specific dichotomy in the skills aimed at, course content and materials used. It targets two core science communication skills besides general academic literacy. In addition, the content and materials consist of popular science and media texts to facilitate the discussion of scientific ideas made accessible to the lay reader. It presents and evaluates the design of course structure and materials which harness the availability of popular science resources. It discusses the possibilities and challenges in the use of popular science texts to teach academic literacy. Indicators of course effectiveness on developing coherence in students’ writing will also be discussed - especially in the integration of source ideas and writers’ propositions and the logical progression of textual ideas.
Teaching quality improvement to nascent medical students - are we making a difference?

Associate Professor Bridget Kool, Dr Roshini Peiris-John, Dr Michelle Wise, Dr Lynn Sadler, Associate Professor Susan Wells

1University of Auckland, Auckland, New Zealand

Teaching quality improvement to nascent medical students - are we making a difference?

Bridget Kool
University of Auckland, Auckland. Private Bag 92019, Auckland 1142, New Zealand.

b.kool@auckland.ac.nz

Roshini Peiris-John
University of Auckland, Auckland. Private Bag 92019, Auckland 1142, New Zealand.

r.peiris-john@auckland.ac.nz

Michelle Wise
University of Auckland, Auckland. Private Bag 92019, Auckland 1142, New Zealand.

m.wise@auckland.ac.nz

Lynn Sadler
University of Auckland, Auckland. Private Bag 92019, Auckland 1142, New Zealand.

l.saddler@ auckland.ac.nz

Sue Wells
University of Auckland, Auckland. Private Bag 92019, Auckland 1142, New Zealand.

s.wells@auckland.ac.nz

Abstract

Background
Teaching clinical audit skills to nascent health professionals is one strategy to improve frontline health care. Our undergraduate medical curriculum includes improvement science theory and skills in Year 5 teaching, and the opportunity to put this into practice during an Obstetrics and Gynaecology (O&G) clinical attachment in Year 6. The experiential quality improvement (QI) learning activity in Year 6, integrates a clinical audit project into student’s O&G clinical attachment.

Initiative
In 2015, a revised medical school curriculum at the university necessitated a reduction in the final year O&G attachment from five weeks to four, resulting in revisions to the Year 6 QI project (QIP). We wanted to establish if a shortened QI experience would still enable students to achieve the learning outcomes for the programme without imposing an unsustainable burden on clinical services. To address this challenge we used Stufflebeam’s CIPP (Context/Input/Process/Product) evaluation model. This approach draws on Complexity Theory and acknowledges the uncertainties and complexities of education programmes.
Methods
The initial Context Evaluation provided an opportunity to establish the problems, needs, assets and opportunities associated with the existing 5 week QIP. Data was collected from surveys of clinical staff and students, focus groups, and evaluation of the QIP student reports and presentations. During the Input Evaluation, the feasibility of an alternative approach to meet the educational need was established via a consultative multidisciplinary workshop. A revised QIP structure was developed based on the first two evaluation stages and then trialled. The implementation of the revised programme was evaluated in the Process Evaluation and Product Evaluation phases were conducted simultaneously using data from focus groups, surveys and student QIP reports and presentations. Quantitative data from the surveys was summarised using descriptive statistics. Qualitative data was analysed using the general inductive approach.

Evidence of effectiveness
The context evaluation revealed the Year 6 QI programme to be valuable and contributed to O&G service improvements, however, the following concerns were identified: time to complete the project, timely topic selection and access to data, recognition of student achievement, and staff workload. The evaluation of the revised QI project indicated improvement in student perceptions of their QI knowledge and skills, and most areas previously identified as challenging, despite the concurrent reduction in the duration of the O&G attachment. The findings suggest that a four week clinical rotation is adequate for medical educators to consider opportunities for including QI projects as part of student experiential learning.

Teaching, learning and the student experience
The application of the CIPP model for evaluation to our revised QI programme enabled streamlining of procedures to achieve greater efficiency without compromising the quality of the learning experience, or increasing pressure on staff. The evaluation demonstrated that the programme is achieving the learning outcomes and that students find the QIP experiential learning valuable for both their current and future practice. In addition, the clinical trainers ('bedside teachers') reported that they find their involvement with the QIPs satisfying and see the value of the QIPs for improving patient care in the O&G service.
A case-based learning module integrating FGM, global health and gender-cultural competence in healthcare

Dr Jacob Ross1, Khadija Gbla2, Paula Ferrari2, Dr Ea Mulligan3, Professor Zoe Jordan1
1The Joanna Briggs Institute, The University of Adelaide, Adelaide, Australia, 2No FGM Australia, Adelaide, Australia, 3Department of Obstetrics and Gynaecology, Flinders University, Adelaide, Australia

A case-based learning module integrating FGM, global health and gender-cultural competence in healthcare

Short title
FGM, global health and gender-cultural competence in healthcare education

Authors
1. Jacob Ross BSc PhD The Joanna Briggs Institute, The University of Adelaide
1. Khadija Gbla BlntSt No FGM Australia
1. Paula Ferrari BEd BSpPath No FGM Australia
2. Ea Mulligan BSc MD PhD Department of Obstetrics and Gynaecology, Flinders University
3. Zoe Jordan BA MA PhD The Joanna Briggs Institute, The University of Adelaide

Affiliations
The Joanna Briggs Institute, The University of Adelaide
No FGM Australia
No FGM Australia
Department of Obstetrics and Gynaecology, Flinders University
The Joanna Briggs Institute, The University of Adelaide

Abstract
We describe the development of a global health (GH) case-based learning (CBL) module involving female genital mutilation (FGM), with the aim of enhancing future healthcare practitioners’ gender-cultural competence, fund of knowledge, clinical skills, and service delivery methods relevant to women’s health in both international populations and in culturally-diverse domestic settings.

• With an increasingly mobile global population, a clinician’s ability to recognise or suspect presentations of diseases endemic to other world regions has become increasingly important.1 At the same time, healthcare personnel are uniquely placed to address the psychosocial consequence of culturally defined beliefs, attitudes and practices that adversely affect the health of women. What is needed is an integration of these issues into the pre-service curricula of medical, nursing and midwifery students who must be sensitive to cultural beliefs and practices among an increasingly diverse patient population.2
• The practice of FGM occurs in some countries in Asia and the Middle East, and African nations, including Somalia where the prevalence was as high as 98% for women aged 15–49 in 2013.3 FGM is estimated to affect over 200 million girls and women worldwide, and has become a significant issue wherever the diaspora of FGM communities settle.3 Currently, over 200,000 women and girls in Australia are likely to be survivors of, or at high risk of FGM.4
• FGM is not included in most healthcare curricula, thus there is a need for evidence-based training of pre-service healthcare professionals.5-8 The proposed CBL module will be prepared as a flipped classroom e-learning resource for global and women’s health curricula.9-12 The advantages of the case-based method are the promotion of self-directed learning, clinical reasoning, problem-solving, and decision making.13 The flipped-classroom approach also supports self-directed learning and problem-solving.14 Student evaluation of CBL module design, delivery, and assessment will be provided through web-based surveys.
You can’t teach my course online: using an informed design process to develop online IT courses

Dale Wache

Background/context

UniSA Online is a University-wide initiative which offers students the opportunity to ‘study on demand’. A range of degrees are offered entirely online and are designed specifically for online learning. They provide students with the flexibility to study where and when they choose and give students full control over their study.

The online environment that supports the courses uses a recent version of moodle. The Information Technology and Data Analysis program is offered as part of this initiative. The program combines technical IT knowledge with an industry focus. There is an emphasis on students demonstrating programming and problem-solving skills within a professional context.

However, discipline colleagues challenged the idea that the highly practical, hands-on teaching and learning approach they took within face-to-face classes could be replicated in the online environment.

Research/evaluation method

This poster presents the team approach taken to design the online learning environments for courses in the Information Technology & Data Analytics program in the UniSA ‘Study On Demand’ initiative. Based loosely on Goodyear’s (2002) networked learning approach we developed a framework for working within the parameters of the UniSA Online initiative, whilst also acknowledging the face-to-face context in which the course coordinators had developed their courses. Armed with this information we set about designing active online learning environments based on our shared understanding of online learning principles (active learning, social constructivism, and constructive alignment).

This was allowed us to explore, identify, and develop and trial activities, processes, student and teacher roles and resources to support learning activities in the online environment. Our design process rethought existing face-to-face teaching and learning processes for online, on-demand delivery.

Outcomes

The process we applied focused on understanding how organisational context, pedagogical elements and the learning environment influence learning activities when transitioning to online and on-demand delivery.

In response to the challenge put to us, that ‘You can’t teach my course online’ we respond ‘no – we can’t teach it online the way it is now being taught in the classroom’. However, we are quick to discuss and explain that ‘yes - you can teach your course online – by rethinking your course using an online learning framework that informs a design process that leads to supported interactive learning for the online and on demand context’.
Getting Stuck in the Cell Membrane

Mary Kynn\textsuperscript{1}, Dr Ann Parkinson, Nicole Reinke\textsuperscript{1}
\textsuperscript{1}University of the Sunshine Coast, Sunshine Coast, Australia

Getting Stuck in the Cell Membrane

Presenters: Ann Parkinson, Nicole Reinke, Mary Kynn

In late 2015 the University of the Sunshine Coast opened an innovative teaching space – the visualisation studio with CAVE\textsuperscript{TM} technology. The “CAVE” can provide a 320°, 3D immersive experience where students are not just viewing a video or animation but also become engaged with the environment. This innovative learning and teaching space provides a unique opportunity to develop and evaluate pedagogy in the area of 3D visualisations in an immersive setting.

Mastery of threshold concepts is paramount to the facilitation of higher order learning and is linked to student retention in science, technology, engineering and mathematics (STEM) disciplines. Abstract biological processes which occur at the sub-microscopic level, are inherently difficult for many students to conceptualise using traditional learning and teaching methods. Descriptions of concepts such as cell membrane structure and function have traditionally been accompanied by images in a 2D format, however, these cannot portray the dynamic 3D nature of the cell membrane. Understanding how molecules move across the cell membrane is a crucial threshold concept in biology which students need to master to attain broader and more advanced concepts. It has been proposed that 3D technology can help to promote visual-spatial literacy and higher order thinking in biology students (Ferdig et al., 2015).

Cell Biology, LFS100, a first year course for science and allied health degree programs provided the ideal setting to develop and examine the efficacy of immersive 3D visualisation in learning. The Cell Biology students completed a conceptual assessment of their base knowledge. We used an existing diagnostic test (Fisher et al., 2011) on cell membrane structure and function, specifically about water movement across the cell membrane – osmosis. A 3D immersive and interactive animation associated with the concept of osmosis was designed and created by the research team to address misconceptions identified from responses to the diagnostic test. This animation allowed students to experience a virtual cell and visualise water molecules moving into and out of the cell, observe concentration gradients and travel through membrane transport structures (aquaporins). Upon exit from the “CAVE”, students completed a short survey of their experiences and a formative worksheet testing the biology concepts.

Most of the cohort engaged with the immersive experience (403 students, 85%) and 392 agreed to participate in the research. Almost all (96.2%) participants surveyed reported that it promoted their understanding of the biology concept. Viewing the concept assisted 99.7% of participants to visualise the cell membrane and water movement. Survey responses showed there was overwhelming agreement that the immersive 3D visualisation was a positive (89%) and interesting (91%) learning experience; “Very cool and made me want to learn more” (Cell Biology student survey). Most students who engaged with the immersive experience and activities retained the knowledge until the final examination 11 weeks later. Feedback from students and staff is being used to improve the pedagogical value of the simulation.
‘Just don’t give up on me’: Exploring the lived experience of early school leavers and factors which lead them to ‘turn back around’ to education

Snjezana Bilic1, Sarah Hattam1, Ms Jennifer Stokes1
1University of South Australia, Adelaide, Australia

Revised Abstract for consideration – Showcase presentation
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‘Just don’t give up on me’: Exploring the lived experience of early school leavers and factors which lead them to ‘turn back around’ to education

Dr Sarah Hattam
UniSA College, University of South Australia
sarah.hattam@unisa.edu.au

Jennifer Stokes
UniSA College, University of South Australia
jennifer.stokes@unisa.edu.au

Dr Snjezana Bilic
UniSA College, University of South Australia
snjezana.bilic@unisa.edu.au

What leads students from equity groups to disconnect with education and what may help them reconnect? Twenty years ago, influential research in South Australia’s Northern public high schools documented the complex and damaging reasons for the increasing number of students ‘dropping out, drifting off’ and leaving education (Smyth et al. 2004). Hattam and Smyth revealed student voices which expressed the myriad of ‘gatekeeping’ mechanisms and strategies implemented within schools, illustrating the ways educational participation is complicated by class, socioeconomic status, and other inequalities. The work explored student experience, and identified strategies which would support students to complete post-compulsory schooling. It is timely to review the lived experience of secondary school students from South Australia’s Northern public high schools in order to determine whether the same issues prevail, whether identified solutions have been adopted in schools, and which factors may influence these students to ‘turn back around’ towards education (Smith 2017).

Since the original research was conducted, Australia has identified targets for widening participation as a commitment to the value of education and many universities have commenced delivery of pre-degree enabling programs as pathways to tertiary education. UniSA College is closely aligned with Australia’s targets, specifically the 2020 target that ‘20 per cent of undergraduate enrolments in higher education should be students from low socio-economic backgrounds’ (Bradley et al. 2008, p. xiv). Data indicates that over 50% of the UniSA College cohort each year are from low socio-economic status backgrounds, particularly the Northern suburbs. The students who join these enabling programs have often left high school early or attained limited success in their final year, and have subsequently chosen to reengage with education through UniSA College. The one-year Commonwealth-supported
Foundation Studies program provides students from equity groups with a supported transition into university while they earn a score for undergraduate application. Students develop academic literacies and competencies to succeed in a tertiary environment. Research suggests that providing engagement opportunities for students who ‘battle’ with ‘procedures that are difficult to understand and a language which is “alien” to them’ (Krause 2005, p. 11) requires the development of a responsive teaching framework. Since its establishment in 2011, UniSA College has strived to provide opportunities in a responsive framework which offers a ‘second chance’ for those who have struggled in other educational systems, yet still value education.

Through thematic analysis of student artefacts and interview data, this paper reports on the school experiences of UniSA College students and considers what brought them back to education. As in the original research this case study focuses on student voices, capturing the “‘subjugated knowledges’ of early school leavers that, while considered unworthy by those making policy, ironically hold the promise of providing the most powerful explanations’ (Smyth et al. 2004, p. 25). This research examines the key influencing factors that lead disengaged individuals to reengage through enrolment in an enabling program, in order to ‘turn back around’ toward education. By reviewing student reflection on their educational experience and analysing how enabling programs engage disenfranchised students, this research provides recommendations for responsive teaching and enabling pedagogy.
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