STARS

STUDENTS TRANSITIONS ACHIEVEMENT RETENTION & SUCCESS

1-4 JULY 2015

CROWN CONFERENCE CENTRE
MELBOURNE

HANDBOOK & PROCEEDINGS

WELCOME

Karen Nelson
University of the Sunshine Coast

Rachael Field
Queensland University of Technology

It is with much pleasure that we welcome you on behalf of the Organising Committee for the inaugural STARS Conference! We are all very excited to be launching this new conference with its focus on student learning experiences in the tertiary sector and beyond through the themes: Students, Transition, Achievement, Retention, and Success. These five STARS themes will shape the focus of the conference into the future. They will ensure that over the course of our time together, we will be exploring and developing good practice in tertiary curriculum, programs, practice and culture; and they will support our consideration of how our institutions are creating environments that enable students, in all their diversity, to realise their potential through higher education.

In welcoming you to this year's Conference and in keeping with the spirit of Reconciliation, we respectfully acknowledge the traditional owners, the Wurundjeri people of the Kulin Nation, now known by its European name of Melbourne. We pay our respects to the People who make up the Kulin Nation their Elders - past, present and emerging - and we acknowledge that Kulin (Melbourne) has always been an important meeting place and we continue that tradition in this conference.

Melbourne is the home of some of Australia's best universities, and the Centre for Studies in Higher Education. We very much appreciate the support of the local universities and in particular we extend our thanks to the senior University officers who are making time available to spend with us over the duration of the Conference.

The STARS Organising Committee is a small but very committed group. We sincerely thank Professor Sally Kift (JCU), Liz Smith (CSU) and Karen Whelan (QUT) for their dedicated efforts which have helped to bring this new Conference together. These efforts are made out of a genuine and sustained commitment to student learning and the student experience and are often made in their own time on top of their already busy workloads.

In particular a very big thank you to Jason Thomas who is our amazing Event Manager and an integral part of the Conference Committee. Jason leads the professional organisation of the Conference and much of the success of the Conference, and of course the collegial and enjoyable experiences that you will have, are because he goes above and beyond the call of duty.

We also wish to acknowledge and thank all our sponsors for their valuable contribution towards the success of STARS: The Co-op, UCROO, the National Centre for Student Equity in Higher Education, and YourTutor. In particular we are grateful to the Australian Government Office for Learning and Teaching, for their generous financial support which will allow us to develop a documentary about Australian tertiary approaches to supporting student success at this year's event. The documentary directors and producers are Dr Patrick Delaney of the University of the Sunshine Coast and Will James of Griffith University. We hope as many delegates as possible will contribute to the documentary – if you are camera-shy though please don't worry – just let Patrick or Will know. We hope this documentary will become an international showpiece for Australian excellence in student-centred tertiary practice.

Of course, the best aspect of STARS is the opportunity to share scholarship, good practice, inspirational innovations and student-centred knowledge. The STARS conference of 2015 offers an exciting and informative series of refereed papers, good practice reports, presentations on new ideas and emerging initiatives, posters, special interest groups, workshops and master classes. We are thrilled to welcome as our first two keynote speakers Professor Marnie Hughes-Warrington (Deputy Vice-Chancellor (Academic), and the 2008 Prime Minister's Australian University Teacher of the Year) and Professor Jan Meyer, Professor of Education in the School of Civil Engineering at the University

of Queensland and the originator of the notion of a 'threshold concept'. We are also fortunate to have Professor Ron Oliver Deputy Vice Chancellor (Teaching Learning and International) at Edith Cowan University as the facilitator of the first stars invited panel featuring a stellar line-up: Professor Hughes-Warrington speaking about students, Professor Sally Kift speaking on transitions, Professor Beverley Oliver (Deakin University) addressing the issue of achievement, Professor Karen Nelson speaking on retention, and Professor James Arvanitakis (University of Western Sydney and the 2012 Prime Minister's Australian University Teacher of the Year) speaking about success.

The Conference Program Committee has worked hard to provide a rich program for academic and professional staff alike, allowing all those who support student learning and a positive student experience an opportunity to show-case and disseminate innovative research, and excellent teaching and student support practice. The Program Committee would particularly like to thank the many referees who provided double blind peer review of the refereed papers to ensure the high quality and standards of the HERDC E1 criteria are met by the papers accepted in this category.

Our program of STARS Special Interest Groups (SIGs) also commences this year in the areas of: Capstone, Distance Education, First Year Experience Coordinators, Implementing First Year Ideas and Resources in Practice, Peer Programs, Psychological Wellbeing, Residences, Sessional Academic Support and Development, Science, Technology, Engineering, Mathematics (STEM), and Threshold Concepts. Thank you to all the coordinators of these SIGs for their energy and commitment to the special opportunity the SIGs offer conference delegates to come together as focussed communities of practice on important issues for the student experience in higher education. A special thank you to Committee member Liz Smith for coordinating the SIG convenors.

We very much hope that you will find that the program, and the exchange of information possible through our collegial discussions and sharing of ideas, will prove useful for your own practice and research. We also hope that you will enjoy and take advantage of everything the program of social events has to offer. Please allow yourself to take some time to start or continue important conversations, to make new contacts and friendships, to learn from the research and experience of others, and renew old and forge new collaborations during your time at STARS. We particularly look forward to welcoming you to the special launch of STARS up in the stars and relaxing with you over dinner!

Finally, to the friends of STARS – thank you for your support of this initiative and for your trust and faith in the Organising Committee. This year's conference is sold out and we couldn't have achieved that without your support.

Once again, on behalf of the STARS team it is with great pleasure that we welcome you. Thank you for your commitment to positively maximising the student experience and for making time in your busy schedules to attend and present. Everyone on the Committee is looking forward to meeting and talking with you.

Warm regards

Karen Nelson and Rachael Field
Conference Co-Chairs

CONTENTS

Conference Information	04
Our Sponsors	06
Program and links to full papers	10
Pre Conference Sessions	30
Keynote Session 1	48
Posters and links to full paper and poster	50
Parallel Session 1	118
Parallel Session 2	128
Parallel Session 3	140
Parallel Session 4	150
Parallel Session 5	160
Parallel Session 6	170
Invited Speaker Sessions	180
Keynote Session 2	189
Parallel Session 7	190
Parallel Session 8	200
Parallel Session 9	210
Parallel Session 10	220
Parallel Session 11	230
Parallel Session 12	240
Parallel Session 13	248
STARS Invited Panel	256
Post-Conference Sessions	262
Conference Location & Venue	272

CONFERENCE INFORMATION

STARS CONFERENCE COMMITTEE

Karen Nelson (Co-Chair)
University of the Sunshine Coast

Rachael Field (Co-Chair)
Queensland University of Technology

Sally Kift
James Cook University

Liz Smith
Charles Sturt University

Jason Thomas
Jason Thomas Events

Karen Whelan
Queensland University of Technology

SOCIAL FUNCTIONS

Welcome to STARS

Date: Thursday 2 July 2015

Time: 6:00pm – 8:00pm

Venue: Eureka 89, Level 89, Eureka Tower, 7 Riverside Quay, Southbank

Dress: Smart Casual

Refreshments and Canapés will be served

STARS Dinner

Date: Friday 3 July 2014

Time: 7:00pm – 10:30pm

Venue: Showtime Events Centre, Shed 11, 61 South Wharf Promenade

Dress: Smart Casual

Mobile Phones

As a courtesy to fellow delegates and speakers, please ensure your phone is switched off or on silent during all conference sessions.

Internet Access

Wireless Internet is available throughout the venue.

Lost Property

All lost property can be handed in/collected from the registration desk.

OUR SPONSORS

Australian Government | Office for Learning & Teaching

Promoting Excellence in Learning and Teaching in Higher Education

The Office for Learning and Teaching (OLT) promotes excellence and supports change in learning and teaching in Australian higher education institutions, working towards improving the student experience by celebrating and promoting outstanding teaching and by researching and embedding innovative good practice.

Contact Us: Web: **www.olt.gov.au**

Co-op Co-café Coinfo

The Co-op – a bit about us

The Co-op is a progressive omni-channel retailer, with a strong presence both online and in-store at more than 60 locations around Australia. A service created by students for students in 1958, today it is Australia's largest Member-owned retailer, with more than 1.8 million Members.

The Co-op operates for purpose, not profit, meaning it puts the needs of tertiary students, staff and learning institutes before making money, directing profits back to its Members through:

- Member-only discounts on the entire Co-op range
- Sponsorship and support of campus activities and universities
- Exclusive Member offers

Not only is the Co-op Australia's leading campus provider of educational, professional and learning resources, it also offers a wide range of general books and products, as well as a host of other services. These include:

- Dual-function Co-op Membership card that doubles as a Debit MasterCard®
- Bucks for Books scheme in which students can get cash for pre-loved textbooks
- Textbook rental service
- Co-café, the new solution in campus catering, integrating our specialist retail offering with a full service café outlet, including fresh food and drinks
- Co-info, one of Australia's largest locally-based full service academic library suppliers, dedicated to providing books, journals, eBooks and eMedia products from publishers worldwide for the academic, professional and library markets in Australia, NZ, Fiji and PNG.

Contact Us: Email: **info@coop.com.au** Web: **www.coop.com.au**

NCSEHE
National Centre for Student Equity in Higher Education

About the National Centre for Student Equity in Higher Education (NCSEHE):

Funded by the Australian Government Department of Education and Training, the National Centre for Student Equity in Higher Education (NCSEHE) at Curtin University is a research centre dedicated to informing public policy design and implementation, and institutional practice, in order to improve higher education participation and success for marginalised and disadvantaged people.

The centre's objectives are:

- to be at the centre of public policy dialogue about equity in higher education, and
- to 'close the loop' between equity policy, research and practice by:
  - supporting and informing evaluation of current equity practice with a particular focus on identifying good practice
  - identifying innovative approaches to equity through existing research and the development of a forward research program to fill gaps in knowledge, and
  - translating these learnings into practical advice for decision makers and practitioners alike.

Contact Us: Email: www.**ncsehe@curtin.edu.au** Web: www.**ncsehe.edu.au**
Follow us on Twitter: **@NCSEHE** Google+: **NcseheEduAu**

yourtutor Higher Education

Every night, first year students have moments of uncertainty or frustration, and want to give up. YourTutor retains these struggling students in their degree and increases satisfaction, academic performance, and completion rates at your University.

Right at a student's moment of need, YourTutor intervenes with personalised help, delivered at scale. Students connect online in seconds to an expert teacher or tutor who can help them work through a pressing question during study. When they need some after-hours help unpacking an essay question, or want to revise chemical equations, or even pointers on research and structure – YourTutor is there.

It's on-demand, real-life help for your students – transforming their moments of frustration into moments of satisfaction and real academic outcomes. Whether distance or on-campus, you can deliver both the immediacy and personalisation that first year students expect in 2015. Meet the needs of many, while meeting the needs of each individual student, too, with YourTutor.

Contact Us: Web: **www.yourtutor.com.au**

UCROO

What is UCROO?

UCROO is a social network designed specifically for universities and its students.

For students, UCROO is the first university technology that meets contemporary expectations and connects them across the student lifecycle with peers, classmates, mentors, instructors, clubs & societies, student services and alumni.

For universities, UCROO is an innovative platform for improving student experience and retention, which offers enterprise level privacy, control and behavioural analytics not available in other social networks.

Why UCROO?

Fundamental shifts in higher education are forcing universities' to reconsider how they deliver a quality student experience and retain students:

- Online content delivery, while offering learning flexibility and cutting costs, is disconnecting students from their university and each other
- Widening student:staff ratios are making it increasingly difficult to support individual student needs adequately
- Pending market deregulation and sector globalisation is increasing pressure to provide an outstanding student experience

UCROO helps universities adapt and thrive under these new conditions by implementing proven social technology that better connects, supports and engages students from enrolment to alumni.

Contact Us: **Chase Williams, University Director** Email: **chase@ucroo.com**
Phone: **(03) 9427 8643 / 0403 571 564** Web: **www.ucroo.com**

PROGRAM

PROGRAM

Key

- Refereed Paper
- New Ideas and Emerging Initiatives
- Good Practice Report
- Submitted Workshop

WEDNESDAY 1 JULY 2015			
Room	M12	M13	M11
9:00am - 10:30am	**SIG - Distance Education**	**SIG - STEM**	
10:15am - 10:45am	Morning Tea (Workshop & SIG Participants only)		
10:30am - 12:00pm			**Submitted Workshop 1** **Designing learning to support a whole of degree experience: A workshop to explore supporting transition, retention and success through collaborative curriculum design** *Romy Lawson, UOW*
12:00pm	Break for lunch		
12:00pm - 1:30pm	**SIG - Psychological Wellbeing**	**SIG - Residences**	**Submitted Workshop 2** **A hands-on exploration of learning through inquiry** *Les Kirkup, University of Technology, Sydney*
1:45pm - 3:15pm	**SIG - FY Experience Coordinators**	**SIG - Capstone**	
3:00pm - 3:30pm	Afternoon Tea (Workshop & SIG Participants only)		
3:30pm - 5:00pm	**SIG - Implementing First Year Ideas and Resources in Practice**	**SIG - Sessional Academic Support and Development**	**Submitted Workshop 3** **Student success and well-being: Curricular integration of self-management learning opportunities** *Jacquelyn Cranney, UNSW, Annie Andrews, UNSW, Rachael Field, QUT*

*Program subject to minor change

THURSDAY 2 JULY 2015							
8:45am - 9:00am	**Welcome & Conference Opening**						
9:00am - 10:00am	**Keynote Session 1** Professor Marnie Hughes-Warrington						
10:00am - 10:50am	Morning Tea including **Poster Session**						
Room	P1	P2	P3	M4	M3	M2	M1
Parallel Session 1	1A	1B	1C	1D	1E	1F	1G
11:00am - 11:30am	Ups and downs in mood and energy: Associations with academic outcomes in higher education	Let's agree on what mentoring is.	Building perceived levels of self-efficacy in new tertiary healthcare students by teaching transferable skills: The Transition 2 University (T2U) program	Student Success Coaching Program: A Targeted Retention Strategy for At-Risk First Year Students	Work Integrated Learning: what do the students want? A qualitative study of Health Sciences student's experiences of a non-competency based placement.	How are first year students spending their time?	The long and the short of it. Teaching a semester long program as an intensive.
	Ben Bullock	*Sandra Egege, Salah Kutieleh*	*Allie Ford, Paula Todd, Damian Gleeson, Ian Rossiter, Myles Strous, Sebastian Borutta, Penny Presta, Cameron Fuller, Kerry Bedford, Sarah Jansen, Barbara Yazbeck, Lynette Pretorius*	*Keithia Wilson, Natalie Oostergo, Robyn Idewa-Gede, Alf Lizzio*	*Elizabeth Abery, Associate Professor Claire Drummond, Nadia Bevan*	*Amanda Richardson, Sharron King, Tim Olds, Gaynor Parfitt, Belinda Chiera*	*Julie Penno*
	Swinburne University of Technology	*Flinders University*	*Monash University*	*Griffith University*	*Flinders University*	*University of South Australia*	*University of Southern Queensland*
	10 minute change over						
Parallel Session 2	2A	2B	2C	2D	2E	2F	2G
11:40am - 12:10pm	Foundations for change, confidence, and new opportunities: impacts of a university enabling program in north-west Tasmania	Beyond the economics, benefit and cost of higher education: First in family student perspectives	Can communication models inform good feedback practice? A historical review	Supervising honours students: A Cinderella story.	Teaching with student wellbeing in mind: A new initiative to support the academic experience and outcomes of university students.	Spiced Cooking Demonstrations: Connecting Students across Cultures with Food	Effective transition for non-traditional students begins before the first year experience - A school to university co-enrolment approach to transition.
	Nicole Crawford, Susan Johns, Lynn Jarvis, Cherie Hawkins, Mike Harris and David McCormack	*Charmaine Graham, Sharron King, Ann Luzeckyj, Ben McCann*	*Gregory Nash, Gail Crimmins, Richard Bond, Mary-Rose Adkins, Ann Robertson, Lee-anne Bye, Janet Turley & Florin Oprescu*	*Madeleine M. Laming*	*Wendy Larcombe, Chi Baik, Abi Brooker*	*Peter Andrinopoulos, Tahirih Ernesta, Shoaib Gill, Tristana Sidoryn, Olexij Straschko*	*Jacinta Richards*
	University of Tasmania	*University of South Australia, Flinders University, University of Adelaide*	*University of the Sunshine Coast*	*Murdoch University*	*University of Melbourne*	*University of South Australia*	*Victoria University*

*Program subject to minor change

Room	P1	P2	P3	M4	M3	M2	M1
	10 minute change over						
Parallel Session 3	**3A** →	**3B** →	**3C** →	**3D** →	**3E** →	**3F** →	**3G** →
12:20pm - 12:50pm	Crisis in teacher education in South Africa: the need to interrogate first-year student profile characteristics	Public Speaking Anxiety: The S.A.D. Implications for Students, Transition, Achievement, Success and Retention.	From homeland to home: The LEAP-Macquarie Mentoring (Refugee Mentoring) Program	An institutional progress report on embedding a 3rd Generation Approach: Herding Schrodinger's cats over obstacles and into one basket.	Choose your own mentor: Trialling an online self-allocation process in a peer mentor program	A GPS for Group work: Providing the best route to a successful group work experience for enabling students.	Student engagement: Pre-commencement strategies via KickStart
	Subethra Pather	*Pamela Martin-Lynch, Helen Correia, Christopher Cunningham*	*Ruth Tregale, Semra Tasta, Sonal Singh*	*David Roach*	*Corinne Loane*	*Deanna McCall, Bronwyn Relf*	*Yvonne Breyer, Leigh Wood, Mauricio Marrone*
	Cape Peninsula University of Technology	*Murdoch University*	*Macquarie University*	*University of Western Sydney*	*University of Western Sydney*	*University of Newcastle*	*Macquarie University*
12:50pm - 1:50pm	Lunch						
1:10pm - 1:40pm	Room M1	Connecting University Students in the Digital Age Presented by UCROO		Room M4	YourTutor Session		
Parallel Session 4	**4A** →	**4B** →	**4C** →	**4D** →	**4E** →	**4F** →	**4G** →
1:50pm - 2:20pm	Teaching threshold concepts as points of arrival: effective teaching and student well-being	Designing pedagogical experiences to facilitate first year students' learning progression: a case study	When level 2 is the 1st year at University: Direct entry to pathophysiology and pharmacology	Enhancing success: Developing student leaders' graduate attributes	UTS, STEM and Mastery Learning in first-year Mathematics subjects	Playing with Lego: Constructing modular interactive digital learning resources	Emotion, emotional labour and extension requests in Higher Education
	Rachael Field, Rosalind McCulloch	*Jill Lawrence, Regina Ryan*	*Patricia Logan, Jennifer Cox*	*Deborah Laurs*	*Layna Groen, Mary Coupland, Julia Memar, Jason Stanley*	*Pedro Silva*	*Elizabeth Abery, Jessica Gunson*
	Queensland University of Technology	*University of Southern Queensland*	*Charles Sturt University*	*University of Wellington*	*University of Technology Sydney*	*Auckland University of Technology*	*Flinders University*
	10 minute change over						

*Program subject to minor change

Room	P1	P2	P3	M4	M3	M2	M1
Parallel Session 5	**5A** →	**5B** →	**5C** →	**5D** →	**5E** →	**5F** →	**5G** →
2:30pm - 3:00pm	Students' perceptions of eMarking: Grademark vs. iAnnotate	Enhancing first year Science students' performance in Mathematics: A FYS practice report	Managing the transition to university for first year business students - a discussion of institutional socialisation through team-based learning at the university of Auckland business school	Increasing the participation and success of students from decile 1-3 schools at Victoria University of Wellington	Mindfulness and Transition Pedagogy	Acknowledging the Role of Supporters in the Transition Experience of First Year Students.	Improving student engagement and retention in the BA at the University of Sydney
	Rebecca Olson, Caterina Tannous	*Melanie Jacobs, Estherna Pretorius*	*Parizad Mulla, Douglas Carrie, Michelle Kilkolly-Proffit, Richard Brookes, Andrew Patterson, Tom Agee, Herbert Sima, Margot Bowker*	*Karen Davis, Corinna Howland, Ann Pocock*	*Sarah Tillott, Marcus O'Donnell, Jocelyn Harper, Eeva Leinonen*	*Zarlasht Sarwari, Rochelle Pudney*	*Rebecca Johinke*
	University of Queensland, University of Western Sydney	*University of Johannesburg*	*The University of Auckland*	*Victoria University of Wellington*	*University of Wollongong*	*UNSW*	*The University of Sydney*
	10 minute change over						
Parallel Session 6	**6A** →	**6B** →	**6C** →	**6D** →	**6E** →	**6F** →	**6G** →
3:10pm - 3:40pm	Mobilising First Year Students in Ancient Roman Studies	Te Whakapuawai - A Programme to Support Maori Student Transition and Achievement in Health Sciences	'Are we there yet?': making sense of transition in higher education.	Helping students to persist with and succeed in their first year of higher education	Wikis for Women's Health: Social Constructivist Analysis of the Effectiveness of Online Collaborative Spaces for Reflective Learning in Undergraduate Students	Beyond plagiarism: utilising Turnitin as a tool to develop students' academic voice	Evolution of an indigenous student support program through the eyes of a non-indigenous leader
	Sarah Midford, Rhiannon Evans	*Zoe Bristowe, Sarona Fruean, Joanne Baxter*	*Jeannette Stirling, Celeste Rossetto*	*Salah Kutieleh, Ewa Seidel*	*Julie-Anne Carroll, Mangalam Sankupellay, Michelle Cornford, Najmah Bahir*	*Tess Snowball, Vivien Silvey, Thuy Do*	*Paul Fenton*
	La Trobe University	*University of Otago*	*University of Wollongong*	*Flinders University*	*Queensland University of Technology*	*The Australian National University*	*Auckland University of Technology*
3:40pm - 4:10pm	Afternoon Tea						

*Program subject to minor change

Room	M1	P3	P2	P1
Invited Speaker Sessions	Session 1	Session 2	Session 3	Session 4
4:10pm - 5:10pm	Aligning the Stars: How the PASS Program supports the success, transition, achievement and retention of diverse student cohorts *Melissa Zaccagnini and Melissa Stephen, University of Wollongong*	Optimising direct entry success: Designing an online transition course for students beginning university at second year *Dr Mark Symmons, Monash University*	Social Inclusion in Higher Education in Australia *Suzanne Trinidad, NCSEHE*	Bridging the Gap – From Secondary Schools and other pathways to Higher Education Communicating & Collaborating; Transition Understandings, Innovations & Ideas *Sally Kift, JCU, Mandy McConnell, Barham High School NSW, Angela Di Sotto-Hames, Bradford College SA, Doug Hughes, Willyama High School NSW, Kathy Egea, UTS, Ann Luzeckyj, Flinders University*
	Attendance at the Invited Spealer Sessions is included as part of a full registration. There is no need to rsvp separately.			
6:00pm - 8:00pm	Welcome to STARS Eureka 89, Eureka Tower, 7 Riverside Quay			
Friday 3 July 2015				
8:30am - 9:30am	**Keynote Session 2**	Threshold Concepts and associated transitions *Professor Jan Meyer*		
9:30am - 10:00am	Morning Tea	Sponsored by The Co-Op		

Room	P1	P2	P3	M4	M3	M2	M1
Parallel Session 7	7A →	7B →	7C →	7D →	7E →	7F	7G →
10:00am - 10:30am	Students' reading and writing 'in transition'- what lessons can be learnt from a case study of A-levels to university transitions to help enabling educators to 'bridge the gap' into undergraduate study?	Scrutinising intervention data to elicit insight into academically at-risk students' perceptions and constructions of their study experiences	Framing Academic Support in Higher Education	Taking Access and Transition Seriously: University of Newcastle's Transformation of Transition and Retention	Validation of an academic literacy and language skills (VALUES) model for undergraduate nursing students		Re-visioning alumni relationships to improve graduate employability
	Sally Baker, Evonne Irwin	*Alexandra Wade, Cassandra Colvin, Sarah Patrick, Daniela Mazzone*	*Miguel Gil*	*Cheryl Burgess, Bree Slater*	*Paul Glew, Kathleen Dixon, Yenna Salamonson*		*Jessica Vanderlelie*
	University of Newcastle	*University of South Australia*	*Victoria University*	*University of Newcastle*	*University of Western Sydney*		*Griffith University*
	10 minute change over						

*Program subject to minor change

Room	P1	P2	P3	M4	M3	M2	M1
Parallel Session 8	**8A**	**8B**	**8C**	**8D**	**8E**	**8F**	**8G**
10:40am - 11:10am	"Tell them to have a group like this": Scaffolding the transitions of unmatriculated mature-aged students to academic literacy.	Focusing on Six First Year Firsts: A professional development framework supporting teachers of first year subjects	"Thanks, but no thanks": Factors affecting uptake of student mentors	The Student Literacy and Language Strategies Program	Going "old school" From bedside manner to deskside manner	Analysing user engagement within Facebook learning communities	Academic-Employer Co-created Assessment for the Creative Industries
	Prue Fry, Gillian Skyrme, Lisa Emerson	*Kathryn Harden-Thew, Bonnie Amelia Dean*	*Lee-anne Bye, Julie Hobbins*	*Paul Glew, Kathleen Dixon, Jaylene Shannon, Yenna Salamonson*	*David Fleischman, Oscar Imaz*	*Murray Lane, Victoria Menzies*	*Bronwyn Clarke, Rachel Wilson, Terry Johal, Natalie Araujo*
	Massey University	*University of Wollongong*	*University of the Sunshine Coast*	*University of Western Sydney*	*University of the Sunshine Coast*	*Queensland University of Technology*	*RMIT University*
	10 minute change over						
Parallel Session 9	**9A**	**9B**	**9C**	**9D**	**9E**	**9F**	**9G**
11:20am - 11:50am	Navigating VET to university: students' perceptions of their transition to university study	From the horses' mouths: Reflections on transition from peer leaders	Participation in higher education online: Demographics, motivators, and grit	Curriculum narratives: learning as transition, transition as learning	Supporting the first steps to lifelong learning: The CommUniTI	Helping biomedical science students struggling with "second-choice-syndrome" to thrive rather than just survive	
	Tracy Barber, Clare Netherton, Alicia Bettles, Amanda Moors-Mailei	*Bonnie Amelia Dean, Kathryn Harden-Thew, Kylie Austin, Melissa Zaccagnini*	*Cathy Cupitt, Nargess Golshan*	*Marcus O'Donnell*	*Sharn Donnison, Sorrel Penn-Edwards*	*Donnalee Taylor, Glenn Harrison*	
	University of Technology	*University of Wollongong*	*National Centre for Student Equity in Higher Education, Curtin University*	*University of Wollongong*	*University of the Sunshine Coast, Griffith University*	*James Cook University*	
	10 minute change over						

*Program subject to minor change

Room	P1	P2	P3	M4	M3	M2	M1
Parallel Session 10	**10A** →	**10B** →	**10C** →	**10D** →	**10E** →	**10F** →	**10G** →
12:00pm - 12:30pm	Lifting the Learning Curve: Personal Academic Training in La Trobe University Arts Foundation Subjects	Identity theory as a theoretical framework to understand attrition for university students in transition	Sustaining an institutional first year experience strategy: a distributed leadership approach	Putting transition at the centre of whole-of-curriculum transformation	'Create a Better Online You': Designing online learning resources to develop undergraduate social media skills	How can we move them from unconscious incompetence? Using rapid e-Learning to develop an interactive online academic writing program to optimise student engagement	University Embeddedness: Validating a new means for predicting retention and curbing dropout
	Hannah Schürholz, Sarah Midford, Juliane Roemhild, Sara James	*Robert Whannell, Patricia Whannell*	*Jo McKenzie, Kathy Egea*	*Marcus O'Donnell, Margaret Wallace, Anne Melano, Romy Lawson, Eeva Leinonen*	*Megan Pozzi*	*Tina Fleming, Shalini Watson*	*Paul Kremer, Mark Symmons*
	La Trobe University	*University of New England*	*University of Technology*	*University of Wollongong*	*Queensland University of Technology*	*Edith Cowan University*	*Monash University, Australian Institute of Psychology*
12:30pm - 1:30pm	Lunch						
Parallel Session 11	**11A** →	**11B** →	**11C** →	**11D** →	**11E** →	**11F** →	**11G** →
1:30pm - 2:00pm	2014 Office For Learning And Teaching Strategic Priority Commissioned Projects - 21st Century Student Experience	First in family students - what they say about being at university	Maintaining student engagement in a multidisciplinary allied health communication skills course	A Student-Centred Approach to Support, Reward and Recognition of Student Peer 'Learnership'	What to study? Supporting prospective student enrolment choice	Bachelor Explorer: Giving VET students time to explore bachelor study and transition successfully	Curriculum Review: Through the FYE lens
		Ann Luzeckyj, Charmaine Graham, Sharron King, Ben McCann	*Zoe Hazelwood*	*Jennifer Tredinnick, Victoria Menzies, Cherry Van Ryt*	*Andrea Parks, Julie Mills, Delene Weber*	*Jacquie Delord*	*Prema Ponnudurai*
		Flinders University, UniSA College, University of South Australia, University of Adelaide	*Queensland University of Technology*	*Queensland University of Technology*	*University of South Australia*	*Australian College of Applied Psychology*	*Taylor's University*
	10 minute change over						

*Program subject to minor change

Room	P1	P2	P3	M4	M3	M2	M1
Parallel Session 12	**12A**	**12B**	**12C**	**12D**	**12E**	**12F**	**12G**
2:10pm - 2:40pm	OLT 21st Century Commissioned Projects continued…	Talking about the elephant in the room: Improving fundamental assessment practices *Betty Gill* *University of Western Sydney*	Why Belonging Still Matters: Student Success Beyond Generic Employability Skills *Natalie Araujo, Rachel Wilson, Bronwyn Clarke* *RMIT University*	Inquiry-based learning to improve student engagement in a large first year biology topic *Masha Smallhorn, Jeanne Young, Narelle Hunter, Karen Burke da Silva* *Flinders University*	Are open badges the solution to a lack of student engagement with vital co-curricular learning material? *Sarah Jansen, Anita Dewi, Allie Ford, Damian Gleeson* *Monash University*	Personas of Students Accessing a Peer-Facilitated Support for Learning Program *Mangalam Sankupellay, Christoph Niesel, Richard Medland, Erica Mealy* *Queensland University of Technology*	Facebook: a basis for forming a peer learning community for nursing students in a bioscience unit *Sally Schaffer, Victoria Menzies* *Queensland University of Technology*
	10 minute change over						
Parallel Session 13	**13A**	**13B**	**13C**	**13D**	**13E**	**13F**	**13G**
2:50pm - 3:20pm	OLT 21st Century Commissioned Projects continued…	Modelling psychological factors for predicting the success of non-traditional students *Daniel Griffiths, Jason Lodge* *Charles Sturt University, University of Melbourne*	Do lower entry-level students benefit most from engagement-centered teaching in a compulsory first year mathematics subject? *Emma Gyuris, Yvette Everingham* *James Cook University*	Practices to enhance peer program implementation integrity to safeguard peer leaders and learners *Victoria Menzies, Jennifer Tredinnick, Cherry Van Ryt* *Queensland University of Technology*	Extending co-curricular activities to reinvigorate student campus life *Susanne Croft* *Universal College of Learning*	Matching the background of demonstrators' with those of their students: does it make a difference? *Les Kirkup, Meera Varadharajan, Michael Braun, Andy Buffler, Fred Lubben* *University of Technology, University of Cape Town*	Laying Solid Foundations: Designing Compulsory First-Year Interdisciplinary Subjects for the Bachelor of Arts *Sara James, Juliane Roemhild, Sarah Midford, Hannah Schürholz* *La Trobe University*
3:20pm - 3:50pm	Afternoon Tea						
3:50pm - 4:00pm	**Launch of federally funded 'What's Uni Like?' MOOC by Charles Sturt University**						
4:00pm - 5:10pm	**Invited Panel**						
5:10pm - 5:20pm	**Close / 2016 Announcement**						
7:00pm	STARS Dinner Showtime Events Centre, Shed 11, 61 South Wharf Promenade						

*Program subject to minor change

SATURDAY 4 JULY 2015		
Room	M11	M12
9:30am - 11:00am	Writing for Conferences MasterClass	**Submitted Workshop 4** **Building capacity for student leadership** *Jane Skalicky, University of Tasmania, Jacques Van Der Meer, University of Otago, NZ, Sally Rogan, University of Wollongong, Sally Fuglsang, University of Tasmania, Ralph Pereira, Curtin University, Phillip Dawson, Deakin University, Robert Nelson, Monash University, Kristin Warr, University of Tasmania*
11:00am - 11:30am	Morning Tea	
11:30am - 1:00pm	SIG - Peer Programs	**Submitted Workshop 5** **Understanding learning skills as a threshold concept: Designing learning experiences to facilitate first year students' success** *Jill Lawrence, USQ, Pamela Allen, University of Tasmania, Theda Thomas, Australian Catholic University, Joy Wallace, Charles Sturt University, Bronwyn Cole, University of Western Sydney, Lynette Sheridan Burns, University of Western Sydney, Adrian Jones, Latrobe University, Jennifer Clark, University of New England*
1:00pm - 1:45pm	Lunch	
1:45 - 3:15pm	SIG - Threshold Concepts	**Submitted Workshop 6** **Mentoring Programmes and Philosophical Alignment** *Antony Nobbs, AUT University*
3:15pm - 3:45pm	Afternoon tea	

*Program subject to minor change

WEDNESDAY

WEDNESDAY 1 JULY 2015			
Room	M12	M13	M11
9:00am - 10:30am	**SIG - Distance Education**	**SIG - STEM**	
10:15am - 10:45am	Morning Tea (Workshop & SIG Participants only)		
10:30am - 12:00pm			**Submitted Workshop 1** **Designing learning to support a whole of degree experience: A workshop to explore supporting transition, retention and success through collaborative curriculum design** *Romy Lawson, UOW*
12:00pm	Break for lunch		
12:00pm - 1:30pm	**SIG - Psychological Wellbeing**	**SIG - Residences**	**Submitted Workshop 2** **A hands-on exploration of learning through inquiry** *Les Kirkup, University of Technology, Sydney*
1:45pm - 3:15pm	**SIG - FY Experience Coordinators**	**SIG - Capstone**	
3:00pm - 3:30pm	Afternoon Tea (Workshop & SIG Participants only)		
3:30pm - 5:00pm	**SIG - Implementing First Year Ideas and Resources in Practice**	**SIG - Sessional Academic Support and Development**	**Submitted Workshop 3** **Student success and well-being: Curricular integration of self-management learning opportunities** *Jacquelyn Cranney, UNSW,* *Sue Morris, UNSW,* *Annie Andrews, UNSW,* *Rachael Field, QUT*

9:00AM – 10:30AM

SPECIAL INTEREST GROUP – DISTANCE EDUCATION

Of the 1.3 million plus students studying in Australian Higher Education institutions, more than 14% are studying 'externally' or via distance education, with this number rising by more than 50,000 since 2004 and continuing to increase. Despite this growth, the retention rates of students studying via distance education continue to be a cause of concern with withdrawal rates significantly higher than for those students studying on campus.

This Special Interest Group aims to develop a Community of Practice for those involved in or interested in Distance Education, providing a venue to discuss and share ideas, resources, best practice and engage in thinking and debate around issues such as (but not limited to):

1 What are the unique characteristics and needs of students studying by distance? Are they that different to 'traditional' learners?
2 What does student engagement look like in the distance education context?
3 What are some examples of best practices in distance education learning and teaching and student support?

How might learning analytics data assist us to better support students studying by distance education?

Convenor

Liz Smith
Director, Academic Success, Strategic Practice Leader Distance Education,
Charles Sturt University, Australia

Liz Smith is Director, Academic Success and Strategic Practice Leader, Distance Education at Charles Sturt University (CSU). This portfolio has responsibility for supporting the transition, academic success and retention of students together with raising aspirations of school students to consider university as a realistic option. With more than 25 years' experience in the education sector, Liz has had a variety of teaching experience to inform her practice including the K-6, special education, TAFE and University settings. Her experience is distance education is extensive including having been a student at 4 different universities in distance mode. In her first role at CSU as an instructional designer, Liz worked on the development of a wide range of distance education courses that were delivered primarily via printed materials, teleconferences and residential schools. In 1997, Liz was part of the team that trialled the first CSU online subjects for distance education students. Since this time she has moved to more strategically focussed roles having been involved in multiple aspects of distance education including student support, the development of the online environment, curriculum design and teaching and learning.

Liz has been nationally recognised for her work in supporting the first year experience and student learning. In 1999 Liz was awarded a CUTSD Grant for the evaluation of technology based projects as well as an ASCILITE (Australasian Society for Computers in Learning in Tertiary Education) Award for Exemplary Use of Technology in Teaching & Learning in Tertiary Education. In 2008, the STUDY LINK Program which Liz was responsible for developing and managing over a ten year period was awarded the CSU Vice Chancellor's Award for Programs that Enhance Learning. The following year, Liz led her team to an ALTC Citation for Outstanding Contribution to Student Learning (First Year Experience) and also the prestigious ALTC Program Award for First Year Experience. In 2011 Liz won an ALTC Citation for Sustained Excellence and Leadership in the Support of Students and their learning during their first year of university study. Liz speaks regularly at national events and was a member of the national project team: Effective teaching and support of students from low socioeconomic status backgrounds. Liz is an OLT assessor, a member of the organising committee of the STARs Conference and a reviewer for the International Journal of the First Year in Higher Education.

SPECIAL INTEREST GROUP – SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM)

Possible areas of discussion, sharing of practice and innovation

The Science, Technology, Engineering and Mathematics (STEM) Special Interest Group comprises academics and professional staff working in and researching first year teaching and learning in a considerable range of disciplines. In the sciences and mathematics, these disciplines include biology, genetics, chemistry, physics, mathematics, geosciences and geography, as well as the biomedical sciences, such as microbiology, psychology, physiology, psychology, immunology and developmental biology. In technology, disciplines include information technology and systems, computer science, software engineering, multimedia, and information management. In engineering, research and discipline areas (amongst many others) include nanotechnology, environmental engineering, aerospace engineering, and biomedical imaging. These wide-ranging disciplines and sub-disciplines share many similar challenges associated with students' first year at university, including transition and retention, and student learning, achievement and skills development. For educators and professional staff working in these areas, there is considerable opportunity for discussion, sharing of best practice, and collaboration for innovation. Some of the big ticket questions in first year Science, Technology, Engineering and Mathematics (STEM) education are:

1. Teaching approaches, generic skills and the use of ICT

How can we structure, embed and scaffold approaches in first year STEM subjects that integrate the physical sciences, quantitative skills and rapidly-evolving information and communication technologies, particularly in relation to modes of learning, situated learning spaces, curriculum materials and collaborative learning?

2. Is there an optimal model for orientation, transition and retention?

- What is the optimal balance of social and academic activities for effective orientation and transition?
- Should transition activities integrate discipline-based learning and skills development, particularly for students without prior learning in particular subjects?
- How can ice-breakers and other informal activities be best integrated into already-crowded curricula?

3. The massification of higher education and increases in student diversity

The higher education landscape has changed considerably over the past decade, with a much greater percentage of 18-25 year old entering university courses than previously. The benefits of higher education are considerable, including those to both society and the individual. However, without appropriate resourcing, students can be left floundering, particularly those from identified disadvantaged groups such as low SES and mature age students, those with a disability, and students who are first in family.

4. Development of students' generic skills and critical thinking abilities

Inquiry-oriented learning (including POGIL, IBL, scenario-based learning, Inquiry-guided learning) approaches are more challenging (for students and tutors alike), demanding, time-consuming and therefore costly, but the benefits are considerable. How can such activities be best integrated into first year learning programs?

5. Assessment, absolutely necessary, but often poorly executed.

What are good examples of best practice in formative and summative assessments? Related to this, how can we develop objective, accurate assessment of practical skills? (e.g. experimental design, hypothesis testing, and proficiency in practical techniques; team-work and other collaborative learning opportunities).

6. The casualization of the academic workforce.

Increasing first year numbers in large foundation subjects, together with pressure on research and teaching academics to publish and secure grant income, has meant an increasing reliance on non-tenured, casualised academics. These staff members receive at best only a passing introduction to learning and teaching practices, and many of them are totally unequipped to deal with the myriad of educational and social issues that arise in different learning environments, including teaching labs, tutorials, and the field.

First year STEM education landscape is gaining increasing momentum, in part via establishment of several OLT-funded discipline networks. These include the Science and Mathematics network of educators (SaMnet), Vision and Innovation in Biology Education (VIBEnet), the Collaborative University Biomedical Education network (CUBEnet), Chemistry discipline network (Chemnet), Physics education group (PEG) and Australian Mathematical Sciences Learning and teaching network (AMSLaNet). For links see http://www.acds.edu.au/tlcentre/networks/discipline-networks/

Convenor

Dr Gerry Rayner
Monash University

Gerry is an education-focussed academic and coordinator of first year biology at Monash University. Gerry's research interests range across inquiry-oriented learning, peer-assisted learning, the integration and effectiveness of information and communication technologies in science, curriculum development, improvement and assessment, evaluation of science orientation and transition programs, and academic-professional collaborations to enhance student generic skills. Gerry has contributed to the ACARA Australian senior biology curriculum and was a team member of the recently completed OLT-funded Transitions in Biology project.

Gerry has received a number of awards including a Monash Vice-chancellor's Award for Social Inclusion, Monash Teaching Accelerator Award, Vice-Chancellors Special Commendation for Teaching Excellence, and Dean of Science Awards for Excellence in Teaching.

10:30AM – 12:00PM

SUBMITTED WORKSHOP 1

Designing learning to support a whole of degree experience: A workshop to explore supporting transition, retention and success through collaborative curriculum design

Romy Lawson
UOW

Curriculum design is multifaceted, trying to meet a range of expectations for the students, universities, industries, professions and regulatory bodies. In order for it to be truly effective the curriculum has to be designed in a holistic manner that provides scaffolding throughout the degree to engage students with learning using integration and sequencing of knowledge, skills and their application (Kift, 2009). This workshop examines how curriculum design impacts on student learning with particular focus on how it can be developed to support transition; retention and student success. Participants will be provided opportunities to share good practice as well as explore new ideas for curriculum design.

12:00PM – 1:30PM

SPECIAL INTEREST GROUP - PSYCHOLOGICAL WELL BEING

The Psychological Well-being SIG will function as an interactive review of research and practice in the field, what has been done and what is still to do? We will begin with a snapshot of the current research on student wellbeing – how are our students really doing? Following this we will move into an interactive exploration of vulnerabilities that can occur during transition, identifying key factors that impact on the psychological wellbeing of transitioning students. We will discuss together current practices (curriculum based, centrally-lead, and co-curricular) that are targeting these factors within our institutions. The goal of this SIG to create a collective review of research and practice on psychological wellbeing in the context of transition, and participants will be able to contribute to this online prior the conference.

Convenor

Dr Lydia Woodyatt
(B.Min., Grad.Dip.Psyc, B.A (Hons), PhD)
Flinders University

Lydia Woodyatt is the Director of First Year Studies in the School of Psychology at Flinders University. Her research is focused on the intersection between social and clinical psychology particularly focusing on motivation, identity, and emotion (shame, self-forgiveness, hope, self-compassion, student well-being and engagement). As an educator she combines her knowledge and evidenced based approach as a social psychologist with her prior professional experience in pastoral care to develop programs that successfully transition first and third year students within the context of the curriculum. She facilitates a large curriculum embedded third-year to first-year peer mentoring program that addresses psychological wellbeing, academic achievement, and work integrated learning, for which she received the Flinders Vice Chancellor's Award for Teaching Excellence in 2014.

SPECIAL INTEREST GROUP – RESIDENCES

The Residences Special Interest Group will explore college and university housing practices in student transition, achievement, retention and success.

It is proposed that this session will include discussion on:

- Early engagement, pre-arrival and orientation programs
- Academic support programs, peer mentoring and learning spaces in student residences

Accommodation for students has evolved from traditional halls of residence into environments for living and learning (Penven, Stephens, Shushok, & Keith, 2013). As residences emerge as living and learning environments, STARS presents an opportunity to share specific transition and retention strategies amongst college and university housing professionals.

Quality student experiences require engagement inside and outside the classroom. For students relocating to study on campus, residences contribute to the welcome agenda and impact on successful student transition (Holt, 2012). Markwell (2007) argues that the world's finest undergraduate teaching institutions are developed around a residential community and are built to facilitate strong student and faculty connections. Residential living contributes to the development of independent living and learning skills, and the successful management of their living arrangements is critical to student academic success (Perry, Hall, & Ruthig, 2005). The potential impact of accommodation on student learning is significant as there are few environments where students will spend more time than in residence (Penven, et al, 2013).

References:

Holt, B. (2012). Identity matters: the centrality of 'conferred identity' as symbolic power and social capital in higher education mobility. International Journal of Inclusive Education , 16 (9), 929-940.

Markwell, D. (2007). A large and liberal education': Higher education for the 21st century. North Melbourne Australian Scholarly Publishing & Trinity College, University of Melbourne.

Penven, J., Stephens, R., Shushok, F., & Keith, C. (2013). The past, present and future of residential colleges: looking back at S. Stewart Gordon's "Living and learning in college". The Journal of College and University Student Housing , 39, 114-126.

Perry, R. P., Hall, N. C., & Ruthig, J. C. (2005). Perceived (academic) control and scholastic attainment in higher education. (J. Smart, Ed.) Higher education: Handbook of theory and research , 20, 363–436.

Convenors

Joanne McRae
Charles Sturt University

Joanne is the Manager, Student Initiatives in Residence Life at Charles Sturt University. In this role she works across CSU's five residential campus locations (Albury-Wodonga, Bathurst, Dubbo, Orange and Wagga Wagga). She is responsible for providing strategic direction and support for student activities and engaging with other CSU professional and academic staff in enhancing the student experience for on-campus residents.
Prior to this Joanne worked in secondary school education, holding a range of leadership positions in a number of schools before transitioning into the tertiary education sector. She held an academic role within the Faculty of Education at CSU before commencing work with Residence Life in 2011. Her qualifications include a Bachelor of Education (Hons) from the University of Sydney, Master of Business Administration from CSU and a Graduate Certificate in University Leadership and Management from CSU. Joanne is passionate about holistic student experiences in residential living, striving to develop inclusive, self-regulating student communities which develop future leaders.

Stuart Ede
University Hall, UWA

Stuart is a Residential Life Coordinator at University Hall, UWA and is currently in his third year in the role. University Hall is home to over 750 students and offers a wealth of diversity and opportunity. As an RLC he supports resident's welfare and safety as well as personal and academic success.

Working alongside other onsite colleagues in student residences, Stuart helps implement and deliver three key programs within the hall to help enrich the student experience. Programs aimed at Academic Achievement, Community Experience and Personal Enrichment give residents the opportunity to explore different paths whilst contributing and gaining from these key focus areas.

University Hall has developed outstanding relationships with UWA Students Services and firmly believes this network and close collaboration with the UWA will provide a residential experience which enhances student engagement with the University and its internal and external community.

Prior to moving into the tertiary education sector, Stuart was a secondary school Physical Education teacher and Head of Year who has always had a passion for pastoral care and believes this is key to students having a positive residential experience.

SUBMITTED WORKSHOP 2

A hands-on exploration of learning through inquiry

Les Kirkup
University of Technology, Sydney

In this workshop I will facilitate consideration of inquiry oriented learning and the timeliness of increasing the emphasis on IOL in the undergraduate curriculum. Participants will be invited to take part in a 'hands-on' exploration/examination of a versatile and adaptable IOL activity. We will consider: the value of IOL to student learning; approaches that may be adopted to facilitate transition from a conventional school curriculum to a university curriculum with a strong inquiry orientation. We will also consider the way(s) in which IOL fosters the development of generic skills, and; the importance of context and relevance in the choice and delivery of IOL activities.

1:45PM – 3:15PM

SPECIAL INTEREST GROUP – FIRST YEAR EXPERIENCE COORDINATORS

This Special Interest Group aims to provide a space and place for those coordinating an institutional level approach to the First Year Experience. It is proposed that this session will include:

- a discussion of topics, opportunities and challenges of common interest;
- sharing practice; and
- the development of a strategy for ongoing communication and collaboration.

As a starting point, we propose the following discussion points (with the certain knowledge that others will emerge):

- How to implement transition pedagogy
- How to build a FYE community of practice across the institution/ Faculties
- How to collaborate on research
- How to conduct evaluation
- How to work with data
- How leverage online communication tools and learning environments
- How to integrate cultural perspectives
- How to keep sane!

Convenors

Dr Kathy Egea
UTS

Kathy Egea is the First Year Experience Coordinator at UTS, a role that has been operating since mid 2011. Her role includes growing a wide network of academics and professional support staff, designing and managing a series of university wide forums on FY pedagogical practice, manage and support the FYE grants within the academic community, work with faculty FY transition experience coordinators, and contribute to initiatives within faculties in FYE transitional academic practice. Kathy works closely with pathway staff within Equity and Diversity Unit, as well as academics in teaching and learning unit, including those from academic language and literacy.

The FYE project work has drawn an enthusiastic uptake by academics and professional staff, and recent student engagement national surveys have indicated significant positive changes in students' satisfaction of first year students in their learning environment. She has been an academic in transitional subject areas since 1990, working as a first year coordinator for faculties since 2004. She gained her phd in 2002 in information systems supporting adult students in their learning through self-adaptive testing.

Professor Tony Baker
University of Technology Sydney

Tony Baker is Head, School of Chemistry and Forensic Science at University of Technology Sydney. He has coordinated the large enrolment subject Chemistry 1 for several years. Over the last few years Tony has been the convener of a very successful community of practice (FY Sci CoP) focusing on issues relevant to first-year students in science. The community of practice has involved academics from the Faculty of Science but also staff with university-wide responsibilities such as the Institute for Multimedia and Learning, Student Services, Careers Service etc The community of practice has been most effective as a forum for sharing ideas and spreading the word about new approaches to teaching and learning. Transition pedagogies has been a recurrent theme in discussions. Tony has also been committed to developing the casual academic staff who teach in the first-year laboratories.
Our demonstrators, or teaching associates, are almost all Honours and higher degree research students and investing resources in their development as learning leaders has reaped rewards in terms of more effective student learning and higher pas rates, as well as developing the demonstrators as potential academics. Tony has also been involved in meetings with other first-year coordinators from other Faculties and has contributed to Teaching and learning Forums at UTS.

Associate Professor Jo McKenzie
University of Technology, Sydney

Associate Professor Jo McKenzie is Director of the Institute for Interactive Media and Learning at the University of Technology, Sydney. She has overall responsibility for support of curriculum, learning and teaching, including graduate attribute development, the development of integrated online and face-to-face learning environments, academic language and learning.
Over the past three years, she has led a university-wide curriculum change project focused on embedding and assessing graduate attributes in the curriculum and initiated and led the university's first year transition experience strategy. She was leader of the ALTC project Dissemination, Adoption and Adaptation of Project Innovations and the OLT project Peer review in blended learning and e-learning environments and has been a team member on six other completed OLT grants and external evaluator on Sally Kift's ALTC senior fellowship on transition pedagogy. She has 25 years experience in learning and teaching in higher education and her research focuses on how university teachers change their understandings and practices.

SPECIAL INTEREST GROUP – CAPSTONE

Capstone curriculum is of increasing importance in Australia as a locus of assessing discipline threshold standards and AQF levels. However, capstone curriculum is extraordinarily diverse and increasingly must meet an array of student, institutional and sector needs, including the threshold standards. This creates enormous complexity for curriculum designers in designing, managing and assessing effective capstone curriculum. Recent reviews of capstone use in Australia suggest that there are common curricula features, benefits and challenges in capstone delivery. There are also common questions around scalability and course structures, effective models for student transition, meeting student needs and levels of preparedness, and imperatives such as employability and graduate capabilities.

This Special Interest Group will provide an opportunity for those involved or interested in capstone design and delivery to share questions, ideas and resources, and to explore solutions to common and unusual challenges. These might relate to:

- The place of capstones in complex course structures, and how this impacts timing and scope of the experience, as well as their effectiveness as sources of benchmarking data
- How capstone staff have navigated the myriad of capstone purposes and outcomes in their discipline, course and institutional context
- What it means to 'teach' in a capstone, and how this is supported by the institution, the course, and peers
- Alternatives and innovations in capstone design, their benefits, challenges and outcomes for staff and students

This session will focus on key questions and ideas raised by members, supported by the National Senior Teaching Fellow, with the aim of developing a Community of Practice for staff from a diverse range of discipline, course and institutional contexts.

Convenors

Associate Professor Nicolette Lee
Victoria University, Melbourne

Nicolette Lee is the Office for Learning and Teaching National Senior Teaching Fellow for Capstones Across Disciplines, and the Executive Director Learning & Teaching at Victoria University, Melbourne. Associate Professor Lee has held a number of senior academic positions including Acting PVC L&T and Associate Professor Tertiary Education Research, and as Academic Director of Swinburne Professional Learning at Swinburne University of Technology. She has also been an Associate Dean (Academic) and a lecturer in design. Over the past decade she has designed and taught several discipline-based and

interdisciplinary capstones, and been involved in the development of many more across disciplines as diverse as health and social sciences, philosophy, business and IT. She has substantial experience in teaching and leading university-wide change projects, including institution-wide curriculum and technology renewal. She is also a member of the editorial board for the Journal of the First Year Experience and Students in Transition.

Professor Jon Grahe
Pacific Lutheran University

Jon Grahe is a Professor of psychology at Pacific Lutheran University with a Ph.D. in experimental social psychology from the University of Toledo. With Robert Hauhart, he has carried out a number of studies on capstones, including regional and national surveys in the US. Some of this research has recently been published as a book: "Designing and Teaching Undergraduate Capstone Courses". Jon is also currently the President-Elect of Psi Chi, an Executive Editor for the Journal of Social Psychology and a Councillor for the Psychology Division of the Council for Undergraduate Research.

3:30PM – 5:00PM

SPECIAL INTEREST GROUP - IMPLEMENTING FIRST YEAR IDEAS AND RESOURCES IN PRACTICE

In 2014 the Implementing First Year Ideas and Resources In Practice SIG was established to provide a forum where academic and professional staff could consider the many and varying resources that have been developed and are used by the First Year in Higher Education Community. Examples of the resources that were discussed included the materials produced as part of OLT projects such as the "Good Practice Guide: Safeguarding student learning engagement"; "Effective teaching and support of students from low socio-economic status backgrounds: Resources for the Australian higher education sector"; and the Factsheets produced through the "First Year Student Expectations and Experiences" (http://fyhe.com.au/expectations/) project. Building on feedback from last year's participants and with the intention of aligning with the renewed focus of the uniSTARS conference it is envisaged that in 2015 SIG attendees will decide on a specific resource that best addresses their needs and actively develop an action plan regarding how the chosen resource might be used within the participant's own organisation.

Participants are asked to come to the session with resource(s) they would like to consider implementing in mind. If they are unable to identify one but wish to attend the SIG anyway they are welcome to participate in the discussions about implementing specific resources.

Convenor

Dr Ann Luzeckyj
Flinders University

Dr Ann Luzeckyj is Senior Lecturer in Higher Education: First Year Undergraduate Teaching Advisor in the Centre for University Teaching at Flinders University. In the role, which she has held since 2012, Ann works with staff to investigate and trial approaches in curriculum development, teaching and assessment that support the diverse needs of students new to university. Ann undertakes research; co-facilitates a Community of Practice, administers a small grant scheme and develops and delivers workshops in relation to first year undergraduate teaching and learning as well as working with staff to investigate and trial approaches in curriculum development, teaching and assessment.

SPECIAL INTEREST GROUP - SESSIONAL ACADEMIC SUPPORT AND DEVELOPMENT

With increasing casualization of the academic workforce, sessional academics now perform the majority of face-to-face teaching in undergraduate programs in Australian universities (May, 2013). There is therefore growing recognition of the contribution sessional staff make to student learning. At the same time however, concerns continue to be raised across the sector around how well we support sessional academics to perform their role effectively in terms of induction, academic development and support, and discussions continue on how we might better ensure a sense of belonging and recognition of good teaching. The wide variation in sessional roles, the range of contexts in which they are performed, the uneven processes and practices across disciplines, the short duration of appointments, and financial constraints all introduce complexity in designing, managing and ensuring sustainability of programs.

This Special Interest Group will provide an opportunity for those involved in or interested in designing and enacting academic development, support and recognition initiatives for Sessional Academics to share questions, ideas and resources, and to explore solutions to common as well as unusual challenges.

These might relate to:

- The place of sessional academic development and support in complex institutional contexts, faculty structures, and particular subjects and how this impacts the experience, capacity and preparedness of sessional academics as well as the impact on student learning;
- How academic and professional staff at various institutional levels and within various roles might navigate the complexities of their discipline, courses and institutional context to enact programs that enable sessional academic development, support and community building;
- What makes strategies and approaches sustainable, extensible, and sharable across contexts, and how innovations in sessional program design, as well as the outcomes and benefits for staff and students might be shared.

This session will focus on key questions, ideas and approached raised by members, with the aim of developing a Community of Practice for staff from across discipline, course and institutional contexts.

Convenor

Professor Jillian Hamilton
Associate Director: Academic Development, Learning and Teaching Unit, Queensland University of Technology

Professor Jillian Hamilton is Associate Director: Academic Development in the Learning and Teaching Unit at QUT. She is course coordinator of the Graduate Certificate in Academic Practice and leads initiatives for early career and sessional teachers. She has received several national awards for teaching excellence, including an Australian Award for University Teaching-Teaching Excellence; an AAUT Citation for Outstanding Contribution to Student Learning (for Sessional Academic Development and Support); and the inaugural Award for Institutional Excellence at the Benchmarking Leadership and Advancement of Standards for Sessional Teaching. Faculty, QUT and UQ Excellence in Teaching awards also recognize her work across undergraduate year levels, learning transformation through new technologies, postgraduate supervision, and her commitment to academic staff success through academic development. In 2007 she was a QUT Teaching Fellow focusing on supporting Sessional Staff. Jillian has been involved in a number of Office for Learning and Teaching Office projects, including as project leader of two recent projects on postgraduate supervision.

SUBMITTED WORKSHOP 3

Student success and well-being: Curricular integration of self-management learning opportunities

RJacquelyn Cranney, Annie Andrews,
UNSW

Rachael Field
QUT

This workshop addresses the topic of student success and psychological well-being, and in particular self-management–the capacity to define and work toward achieving meaningful goals, and to be flexible in the face of setbacks. The need to provide opportunities to develop self-management capacity in university students is based on: (a) the argument that the curriculum can support development of this capacity; (b) the argument that self-development, which is a component of self-management, is an essential pre-requisite to professional development, and (c) research indicating that university students experience substantial levels of distress, and distress predicts poor academic outcomes. A number of different approaches to this issue will be explored, and participants will have the opportunity to contribute to the debate, as well as consider how they could implement developmental strategies in their own context.

Biography

Associate Professor Jacky Cranney (OLT and UNSW Fellow) has collaboratively delivered useful outcomes to the tertiary sector, particularly through her work on psychological literacy (the intentional application of psychological science to meet personal, professional and societal needs), educational models and accreditation standards, and the current focus on self-management as a graduate capability for all university students.

Rachael joined the teaching staff at QUT in 1994, and has been an Associate Professor in the Law School since 2012. Her key teaching interests are in the first year experience and dispute resolution. Rachael has received a number of institutional learning and teaching awards, and in 2008 was awarded an Australian Learning and Teaching Council Citation. Rachael was made an ALTC Teaching Fellow in 2010, and received an AAUT Teaching Excellence award in 2014. In 2013 Rachael was named the Queensland Woman Lawyer of the Year.

THURSDAY 2 JULY 2015	
8:45am - 9:00am	**Welcome & Conference Opening**
9:00am - 10:00am	**Keynote Session 1** Professor Marnie Hughes-Warrington
10:00am - 10:50am	Morning Tea including **Poster Session**

9:00AM – 10:00AM

Keynote 1
Co-Creating Curriculum: Repositioning Learning as Trust

Professor Marnie Hughes-Warrington
B.Ed (Hons) (Tas), DPhil (Oxon)

Could we imagine a world in which students had free reign over their curriculum and modes of learning at university? Would we trust a first year to create their degree entirely? What would be the potential outcomes for them and for the world in which they live? This talk explores that world through three intimations of it. It looks at the ten-year history of a degree that has no compulsory subjects; the two year history of flexible double degrees—in which students build their own combinations of study—and emerging discussions on MOOCs and credit. It explores how students think about and responding to trusting curriculum structures, and will ask participants co-create a list of 'educational rules' that might need to be broken if Australia is to extend its leadership in first-year innovations.

Biography

Professor Hughes-Warrington was appointed as the Deputy Vice-Chancellor (Academic) at ANU in November 2011.

Prior to her position at ANU, Professor Hughes-Warrington was the Pro Vice-Chancellor (Learning and Teaching) at Monash University. Trained in the fields of history, philosophy and education at Oxford and the University of Tasmania, she has also worked at the University of Washington, Seattle and at Macquarie University.

Professor Hughes-Warrington is a passionate teacher of history. She brings great experience in creating and renewing curricula and encourages students to see themselves as agents of global change.

Professor Hughes-Warrington has played a global role in shaping how we think about history and teaching. She is the author of six books, and has been awarded national and international grants totalling $16M.

Her achievements include:

- Prime Minister's Award for University Teacher of the Year (2008)
- the Australian Learning and Teaching Council (ALTC) Teaching Excellence Award in Humanities and the Arts (2008)
- concurrent ALTC and ARC grants

10:00AM – 10:50AM POSTER SESSION

P01 Reduced attrition of accelerated nursing students from pharmacology - is it associated with graduation?
Sheila A Doggrell
Queensland University of Technology

P02 Which accelerated nursing students withdraw and fail in their first year of a Bachelor of Nursing (BN)?
Sheila A Doggrell, Sally Schaffer
Queensland University of Technology

P03 Peer leader led revision skills workshop - who benefits?
Sheila A Doggrell, Victoria Menzies, Shannon Bakon
Queensland University of Technology

P04 Cultural differences in expectations and perceived readiness for university
Ellen Jansen, Jacques van der Meer, Stéfanie André
University of Groningen, The Netherlands, University of Otago, New Zealand, Tilburg University, The Netherlands.

P05 UTS: HELPS Support Model
Joseph Yeo
University of Technology, Sydney

P06 Dark Chocolate Improves Brain Performance in Undergraduate Students - Large scale undergraduate Research Experience
Jan M West, Lynda O'Sullivan, Steve Cheung
Deakin University

P07 STIMulate: support for learning in maths, science and IT
Ian Lightbody, Therese Wilson, Charisse Farr, Daniel Crane, Richard Medland, Christine Devine, Hayley Moody, Erica Mealy, Murray Lane
Queensland University of Technology

P08 Holistic student support through Murdoch University's Student Advisor Network
Janine Rix, Rachel Esler, Ann Lefroy, Lauren McNaught, Kate Swan, Leslie Theaker, Michelle Wheeler
Murdoch University

P09 "It's like someone unlocked a part of my brain and everything made sense"
Trudi Aitken
Victoria University

P10 UTS HELPSU:Connect
MaryAnn McDonald
University of Technology

P11 Meeting great expectations: reframing the provision of undergraduate student support services to commencing undergraduates
Darren Brown
Victoria University

P12 Can video be used for successful tutor development?
Rob Wass
University of Otago

P13 Developing a student-centred framework for community engagement in Australian universities
Charisse Farr, Therese Wilson, Daniel Crane and Maria Barrett
Queensland University of Technology

P14 A space and place for everyone: A taxonomy for Peer Support Programs
Paul Fenton
Auckland University of Technology (AUT)

P15 Enhancing Student Knowledge of Sustainability Development
Robert Brooks, Keryn Chalmers, Shana Chong
Monash University

P16 Engaging nursing students in a bioscience unit using a web-based response system, GoSoapBox
Sally Schaffer, Victoria Menzies
Queensland University of Technology

P17 The Peer Leader Capacity Building Model: A Student Learning Journey
Victoria Menzies, Jennifer Tredinnick, Cherry Van Ryt
Queensland University of Technology

P18 Developing an interdisciplinary program in higher education : toward a better relationship between science, technology and society.
Akinori Yamabe
University of Tokyo

P19 A Secret to Success: Communities of Practice
Jo Wilkins
AUT University

P20 Learning Online: Online students' views of the future of Higher Education
Simone Buzwell, Matthew Farrugia, James Williams
Swinburne University of Technology

P21 Who are our repeating students? Profiling students persisting after failure.
Wendy Harper, Tracy Creagh
Queensland University of Technology

P22 Mixed messages in the academy: impacts on student engagement and success
Tao Bak, Miguel Gil, Pauline O'Maley
Victoria University

P23 Packaging, gaming, engaging and rewarding students — The Careers Employability Award Story
Anna Lichtenberg, Julie Howell, Anna Tayler
Curtin University

P24 Active learning through a semi-flipped classroom approach enhances student performance in a large first year cohort
Prasad Chunduri, Lesley Lluka, Mark Williams
The University of Queensland

P25 Jumping the hurdles: A Collaborative Approach to Intervention and Re-engagement of At-risk Business Students
Francine Garlin, Linda Wilkes
University of Western Sydney

P26 It's as easy as 1,2,3 - targeted support for commencing STEM students.
Lisa Rice
University of New England

P27 Secret missions in eHealth: Social media and professionalism
Krestina L. Amon, Melanie Nguyen
The University of Sydney

P28 A metacognitive exercise that exposes the structural complexity of the concept of 'cell membrane transfer' to first year biology students
Mark Williams, Prasad Chunduri, Lesley J Lluka, Jan H F Meyer
The University of Queensland

P29 Enhancing the 2nd Year Student Experience: How to be the Guide-on-the-Side
Mary Sarah-Jane Gregory
Griffith University

P30 Using podcasts to assess communication skills in science and technology
Matthew Campbell
Queensland Institute of Business and Technology (QIBT) & Griffith University

P31 Any students in the room?
Darren Brown, Yolanda Evagelistis, Miguel Gil
Victoria University

P32 Flipping Communication Skills for Bachelor of Pharmacy Students at Monash University
Anita Dewi, Barbara Yazbeck, Tracey Whyte
Monash University

P01 POSTER

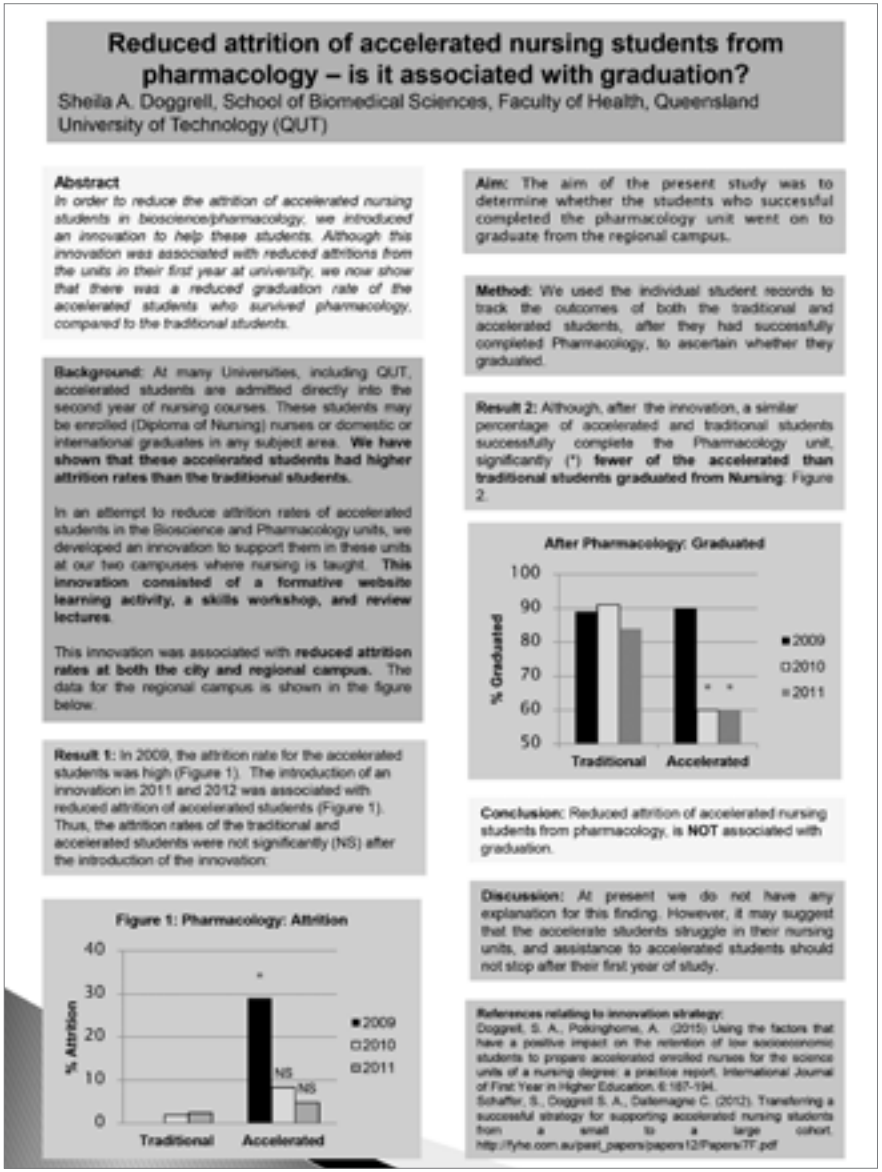
Reduced attrition of accelerated nursing students from pharmacology – is it associated with graduation?

Sheila A Doggrell
Queensland University of Technology

In order to reduce the attrition of accelerated nursing students in bioscience/pharmacology, we introduced an innovation to help these students. Although this innovation was associated with reduced attritions from the units in their first year at university, we now show that there was a reduced graduation rate of the accelerated students who survived pharmacology, compared to the traditional students.

Biography

At QUT, Dr Sheila Doggrell teaches pharmacology to allied health students, including accelerated students given direct entry into the second year of the Nursing degree. From this experience, Sheila has been developing strategies to support these accelerated students with the "Bioscience Initiatives in Teaching" group at QUT. The group received a Faculty of Science and Technology Teaching and Learning Grant in 2010 and were awarded a Vice-Chancellor's Performance award for excellence in teaching and learning development and scholarship in 2012.



Reduced attrition of accelerated nursing students from pharmacology – is it associated with graduation?

Sheila A. Doggrell, School of Biomedical Sciences, Faculty of Health, Queensland University of Technology (QUT)

Abstract
In order to reduce the attrition of accelerated nursing students in bioscience/pharmacology, we introduced an innovation to help these students. Although this innovation was associated with reduced attritions from the units in their first year at university, we now show that there was a reduced graduation rate of the accelerated students who survived pharmacology, compared to the traditional students.

Background: At many Universities, including QUT, accelerated students are admitted directly into the second year of nursing courses. These students may be enrolled (Diploma of Nursing) nurses or domestic or international graduates in any subject area. **We have shown that these accelerated students had higher attrition rates than the traditional students.**

In an attempt to reduce attrition rates of accelerated students in the Bioscience and Pharmacology units, we developed an innovation to support them in these units at our two campuses where nursing is taught. **This innovation consisted of a formative website learning activity, a skills workshop, and review lectures.**

This innovation was associated with **reduced attrition rates at both the city and regional campus.** The data for the regional campus is shown in the figure below.

Result 1: In 2009, the attrition rate for the accelerated students was high (Figure 1). The introduction of an innovation in 2011 and 2012 was associated with reduced attrition of accelerated students (Figure 1). Thus, the attrition rates of the traditional and accelerated students were not significantly (NS) after the introduction of the innovation.

Figure 1: Pharmacology: Attrition

Aim: The aim of the present study was to determine whether the students who successful completed the pharmacology unit went on to graduate from the regional campus.

Method: We used the individual student records to track the outcomes of both the traditional and accelerated students, after they had successfully completed Pharmacology, to ascertain whether they graduated.

Result 2: Although, after the innovation, a similar percentage of accelerated and traditional students successfully complete the Pharmacology unit, significantly (*) **fewer of the accelerated than traditional students graduated from Nursing**: Figure 2.

After Pharmacology: Graduated

Conclusion: Reduced attrition of accelerated nursing students from pharmacology, is **NOT** associated with graduation.

Discussion: At present we do not have any explanation for this finding. However, it may suggest that the accelerate students struggle in their nursing units, and assistance to accelerated students should not stop after their first year of study.

References relating to innovation strategy:
Doggrell, S. A., Pokinghorne, A. (2015) Using the factors that have a positive impact on the retention of low socioeconomic students to prepare accelerated enrolled nurses for the science units of a nursing degree: a practice report. International Journal of First Year in Higher Education. 6:187-194.
Schaffer, S., Doggrell S. A., Dallemagne C. (2012). Transferring a successful strategy for supporting accelerated nursing students from a small to a large cohort. http://fyhe.com.au/past_papers/papers12/Papers/7F.pdf

P02 POSTER

Which accelerated nursing students withdraw and fail in their first year of a Bachelor of Nursing (BN)?

Sheila A Doggrell and Sally Schaffer
Queensland University of Technology

Accelerated students in nursing have their first experience of university entering into second year subjects such as pharmacology. These accelerated students may have a Diploma of Nursing or equivalent experience or may be domestic or international graduates in any subject area. We have previously shown that the withdrawal rates are higher for accelerated than traditional students. We now show that of the accelerated students, it is only the diploma students that have difficulty transitioning to a BN.

Biography

Dr Sheila Doggrell teaches pharmacology to allied health students, including accelerated students given direct entry into the second year of the Nursing degree. From this experience, Sheila has been developing strategies to support accelerated students with the "Bioscience Initiatives in Teaching" group at QUT. The group received a Faculty of Science and Technology Teaching and Learning Grant in 2010, and seed funding from the Learning and Teaching Unit to develop resources for the accelerated students in 2015.

Sally Schaffer is an associate lecturer at QUT teaching physiology, anatomy and pathophysiology to allied health students. Sally has worked as a casual tutor and lecturer at universities in Brisbane for 18 years. Sally has been a member of the "Bioscience Initiatives in Teaching" group at QUT since 2011 and is actively involved in the development and enactment of strategies to support accelerated nursing students in their first year of study. Sally received a Vice-Chancellor's Performance Award in 2012.

Which accelerated nursing students withdraw and fail in their first year of a Bachelor of Nursing (BN)?

Sheila A. Doggrell and Sally Schaffer, School of Biomedical Sciences, Faculty of Health, Queensland University of Technology (QUT)

Abstract

Accelerated students in nursing have their first experience of university entering into second year subjects such as pharmacology. These accelerated students may have a Diploma of Nursing or equivalent experience or may be domestic or international graduates in any subject area. We have previously shown that the withdrawal rates are higher for accelerated than traditional students. We now show that of the accelerated students, it is only the diploma students that have difficulty transitioning to a BN.

Background: At many Universities, including QUT, accelerated students are admitted directly into the second year of nursing courses, and study with the second year traditional students. The accelerated students may have a Diploma of Nursing or equivalent experience or they may be domestic or international graduates in any subject area.

We have previously shown that **the withdrawal rates of the accelerated students in the pharmacology unit were higher than for the traditional students** in both 2009 (accelerated: 7% versus traditional: 4%: p <0.05 after odd-ratio analysis) and 2010 (8.3% vs 1%: p <0.05) (Schaffer et al., 2012).

Aim: The aim was to determine which accelerated students were at risk of withdrawing or failing the pharmacology unit.

Methods The authors identified the traditional and accelerated students by obtaining course class lists through an academic and administrative web portal, the Student and Academic Management System (SAMS). We identified the accelerated students as those given academic credit for previous educational experience (advanced standing) by the university, and were completing a two year degree.

The accelerated students were divided into three groups. **The first group were international graduate students, who were identified as non-Australian citizens** (foreign born and/or educated) and categorised as 'international' for the purposes of paying fees. The other two groups were domestic students, who were defined as having Australian citizenship and receiving commonwealth support for university fees: one of these groups were **domestic university graduates who had graduated from a university program other than nursing**; the third group were **domestic non-graduates with non-university qualifications (e.g. diploma) or no tertiary qualifications but equivalent work experience**.

References

Ralph, N., Birks, M., Chapman, Y., Muldoon, N., & McPherson, C. (2013). *Contemporary Nurse* 43(2): 225-236.
Schaffer, S., Doggrell, S. A., & Dallemagne, C. (2012). Retrieved from http://fyhe.com.au/past_papers/papers12/Papers/7F.pdf

Results: The Table below shows that none of the international or domestic graduate accelerated students withdrew from the pharmacology unit, and their failure rates were low (< 10%). **In contrast, the withdrawal and failure rates for the diploma students were high.**

	No. of students	Withdrawal rate	Failure rate	Total
International graduates				
2009	51	0%	3.9%	3.9%
2010	39	0%	0%	0%
Domestic graduates				
2009	33	0%	3%	3%
2010	23	0%	8.7%	8.7%
Diploma or equivalent				
2009	62	**11.9%**	**19.4%**	**31.3%**
2010	43	**18.6%**	**16.3%**	**34.9%**

Conclusion: Of the three groups of accelerated students in the BN course (international graduate, domestic graduate, and diploma students), only the diploma students have high withdrawal and failure rates.

Discussion: Our analysis shows that international and domestic graduate accelerated students appear to have the skills necessary to directly transition into a second year pharmacology unit of a nursing degree, but about a third of the diploma students do not.

Thus, of the accelerated students, it is the diploma students, but not the graduates, that require help when transitioning into the second year of a BN.

Although there are no other studies outlining the withdrawal and failure rates of accelerated students with non-university qualifications or equivalent experience, this finding does concur with the notion identified by Ralph et al. (2013) that diploma nurses are underprepared for university.

After we discovered the high rates of attrition of accelerated students in the Bioscience and Pharmacology units, we developed an innovation to support them in these units. **This innovation consisted of a formative website learning activity, a skills workshop, and review lectures.** This innovation was associated with **reduced attrition rates for the accelerated students** (Schaffer et al., 2012).

P03 POSTER

Peer leader led revision skills workshop – who benefits?

Sheila A Doggrell, Victoria Menzies, Shannon Bakon
Queensland University of Technology

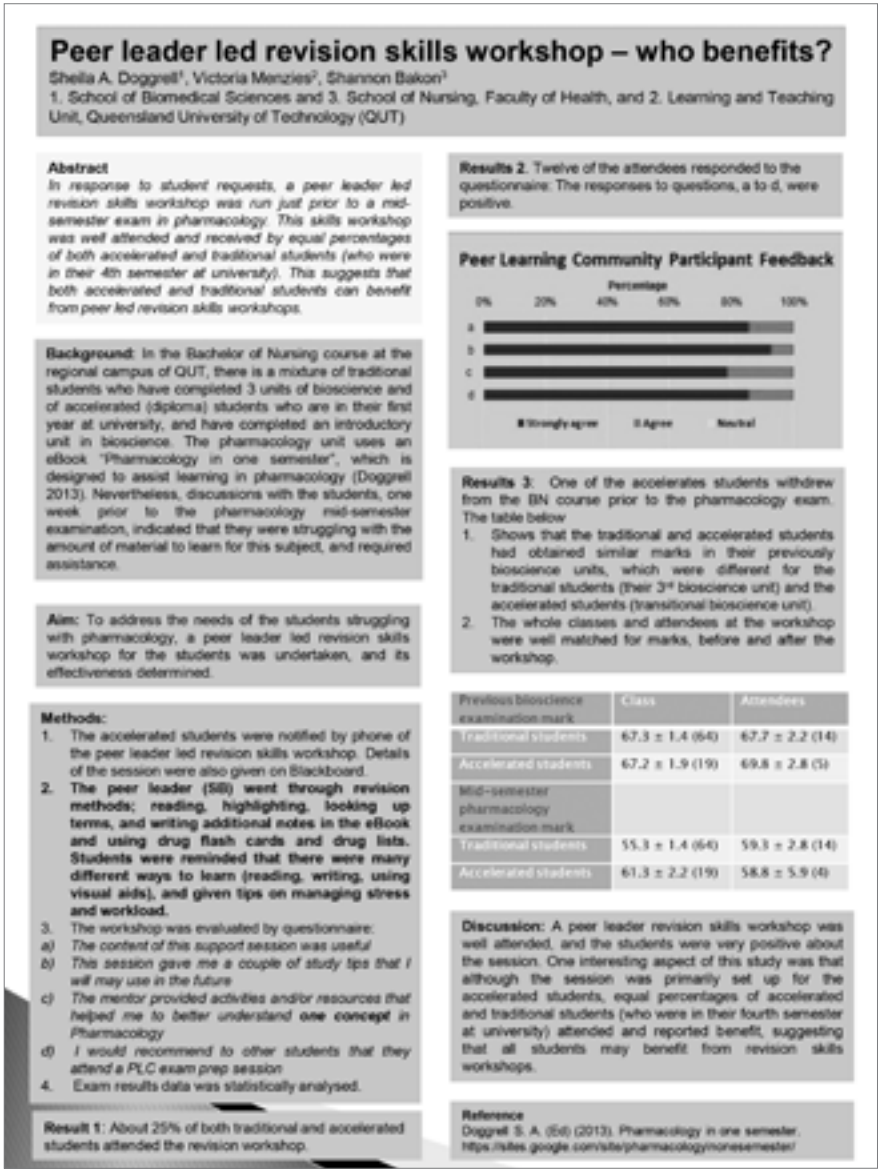
In response to student requests, a peer leader led revision skills workshop was run just prior to a mid-semester exam in pharmacology. This skills workshop was well attended and received by equal percentages of both accelerated and traditional students (who were in their 4th semester at university). This suggests that both accelerated and traditional students can benefit from peer led revision skills workshops.

Biography

Dr Sheila Doggrell teaches pharmacology to allied health students, including accelerated students given direct entry into the second year of the Nursing degree. In 2014, Sheila received a Teaching Excellence Award from the Education Section of International Union of Basic and Clinical Pharmacology (IUPHAR) in Cape Town, South Africa. This award was for her lifelong contribution to the teaching of pharmacology.

Victoria Menzies is Coordinator – Peer Programs Strategy, Student Success & Retention at the Queensland University of Technology. The Strategy aims to increase the quality, range and reach of programs across the university to ensure students have access to programs that meet their learning needs. Peer Programs forms a facet of QUT's First Year Experience and Retention Strategy and responds to the Widening Participation agenda focusing on improving the success and retention of equity students.

Shannon Bakon is a Registered Nurse at Sunshine Coast University Private Hospital QLD. She completed a Bachelor of Nursing with Distinction in 2014 at QUT. During her degree she became Learning potential Fund and QUT ambassador and a bioscience/ pharmacology peer learning facilitator. Involvement in the student learning process has led to her current enrolment in a Masters of Applied Science- Research postgraduate degree; exploring further the relationship between nursing students and science pedagogy.



Peer leader led revision skills workshop – who benefits?

Sheila A. Doggrell[1], Victoria Menzies[2], Shannon Bakon[3]
1. School of Biomedical Sciences and 3. School of Nursing, Faculty of Health, and 2. Learning and Teaching Unit, Queensland University of Technology (QUT)

Abstract
In response to student requests, a peer leader led revision skills workshop was run just prior to a mid-semester exam in pharmacology. This skills workshop was well attended and received by equal percentages of both accelerated and traditional students (who were in their 4th semester at university). This suggests that both accelerated and traditional students can benefit from peer led revision skills workshops.

Background: In the Bachelor of Nursing course at the regional campus of QUT, there is a mixture of traditional students who have completed 3 units of bioscience and of accelerated (diploma) students who are in their first year at university, and have completed an introductory unit in bioscience. The pharmacology unit uses an eBook "Pharmacology in one semester", which is designed to assist learning in pharmacology (Doggrell 2013). Nevertheless, discussions with the students, one week prior to the pharmacology mid-semester examination, indicated that they were struggling with the amount of material to learn for this subject, and required assistance.

Aim: To address the needs of the students struggling with pharmacology, a peer leader led revision skills workshop for the students was undertaken, and its effectiveness determined.

Methods:
1. The accelerated students were notified by phone of the peer leader led revision skills workshop. Details of the session were also given on Blackboard.
2. **The peer leader (Sill) went through revision methods; reading, highlighting, looking up terms, and writing additional notes in the eBook and using drug flash cards and drug lists. Students were reminded that there were many different ways to learn (reading, writing, using visual aids), and given tips on managing stress and workload.**
3. The workshop was evaluated by questionnaire:
a) *The content of this support session was useful*
b) *This session gave me a couple of study tips that I will may use in the future*
c) *The mentor provided activities and/or resources that helped me to better understand* ***one concept*** *in Pharmacology*
d) *I would recommend to other students that they attend a PLC exam prep session*
4. Exam results data was statistically analysed.

Result 1: About 25% of both traditional and accelerated students attended the revision workshop.

Results 2. Twelve of the attendees responded to the questionnaire: The responses to questions, a to d, were positive.

Peer Learning Community Participant Feedback

Results 3: One of the accelerates students withdrew from the BN course prior to the pharmacology exam. The table below
1. Shows that the traditional and accelerated students had obtained similar marks in their previously bioscience units, which were different for the traditional students (their 3rd bioscience unit) and the accelerated students (transitional bioscience unit).
2. The whole classes and attendees at the workshop were well matched for marks, before and after the workshop.

Previous bioscience examination mark	Class	Attendees
Traditional students	67.3 ± 1.4 (64)	67.7 ± 2.2 (14)
Accelerated students	67.2 ± 1.9 (19)	69.8 ± 2.8 (5)
Mid-semester pharmacology examination mark		
Traditional students	55.3 ± 1.4 (64)	59.3 ± 2.8 (14)
Accelerated students	61.3 ± 2.2 (19)	58.8 ± 5.9 (4)

Discussion: A peer leader revision skills workshop was well attended, and the students were very positive about the session. One interesting aspect of this study was that although the session was primarily set up for the accelerated students, equal percentages of accelerated and traditional students (who were in their fourth semester at university) attended and reported benefit, suggesting that all students may benefit from revision skills workshops.

Reference
Doggrell S. A. (Ed) (2013). Pharmacology in one semester. https://sites.google.com/site/pharmacologyinonesemester/

P04 POSTER

Cultural differences in expectations and perceived readiness for university

Ellen Jansen, Jacques van der Meer, Stéfanie André
University of Groningen, The Netherlands
University of Otago, New Zealand
Tilburg University, The Netherlands.

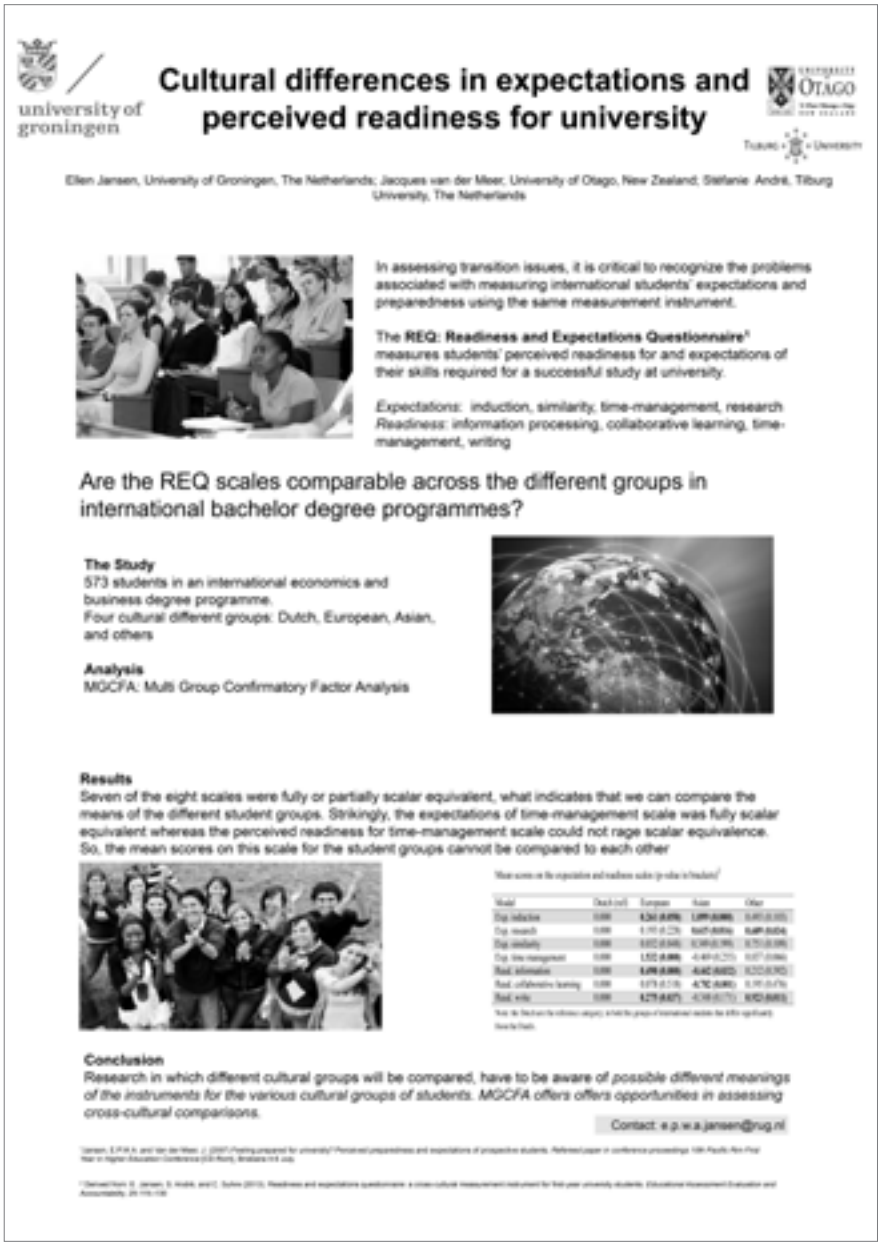
The numbers of international students in higher education institutions still increase worldwide as well as within Europe, because of the higher supply of international degree programs. In assessing transition issues, it is critical to recognize the problems associated with measuring international students' expectations and preparedness using the same measurement instrument. Does the measurement of perceived preparedness for time-management mean the same for students with different cultural backgrounds? With a multi-group confirmatory analysis (MGCFA) on the Readiness and Expectations Questionnaire in an international economics and business degree programme we show that not all the subscales were fully scalar equivalent, what indicates that some subscales have a different meaning for diverse groups. This was particularly the case with the perceived readiness for time-management scale. MGCFA offers a useful approach for educational research, because it suggests a means to assess the cross-cultural comparability of the results of a questionnaire.

Biography

Ellen Jansen (PhD) is associate professor teacher education and higher education at the University of Groningen, the Netherlands. Her research focuses on the transition from secondary to higher education, the first-year experience, factors related to time-to graduate, and graduate attributes development. In secondary as well as higher education she is involved in research into talent development and evoking excellence in students, for instance in honours programmes.

Jacques van der Meer (PhD) is Senior Lecturer and Associate Dean (Academic & Research) at the University of Otago (New Zealand) . He has worked in many sectors of education (including secondary and community education). His research interests are related to the first-year experience, student retention, equitable access and participation in higher education and peer-learning/student leadership approaches to enhancing student engagement

Stéfanie André (MSc) worked at Tilburg University's department of Methodology and Statistics specializing in cross-cultural comparisons of political attitudes after her graduation from the Research Master Social Cultural Sciences and the Master Comparative Politics at Radboud University Nijmegen. She is now pursuing her PhD in the sociology of housing at Tilburg University (The Netherlands). Her research interests are in cross-cultural comparisons, political behavior and (migrant) integration, gender roles and the social effects of home-ownership



P05 POSTER

UTS: HELPS Support Model - a sustainable, institutional approach

Joseph Yeo
University of Technology, Sydney

The massified higher education sector has been facing the perennial issue of retaining first year students and changing government funding (Bradley, Noonan, Nugent & Scales 2008). In order to improve student engagement and success in the current climate, there needs to be a sustainable, institution-wide approach (Burnett & Larmar 2011; Einfalt & Turley, 2013).

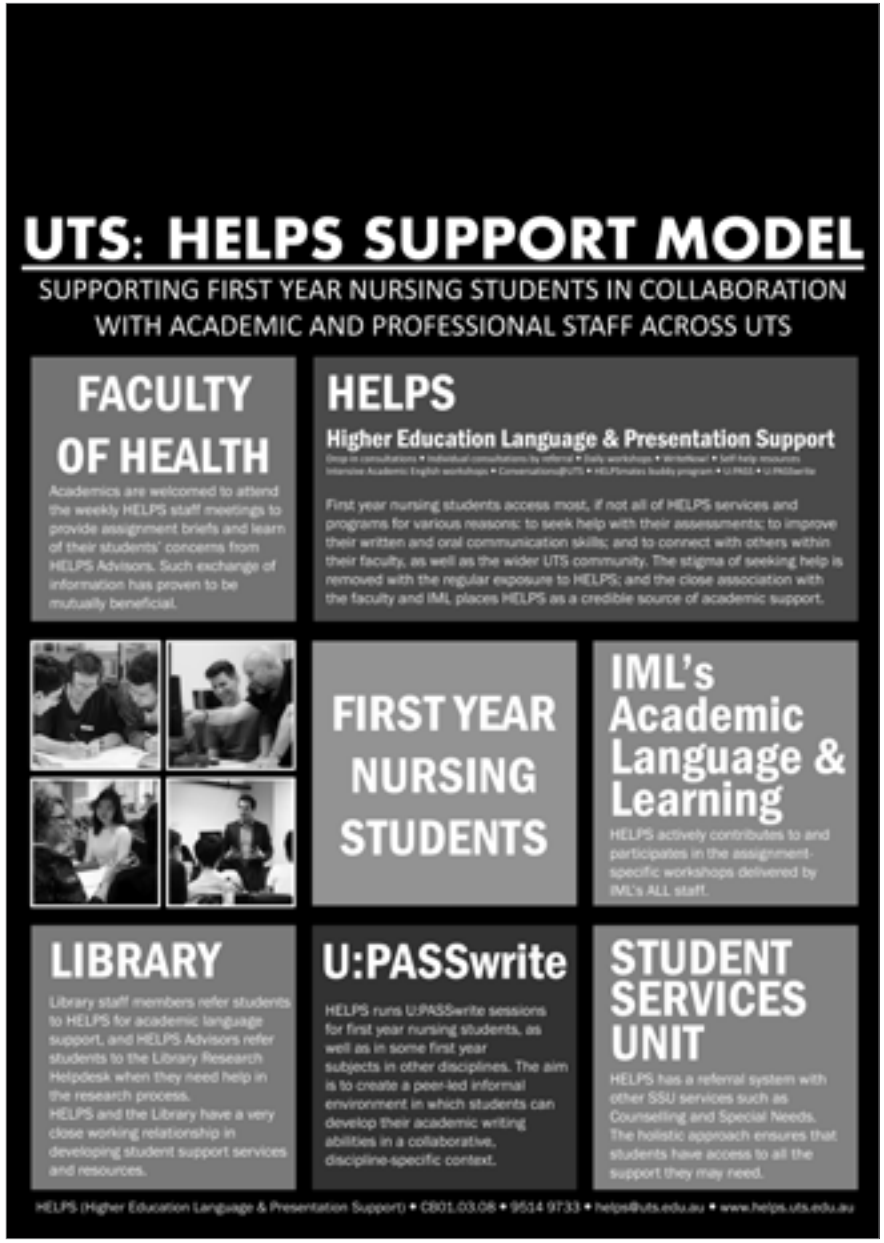
UTS: HELPS Support Model showcases a (w)holistic and institutional approach to supporting first year nursing (FYN) students. In addition to the provision of a wide range of programs and services (e.g. individual consultations, workshops, U:PASS, U:PASSwrite, Conversations@UTS, HELPSMates Buddy), HELPS collaborates with the Faculty of Health (FOH), Academic Language & Learning Group (ALL), UTS Library and Student Services Unit (SSU) to help support these students linguistically, academically and socially in their first year at UTS:

- *FOH academics are encouraged and welcomed to attend the weekly HELPS staff meeting to brief HELPS Advisors and provide more insight on upcoming assessments, and for HELPS Advisors to raise any issues with these assessments after having learned of students' concerns firsthand. Such exchange of information has proven to be valuable.*
- *HELPS and ALL co-delivers FYN assignment-specific workshops to help students prepare for the tasks, and to address their concerns in the respective tasks. HELPS presence in these workshops is beneficial on numerous levels.*
- *HELPS has official and unofficial referral systems with the other UTS student support services (e.g. Library, Counselling, Special Needs) to ensure that students have the most appropriate and timely support.*

The UTS: HELPS Support Model can be sustainably applied to any faculty, and its effectiveness illustrates the fact that no one entity can provide all that a UTS student needs; HELPS needs to work with other stakeholders to help students engage in deep and meaningful learning, reach their potential, develop their professional identity, and become independent and reflective lifelong learners.

Biography

Joseph Yeo is the Senior HELPS Advisor at Higher Education Language & Presentation Support (HELPS), University of Technology, Sydney (UTS).



P06 POSTER

Dark Chocolate Improves Brain Performance in Undergraduate Students – Large scale undergraduate Research Experience

Jan M West, Lynda O'Sullivan and Steve Cheung
School of Life and Environmental Science, Deakin University

The STARS (Scientific Thinking for the Acquisition of Research Skills) project is an authentic large-scale undergraduate research experience (Luckie et al 2012; Zimbardi et al., 2013, 2014). The broad research question was does the consumption of dark chocolate improve brain performance in University students? The unit (~200 students) was multi-campus and students had responsibility for all decisions. Staff took the role of "guide at side". Students ate chocolate (dark or white), played Lumosity brain training games (twice weekly or everyday) and measured heart rate and hours of sleep daily. All students collected individual data but chose to upload to the group set. The data set allowed students to design and complete their individual project and submit as a portfolio. Students completed modules to support the projects including writing a testable hypothesis, notebook keeping and ethics. Students gained real world experience in project design, collecting, analysing and communicating data, decision making and reflection in a research setting (Bugarcic et al., 2012).

Biography

Assoc Prof Jan West is Associate Head of School (Teaching & Learning) in the School of Life and Environmental Sciences at Deakin University. Jan's contribution to teaching and learning spans curriculum renewal, student recruitment, transition support, academic progress, research supervision and mentoring, as well as colleagues' induction, mentoring and professional development. Her work has been recognised through a range of internal and external awards, consultancies, showcases and collaborations.

Dr Steve Cheung: commenced his academic career at the National University of Singapore (2001-2007). Steve has a very strong research record and has been involved in teaching since 2001. The classes he has taught ranged in size from 20 to 400 students, from 1st year to Honours. Steve has taught introductory modules (Biochemistry and Problem-Based-Learning) designed for the 1st year dental and medical students to more advanced modules such as Molecular Biology of Apoptosis for Honours students.

Dr Lynda O'Sullivan: Lynda is an early career researcher that has a passion for teaching. She has a strong research background and had been involved in teaching honours and research project students. Lynda's current position casual Lecturer in Biomedical Science, in the School of Life and Environmental Sciences.

P07 POSTER

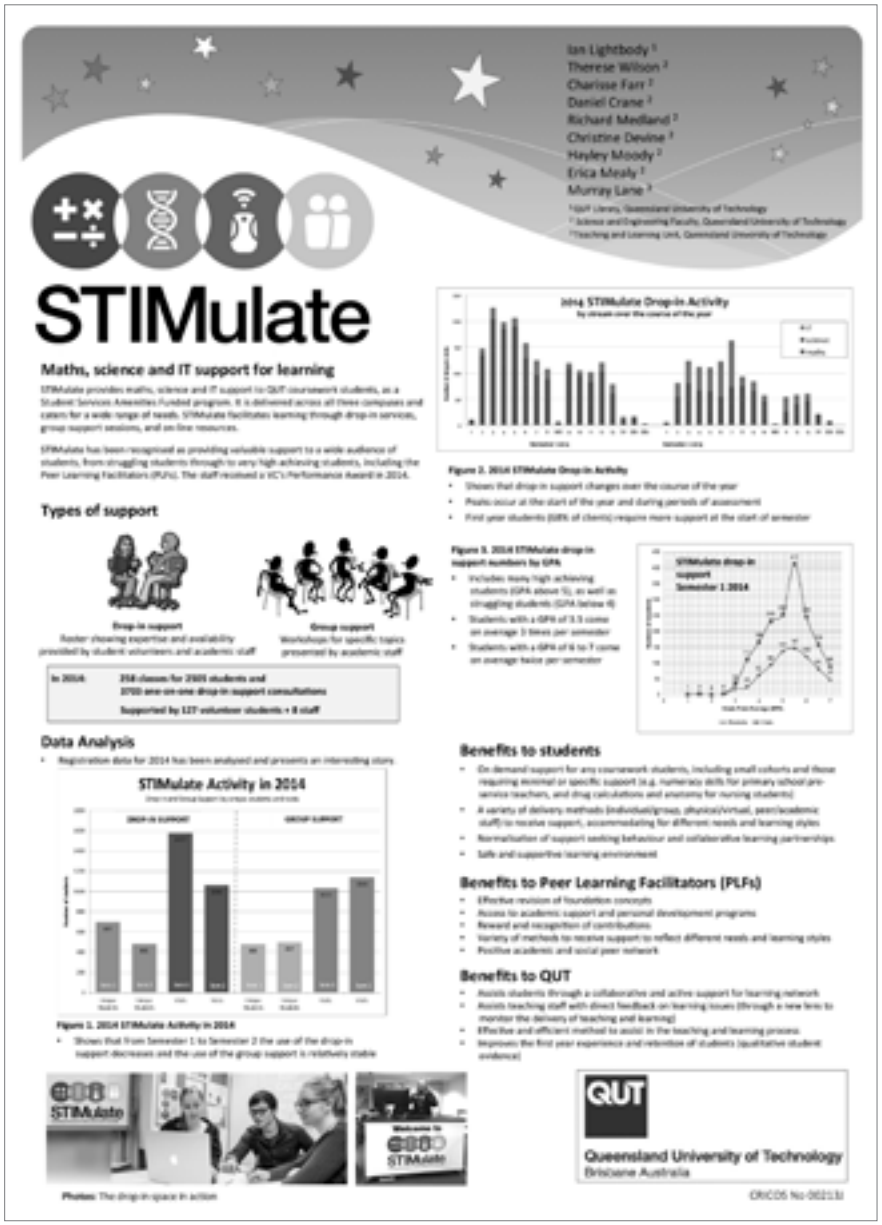
STIMulate: support for learning in maths, science and IT

Ian Lightbody, Therese Wilson, Charisse Farr, Daniel Crane, Richard Medland, Christine Devine, Hayley Moody, Erica Mealy and Murray Lane
QUT Library, Queensland University of Technology; Science and Engineering Faculty, Queensland University of Technology; and Teaching and Learning Unit, Queensland University of Technology

The STIMulate program provides support for learning in maths, science and information technology at the Queensland University of Technology (QUT). STIMulate facilitates learning through drop-in services, group support sessions, and on-line resources. The services are provided by a team of over 100 volunteer students and seven academic staff. The poster provides an overview of the program design, an analysis of student usage and feedback from clients.

STIMulate caters for a wide range of needs. These services form a significant support for learning structure for students in their first year of study, attracting 68% of the student visits. STIMulate also provides coverage of the different needs of struggling students through to those achieving very high grades, and in large numbers.

The STIMulate Team has shared information on the success of the program for the benefit of others and to initiate conversations to further enhance the QUT program.



P08 POSTER

Holistic student support through Murdoch University's Student Advisor Network

Janine Rix, Rachel Esler, Ann Lefroy, Lauren McNaught, Kate Swan, Leslie Theaker & Michelle Wheeler
Murdoch University

Implementation of the Student Advisor Network (SAN) has led to tangible improvements in the student experience at Murdoch University. The program operates at three distinct levels: across the University, within each School and for each individual student. This holistic approach has led to noticeable improvements in student engagement and in staff appreciation for student issues, most notably in the First Year Experience. Key initiatives coordinated by the SAN include: Orientation, the UniEdge transition program, the Peer Mentoring Program and identification and support of at-risk students. The SAN is now focussing heavily on the pre-Orientation space and how to better prepare students for University study. A suite of new initiatives have already been implemented in 2015 including: a readiness survey for all commencing students, the opportunity for commencing students to complete tailored 'Student Success Plans' and a particular focus on refining and meeting the goals of Orientation Week.

Biography

Janine Rix (Student Advisor, School of Veterinary and Life Sciences, Murdoch University). Janine completed a Bachelor of Science (Honours) in Zoology (UQ), and later a Ph.D. in the evolutionary biology of millipedes (UWA). Alongside her studies, Janine spent over a decade tutoring students at both tertiary and secondary levels and is currently harnessing her knowledge and varied experience in her role as a Student Advisor. Current interests include student engagement, motivation and retention, in addition to effective science education.

Rachel Esler (Student Advisor, School of Management and Governance & current Network Coordinator, Murdoch University).Rachel has worked with students within varied environments including adult training and employment services, primary and secondary education and currently the tertiary sector within Murdoch University's Student Advisor Network. Rachel holds a Bachelor of Business and Commerce (Public Relations) and Graduate Diploma in Education and has a particular interest in student centered learning, flexible learning environments and holistic student support.

Ann Lefroy (Student Advisor, School of Psychology and Exercise Science & previous Network Coordinator, Murdoch University). Ann studied a Bachelor of Arts (Honours) in Psychology in her native Canada and travelled across the world to complete a Graduate Diploma of Education at Murdoch University. She spent several years teaching first year students before taking up a role as a Student Advisor in the School of Psychology and Exercise Science, and later becoming the Coordinator for the Student Advisor Network.

Lauren McNaught (Student Advisor, School of Law, Murdoch University).

Lauren has completed a Bachelor of Education and is currently studying Psychology. Lauren believes education to be the most significant investment each person can make and is passionately committed to ensuring that students receive the most positive experience at university.

Kate Swan (Student Advisor, School of Arts, Murdoch University).

Kate has a degree in Health and Community Studies and has worked in Youth and Welfare work and later qualified as a Careers Counsellor. My work passions lie in helping others achieve their potential, especially those in disadvantaged circumstances.

Leslie Theaker (Student Advisor, School of Management and Governance, Murdoch University). Leslie has worked in University bridging and transition programs for a number of years both at Murdoch and Curtin Universities. Leslie taught academic English to international students in Australia and abroad for many years. Leslie recently completed a Master of Education at Curtin University and holds a Bachelor of Arts in English and Diploma of Education. Current interests include educational innovation and curriculum design.

Michelle Wheeler (Student Advisor, School of Management and Governance, Murdoch University). Michelle has a background in science journalism and has worked as a kids' science show presenter, a website editor, a newspaper journalist and a freelance science writer. She has a Bachelor of Science in Biological Sciences and a Postgraduate Diploma in Journalism."

P09 POSTER

"It's like someone unlocked a part of my brain and everything made sense": Demonstrating Engagement through VU's Student Writing Mentor Program

Trudi Aitken
Victoria University

The purpose of the proposed poster is to present evidence of how the Student Writing Mentor program at Victoria University (VU) has contributed to student engagement over the last four years. Student Writing Mentors provide academic writing assistance within The Writing Space at VU, an institutional-wide drop-in consultation space located within the learning commons. The program's impacts will be demonstrated using program evaluations which include Student Writing Mentor feedback and student attendee evaluations.

Victoria University is a dual-sector university operating across twelve campuses featuring a diverse student population (VU, 2014). As one of the many programs provided by Students Supporting Student Learning (SSSL), The Student Writing Mentor program began as a pilot project operating on one campus four hours per day, employing seven Student Writing Mentors. In 2015 The Writing Space opened at a fourth campus, now employing fourteen Student Writing Mentors.

Functioning as 'near peers', Student Writing Mentors may be perceived as "more accessible and approachable" to students than teaching staff (Edgcomb et al., 2010, p. 18). They have demonstrable interest and facility in academic writing, an ability to engage peers and learn collaboratively, and experience as university students. They work with a mentoring partner, this allows them to model collaborative and peer learning while providing peer support as they work with student mentees.

From its inception in Semester One 2011 to the end of Semester Two in 2013 the number of consultations increased by 525 percent (SSSL, 2013). This positive student reception highlights this program's reach. The poster will present qualitative data about The Writing Space reflective of its impact on both student mentee and Student Writing Mentor engagement, and will include quotes such as: "Thank you so much. It has been so helpful, don't let this service finish," (first year VU student who speaks Dinka, Arabic, Kiswahili and English).

Biography

Trudi Aitken is an academic support and development lecturer working in a team of four educators who develop and manage student mentors across Victoria University's (VU) peer mentoring programs. Trudi has a background in communication teaching, proofreading, copywriting and an interest in all forms of writing. Her focus is building Student Mentor-mentee communication strategies and relationships.

P10 POSTER

UTS HELPSU:Connect Volunteer Programs

MaryAnn McDonald
University of Technology

UTSHELPS Volunteers: "I am full of admiration for her dedication to learning. "I hope I've contributed to making her feel welcome and more confident." "I think I've become more articulate." "I improved my facilitation skills".

The UTS HELPS English language and academic literacy support service is assisted by a growing network of volunteers – Peer Advisors, Conversation Leaders and conversation Buddies. In 2015 we are recruiting more student, staff, alumni and community volunteers in line with the UTS Strategic Plan for 'connection'; 'collaborative learning' and 'enduring relationships' (UTS, 2015). This year we aim to develop more of a sense of community for our volunteers and support their graduate skills development (McCormack, Pancini & Tout 2010). Our collaboration with UTS Careers and Alumni Services will also enhance our ability to connect with industry relevant resources, seen as vital for future employability (Helyer & Lee, 2012).

These programs demonstrate the key conference principles of broader social inclusion; first year experience, graduate employability and improved retention. 2014 evaluation showed HELPS volunteers contribute to students feeling connected and engaged, thereby assisting with retention and wellbeing. For example, 'making friends' and 'building confidence' were identified reasons for taking part in the Buddy program which supported international students. 74% said they would like to continue and 77% of them were first year students. In relation to graduate attributes, feedback showed volunteers believed the experience would help them with future employment. The use of a new UTS Careers online resource and volunteer recruitment from UTS Careers programs and Alumni will further support graduate skills development. As added benefit, HELPS are incorporating a new UTS learning analytics tool into student/volunteer conversations and liaison with UTS Jumbunna has initiated involvement from Indigenous students. The poster shows how each of our volunteer opportunities responds to the key conference areas and our 2015 goals related to volunteer support and industry links.

P11 POSTER

Meeting great expectations: reframing the provision of undergraduate student support services to commencing undergraduates.

Darren Brown, Student Retention & Transition
Victoria University

This poster will focus on a particular strategic approach to the provision of support services for commencing undergraduates, currently under development at Victoria University. The project centres on the administration and analysis of a "readiness and expectations (REX) survey", and the provision of individualised "bundles" of support. It is expected that this new approach will facilitate greater student understanding of service offerings, promote a sense of shared purpose with the institution, and enable more students to receive targeted support in a pro-active and timely fashion.

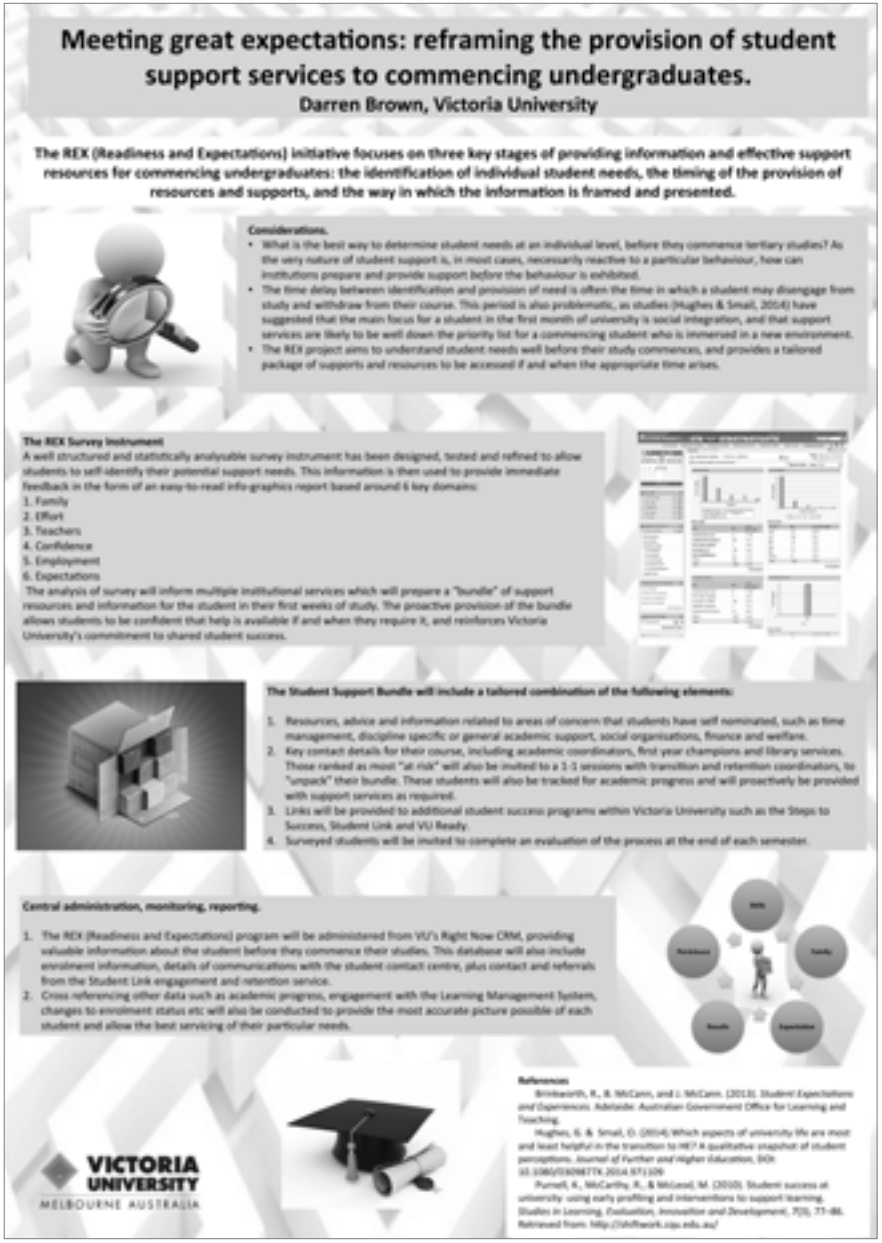
The visual nature of the poster format is well suited to present a process that is based around a series of overlapping timelines, and will allow audiences to easily identify each constituent element of the approach and contextualise against their own institutional practices. The information presented will seek to explain the rationales that inform each stage of the process, as well as examining the interplay between multiple programs that aim to assist students in their initial transition to tertiary education.

The initiative focuses on three key stages of providing information and effective support resources to commencing undergraduates: 1) the identification of individual student needs, 2) the timing of the provision of resources and supports, and 3) the way in which the information is framed and presented. Each stage presents a number of questions for discussion and debate. What is the best way to determine student needs at an individual level before they commence tertiary studies? As the very nature of student support is, in most cases, necessarily reactive to a particular behaviour, institutions are left with the problem of how they provide support that is based on behaviour before the behaviour has been even exhibited? The strategy in this case is to let the students assess their own expectations and readiness well before their commencement date, and provide initial support services based on their own reported needs.

With many students concerned largely with establishing their social and peer networks in the first few weeks of semester (Hughes & Smail, 2014), students may be highly selective in choosing information with which to engage. Immersed in a new environment, students may not be aware of what they need (Brinkworth et al, 2013), and may filter out vital information. The REX approach seeks to build upon existing good practice such as the CQU's Student Readiness Questionnaire, one of the more established programs of this nature in Australia. (Purnell, McCarthy & McLeod, 2010). It also seeks to normalise the concept of student support by combining early detection with feedback and self-support in a non-deficit approach aimed principally at "equity" and low SES students.

Biography

Mr Darren Brown, in his role as Associate Director for Student Retention at Victoria University, manages the Student Link Retention and Engagement Program and coordinates a range of initiatives aimed at increasing levels of student success, retention and completion for commencing undergraduates, especially those from low SES backgrounds. He has extensive experience in higher education, including several Head of School roles, as well as senior management and strategy positions at a successful private RTO.



P12 POSTER

Can video be used for successful tutor development?

Dr Rob Wass, Higher Education Development Centre
University of Otago, New Zealand

Tutors play a key teaching role for first year students at many universities. As students they are seen as more accessible, closer in age, and better able to relate to students' needs. Despite this important role, tutors often have little opportunity for formal training or improvement, particularly with respect to developing reflective practice (Bell, Mladenovic, & Segara, 2010).

Six tutors took part in a teaching intervention designed to enhance their teaching by deepening the understanding of the tutor/student interaction. Following an initial interview exploring their beliefs on effective teaching, tutors took part in a recall interview based on a video of their tutorial session. Rather than focussing on a 'correct' or 'best' performance, the video was used to help tutors bring their tacit theories of teaching and learning into their teaching practice (Sandretto, Kane, & Heath, 2002). Specifically, the tutors were asked to recall what they were thinking during a critical incident of their choosing, and how this related to their prior beliefs around effective teaching.

The process described above is known as Interpersonal Process Recall or IPR. IPR is a well-established, powerful technique used in clinical psychology (Larson, 1984). This study will reveal some preliminary findings on its suitability as a tool for tutor development, enabling personal reflection, and as a way to improve teaching.

Biography

I am a learning advisor in the Higher Education Development Centre (University of Otago, NZ). My experience as a course organiser for a large first year Biology paper has motivated my research interest in first year student experiences. I have expertise in the areas of scaffolding for critical thinking, assessment, and academic writing. However, my current projects are focused on academic development using stimulated recall interviews, and exploring the relationship between secondary school examinations and PASS educational outcomes.

P13 POSTER

Developing a student-centred framework for community engagement in Australian universities

Charisse Farr, Therese Wilson, Daniel Crane and Maria Barrett
Science and Engineering Faculty, Queensland University of Technology

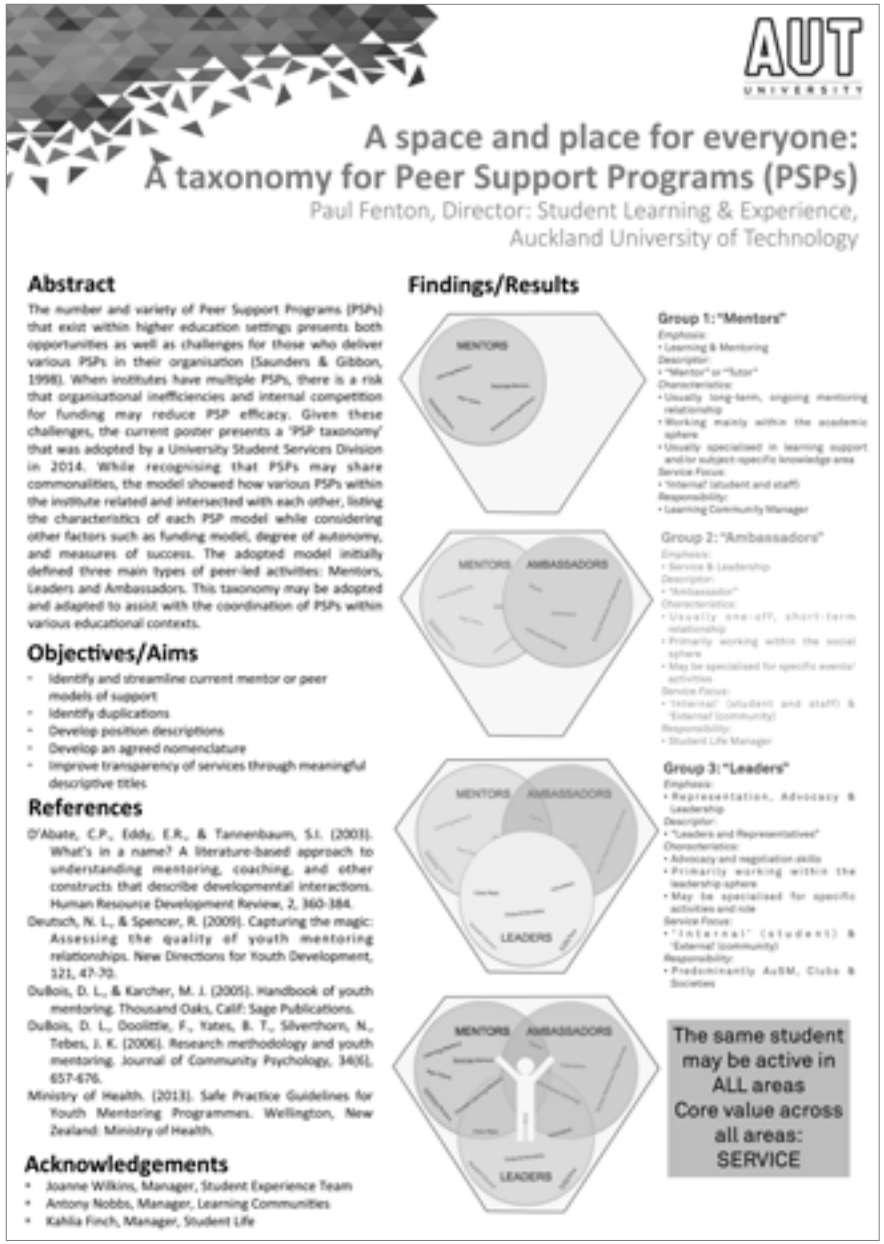
Australian Universities operate peer-learning support and schools outreach programs that involve tertiary students in internal and external community engagement. These programs attract a diverse range of students from the university population including students from low income and disadvantaged backgrounds, and provide paid and voluntary opportunities for students to gain valuable work experience outside of the curriculum. Pilot surveys of student participants in community engagement programs at the Queensland University of Technology indicate that such programs support skills development in generic graduate attributes of communication, teamwork and leadership, and enhance work placement and career employability potential – all of which impact the transition to graduate employability. The preliminary research presented aims to develop a student-centred framework for community engagement that complements curriculum outcomes by maximising support of graduate attributes and enhancing employability for participating students.

P14 POSTER

A space and place for everyone: A taxonomy for Peer Support Programs.

Paul Fenton
Auckland University of Technology

The number and variety of Peer Support Programs (PSPs) that exist within higher education settings presents both opportunities as well as challenges for those who deliver various PSPs in their organisation. When institutes have multiple PSPs, there is a risk that organisational inefficiencies and internal competition for funding may reduce PSP efficacy. Given these challenges, the current poster presents a 'PSP taxonomy' that was adopted by a University Student Services Division in 2014. While recognising that PSPs may share commonalities, the model showed how various PSPs within the institute related and intersected with each other, listing the characteristics of each PSP model while considering other factors such as funding model, degree of autonomy, and measures of success. The adopted model defined three main types of peer-led activities: Mentors, Leaders and Ambassadors. This taxonomy may be adopted and adapted to assist with the coordination of PSPs within various educational contexts.



AUT UNIVERSITY

A space and place for everyone: A taxonomy for Peer Support Programs (PSPs)

Paul Fenton, Director: Student Learning & Experience, Auckland University of Technology

Abstract

The number and variety of Peer Support Programs (PSPs) that exist within higher education settings presents both opportunities as well as challenges for those who deliver various PSPs in their organisation (Saunders & Gibbon, 1998). When institutes have multiple PSPs, there is a risk that organisational inefficiencies and internal competition for funding may reduce PSP efficacy. Given these challenges, the current poster presents a 'PSP taxonomy' that was adopted by a University Student Services Division in 2014. While recognising that PSPs may share commonalities, the model showed how various PSPs within the institute related and intersected with each other, listing the characteristics of each PSP model while considering other factors such as funding model, degree of autonomy, and measures of success. The adopted model initially defined three main types of peer-led activities: Mentors, Leaders and Ambassadors. This taxonomy may be adopted and adapted to assist with the coordination of PSPs within various educational contexts.

Objectives/Aims

- Identify and streamline current mentor or peer models of support
- Identify duplications
- Develop position descriptions
- Develop an agreed nomenclature
- Improve transparency of services through meaningful descriptive titles

References

D'Abate, C.P., Eddy, E.R., & Tannenbaum, S.I. (2003). What's in a name? A literature-based approach to understanding mentoring, coaching, and other constructs that describe developmental interactions. Human Resource Development Review, 2, 360-384.

Deutsch, N. L., & Spencer, R. (2009). Capturing the magic: Assessing the quality of youth mentoring relationships. New Directions for Youth Development, 121, 47-70.

DuBois, D. L., & Karcher, M. J. (2005). Handbook of youth mentoring. Thousand Oaks, Calif: Sage Publications.

DuBois, D. L., Doolittle, F., Yates, B. T., Silverthorn, N., Tebes, J. K. (2006). Research methodology and youth mentoring. Journal of Community Psychology, 34(6), 657-676.

Ministry of Health. (2013). Safe Practice Guidelines for Youth Mentoring Programmes. Wellington, New Zealand: Ministry of Health.

Acknowledgements

- Joanne Wilkins, Manager, Student Experience Team
- Antony Nobbs, Manager, Learning Communities
- Kahlia Finch, Manager, Student Life

Findings/Results

Group 1: "Mentors"
Emphasis:
- Learning & Mentoring

Description:
- "Mentor" or "Tutor"

Characteristics:
- Usually long-term, ongoing mentoring relationship
- Working mainly within the academic sphere
- Usually specialised in learning support and/or subject-specific knowledge area

Service Focus:
- 'Internal' (student and staff)

Responsibility:
- Learning Community Manager

Group 2: "Ambassadors"
Emphasis:
- Service & Leadership

Description:
- "Ambassador"

Characteristics:
- Usually one-off, short-term relationship
- Primarily working within the social sphere
- May be specialised for specific events/ activities

Service Focus:
- 'Internal' (student and staff) & 'External' (community)

Responsibility:
- Student Life Manager

Group 3: "Leaders"
Emphasis:
- Representation, Advocacy & Leadership

Description:
- "Leaders and Representatives"

Characteristics:
- Advocacy and negotiation skills
- Primarily working within the leadership sphere
- May be specialised for specific activities and role

Service Focus:
- "Internal" (student) & 'External' (community)

Responsibility:
- Predominantly AUSM, Clubs & Societies

The same student may be active in ALL areas
Core value across all areas: SERVICE

P15 POSTER

Enhancing Student Knowledge of Sustainability Development

Professor Robert Brooks, Deputy Dean, Education
Professor Keryn Chalmers, Deputy Dean, External and International
Ms Shana Chong, Accreditation Officer
Monash Business School, Monash University

Monash Business School engages in the highest quality education to have a positive impact on a changing world. The School is a signatory to the Principles of Responsible Management Education (PRME) and Globally Responsible Leadership Initiative (GRLI) and our curricula embeds the principles of sustainability development and ethics. We expect our graduates to be responsible and effective global citizens who engage in an internationalised world, exhibit cross-cultural competence and demonstrate ethical values. Responsible and effective global citizenship is a compulsory learning outcome in all business programs and affirmed as a Monash graduate attribute. How can we adequately prepare students to tackle key moral and sustainability issues that impact on business? Initial data sampled to verify student knowledge from curricula assessment have produced a mixed result. As a new initiative we are piloting the student Sustainability Literacy Test. Our case study discusses the framework of the online assessment to enhance student knowledge in a sample cohort of business students.

Biography

Roberts Brooks is a professor in the Department of Econometrics and Business Statistics and Deputy Dean, Education in the Monash Business School. He obtained his honours and PhD degrees from Monash University and has previously worked at RMIT University. His primary research interest is in financial econometrics.

Given his education management role, Robert also works in areas of educational research relating to pedagogy of teaching business statistics, in particular applications of problem-based learning in that setting.

Keryn Chalmers is a professor in the Department of Accounting and the Deputy Dean, External and International in the Monash Business School. She has a PhD (University of Tasmania), Bachelor of Commerce (Melbourne University) and a Graduate Diploma in Applied Finance and Investment (Finsia). Her research interests are in financial accounting and water accounting.

Keryn oversees the international accreditations of the Monash Business School. She is active in several academic and professional organisations, including being the Vice President Education of IAAER and past president of AFAANZ.

Shana Chong is the Accreditation Officer in the Monash Business School. She supports the Deputy Dean, External and International, in coordinating the business school's suite of activities with international accreditation and membership organisations such as AACSB, EQUIS, GBSN, GRLI and PRME.

P16 – POSTER

Engaging nursing students in a bioscience unit using a web-based response system, GoSoapBox

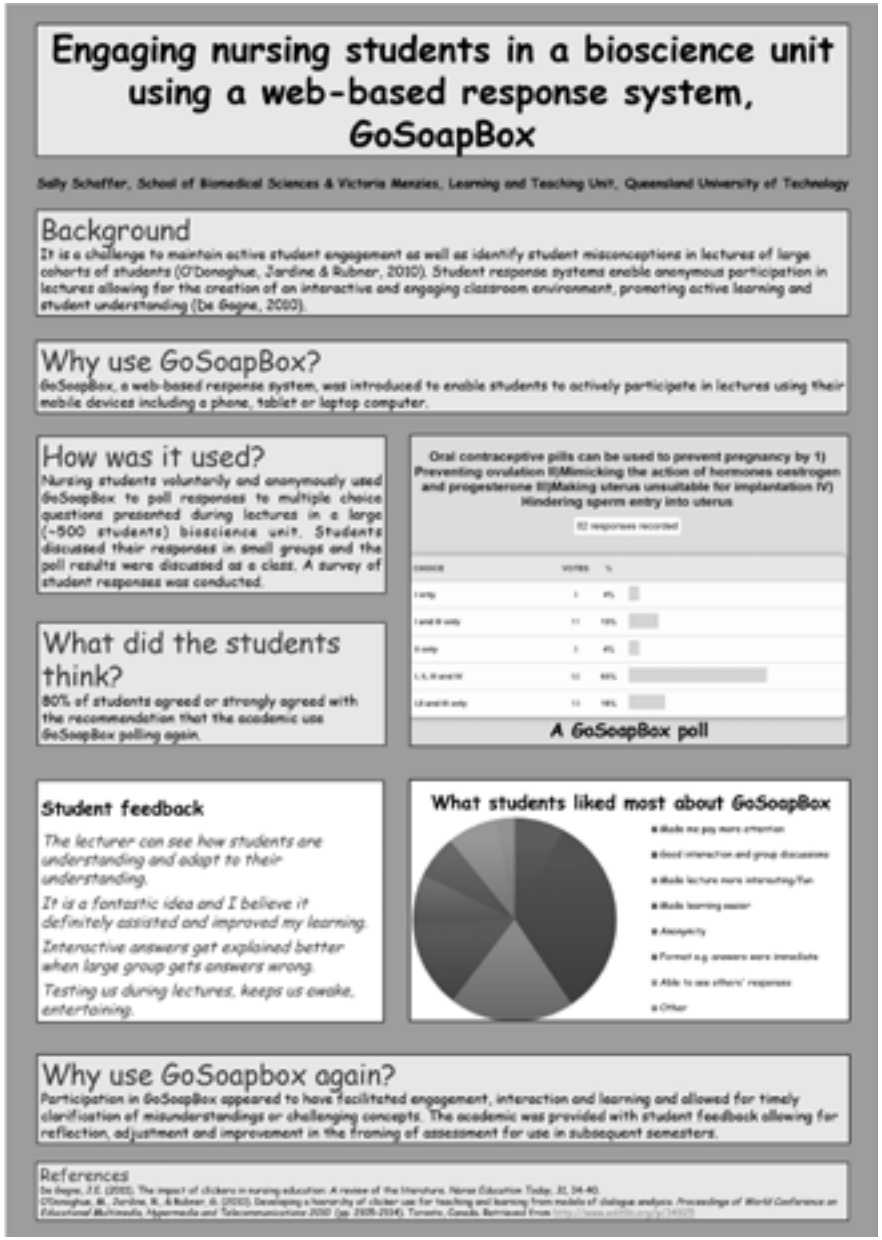
Sally Schaffer, Victoria Menzies
Queensland University of Technology

It is a challenge to maintain active student engagement as well as identify student comprehension and misconceptions in lectures of large cohorts of students. Nursing students used GoSoapBox, a web-based student response system, to poll responses to multiple choice questions presented during lectures in a bioscience unit. A survey of student users revealed that participation in GoSoapBox appeared to have facilitated engagement, interaction and learning. The majority of students appreciated the immediate feedback to the student responses and being able to participate anonymously. Additionally the use of this tool facilitated collaborative small group and whole class discussion and allowed for timely clarification of misconceptions or challenging concepts encountered during a lecture situation. Information collected using GoSoapBox, provided the academic with student feedback allowing for reflection, adjustment and improvement in the framing of formative and summative assessment for use in subsequent semesters.

Biography

Sally Schaffer is an associate lecturer at QUT teaching physiology, anatomy and pathophysiology to allied health students. Sally has worked as a casual tutor and lecturer at universities in Brisbane for 18 years. Sally has been a member of the "Bioscience Initiatives in Teaching" group at QUT since 2011 and is actively involved in the development and enactment of strategies to support accelerated nursing students in their first year of study. Sally received a Vice-Chancellor's Performance Award in 2012.

Victoria Menzies is Coordinator - Peer Programs Strategy, Student Success & Retention at QUT. Applying a distributed leadership model that partners with stakeholders from across the university, Victoria leads a team that designs and implements programs and initiatives to increase the quality, range and reach of peer-to-peer learning opportunities. Victoria has extensive experience as an educator and researcher in schools and Higher Education. Her research interests centre on learning environments and strategies that promote learner engagement and develop graduate capabilities.



P17 POSTER

The Peer Leader Capacity Building Model: A Student Learning Journey

Victoria Menzies, Jennifer Tredinnick and Cherry Van Ryt,
Student Success and Retention, Learning and Teaching Unit, Queensland University of Technology

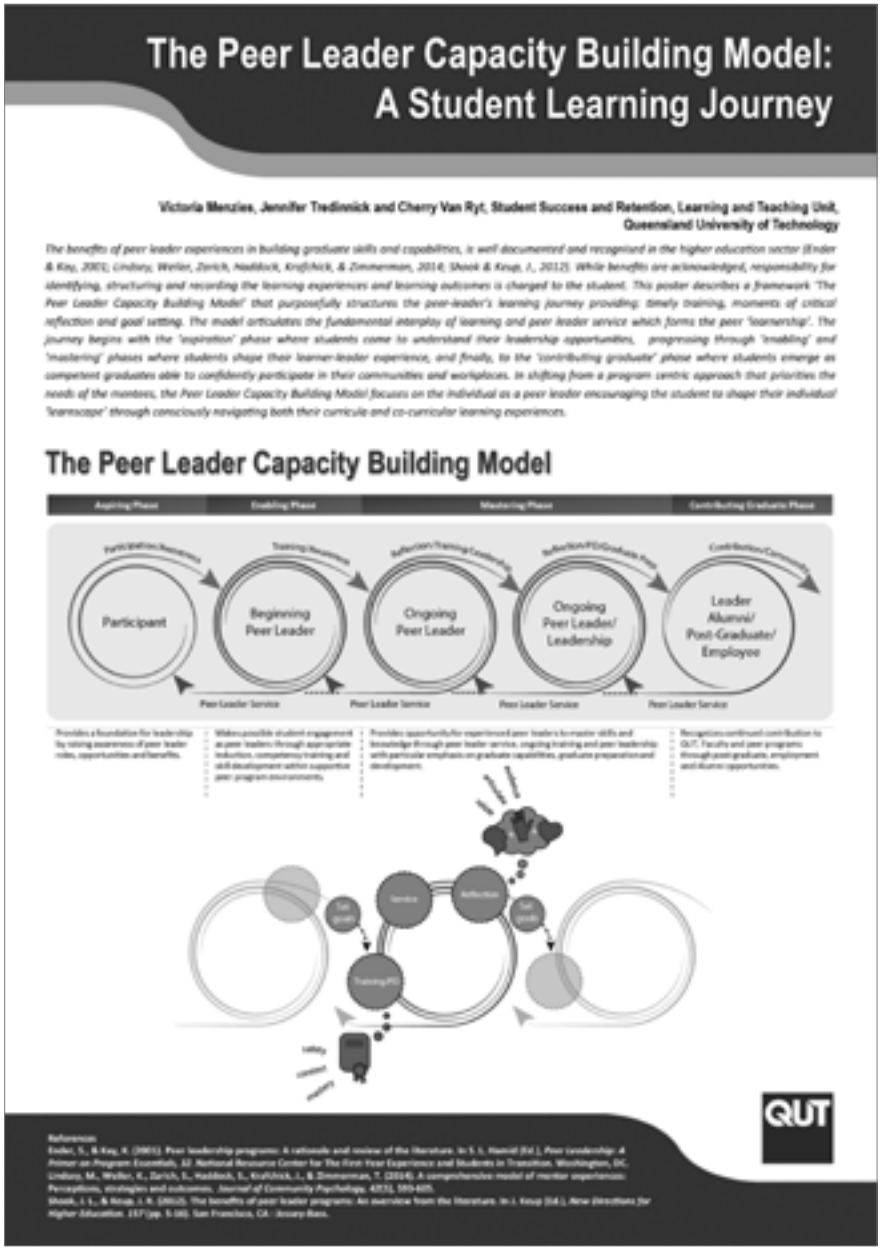
The benefits of peer leader experiences in building graduate skills and capabilities, is well documented and recognised in the higher education sector (Ender & Kay, 2001; Lindsey, Weiler, Zarich, Haddock, Krafchick, & Zimmerman, 2014; Shook & Keup, J., 2012). While benefits are acknowledged, responsibility for identifying, structuring and recording the learning experiences and learning outcomes is charged to the student. This poster describes a framework 'The Peer Leader Capacity Building Model' that purposefully structures the peer-leader's learning journey providing: timely training, moments of critical reflection and goal setting. The model articulates the fundamental interplay of learning and peer leader service which forms the peer 'learnership'. The journey begins with the 'aspiration' phase where students come to understand their leadership opportunities, progressing through 'enabling' and 'mastering' phases where students shape their learner-leader experience, and finally, to the 'contributing graduate' phase where students emerge as competent graduates able to confidently participate in their communities and workplaces. In shifting from a program centric approach that priorities the needs of the mentees, the Peer Leader Capacity Building Model focuses on the individual as a peer leader encouraging the student to shape their individual 'learnscape' through consciously navigating both their curricula and co-curricular learning experiences.

Biography

Victoria Menzies is Coordinator - Peer Programs Strategy, Student Success & Retention at QUT. Applying a distributed leadership model that partners with stakeholders from across the university, Victoria leads a team that designs and implements programs and initiatives to increase the quality, range and reach of peer-to-peer learning opportunities. Victoria has extensive experience as an educator and researcher in schools and Higher Education. Her research interests centre on learning environments and strategies that promote learner engagement and develop graduate capabilities.

Jennifer Tredinnick is Coordinator – Volunteer Development and Management, Student Success & Retention. Jennifer is responsible for supporting staff to implement strategies that build peer leader capacity through support, reward and recognition. A key priority of her work is to oversee the ongoing development of volunteers' skills and graduate capabilities through their peer learning journey. Jennifer has extensive experience in education and project development of youth and community education initiatives, with specific interest in young people's voice, volunteering and active citizenship.

Cherry Van Ryt is the Peer Programs Support Officer, Student Success and Retention at QUT. In this role she is responsible for providing operational support to program coordinators in the planning, preparation and implementation of peer-to-peer learning programs across the university. Cherry has extensive experience in education, community development and program/project management. She is interested in facilitating effective ways to build supportive frameworks for collaboration and program delivery to improve student learning outcomes.



P18 POSTER

Developing an interdisciplinary program in higher education: toward a better relationship between science, technology and society

Akinori Yamabe
College of Arts and Sciences, University of Tokyo

We, who live in modern world, benefit from science and technology in every aspects of daily life. None the less, the psychological distance between us and science/technology that are becoming increasingly complex continues to increase. This leads people to become less interested in science. If current situation continues, relations between science/technology and society will deteriorate resulting in unhappy consequences.

Thus, the science communication education program was established at the University of Tokyo in 2005. This program is designed for graduate students from all over the campuses, regardless of their major study areas. We encourage students to have their own specialty areas, and then additionally learn relationship between science and society rather than confining themselves to their own specialized areas.

A cross-cutting curriculum is offered to master varied and critical ways of thinking and broaden the horizon, by cooperating with famous instructors within and off-campus, and by setting discussion time among graduate students of varied backgrounds.

The science communication education program lasts approximately one-and-a-half years, and students who complete the program receive a certificate with the university's official recognition. Graduates of the program have gone on to playing an active part in various occupations, becoming scientists, journalists, and national civil servants.

Developing an interdisciplinary program in higher education : toward a better relationship between science, technology and society

Akinori YAMABE, Ph.D.
University of Tokyo, Japan

Introduction

Japan as a society is facing a wide variety of issues today that require not just knowledge of one particular field, but must be solved by integrating the knowledge of a variety of specialties. Therefore, science must be integrated with a broad set of social, cultural, economic, and political factors to effectively solve these problems.

A case study: The Science Communication Program at the University of Tokyo

The Science Communication Program at the University of Tokyo is based on the premise that the world requires science interpreters who know the broader impact of science behind the public issues related to science research, but also understand the ethical, legal, and social factors, often referred to as the ELSI of scientific research.

Cross-disciplinary education

Students who participate in this program come from a variety of fields and go on to pursue a wide range of careers, as shown in Figure 1.

Similarly, the program's pedagogical methods are also cross-disciplinary, consisting of a combination of traditional lectures, workshops, and research projects.

Lectures

Students learn the theory and history of science communication via lectures and discussion.

Workshops

Students discuss and learn the ways in which theory finds expression in real life through workshops.

Research projects

Students develop their core interests through research projects.

Conclusion

Interdisciplinary (cross-disciplinary) education, such as the science interpreter training program, gives students the awareness that objects have multiple characters depending on context or specialty and the ability to view objects from different perspectives. This new education has the potential to contribute to traditional science education and help students develop basic skills needed in various professions in modern techno-scientific society. Furthermore, this form of education is effective for dealing with complex social problems, and may lead to improved overall judgment based on multiple viewpoints in social decision making.

P19 POSTER

A secret to success: Communities of practice

Jo Wilkins
AUT University

Higher education staff have a strong commitment to student success, experimenting with both new and variations of existing support/practice models. Collegiality between academic and professional staff is seen as critical to developing support models to enhance student transition and retention (Wojcieszek, Theaker, Ratcliff, MacPherson, & Boyd, 2014).However, creating intentional Communities of Practice (Wenger, McDermott, & Synder, 2002) takes collegiality and collaboration one step further. Communities of Practice present opportunities to harness external and internal assets, competencies and resources (Saleebey, 2000) of students, wider university stakeholders and local communities. The poster presents a "Communities of Practice Framework" that explores the key components of successful Communities of Practice, the benefits, the challenges and opportunities of this approach and the intended impact. The poster examines four programmes that successfully utilised a Communities of Practice approach, presenting evidence of impact. This framework may be adapted to various educational contexts.

Biography

Jo has qualifications in social work and has worked in a number of fields of practice. She has been involved in tertiary education for a number of years in both teaching and student support roles. She is committed to working collaboratively in order to make a difference to the lives of the students and staff she engages with.

P20 POSTER

Learning Online: Online students' views of the future of Higher Education

Dr Simone Buzwell, Mr Matthew Farrugia and Mr James Williams,
Psychological Sciences, Swinburne University of Technology.

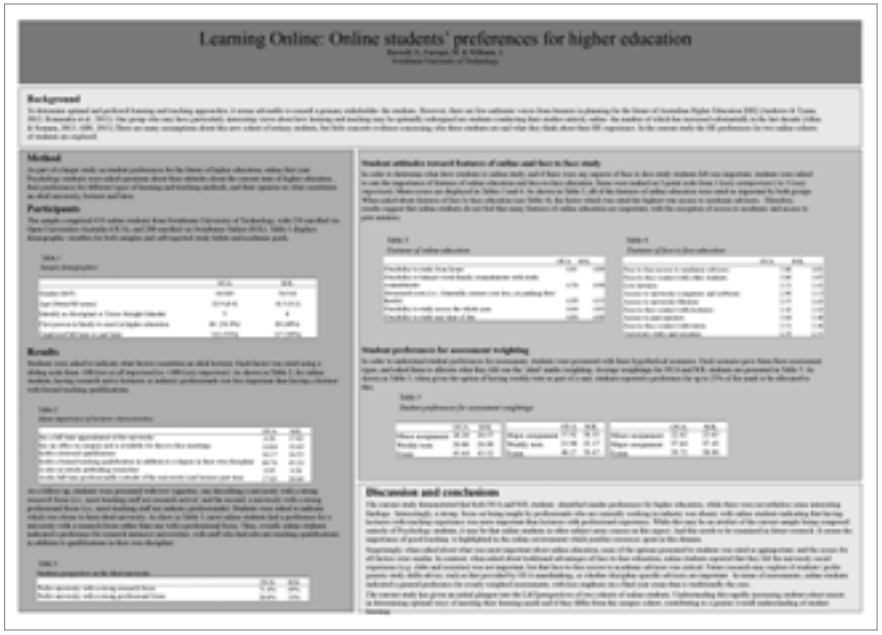
To determine optimal and preferred learning and teaching approaches, it seems advisable to consult a primary stakeholder- the students. However, there are few authentic voices from learners in planning for the future of Australian Higher Education [HE] (Andrews & Tynan, 2012; Romenska et al., 2011).One group who may have particularly interesting views about how learning and teaching may be optimally redesigned are students conducting their studies entirely online- the number of which has increased substantially in the last decade (Allen & Seaman, 2013; ABS, 2011).There are many assumptions about this new cohort of tertiary students, but little concrete evidence concerning who these students are and what they think about their HE experience. In this poster, the voice of more than 200 online students' is presented exploring what they want for the future of Australian HE and what is important for their HE learning and teaching experience.

Biography

Dr Simone Buzwell is a developmental and health psychologist who is the former Assoc. Dean of Teaching Quality at Swinburne University of Technology. Simone has been a teaching academic for over 20 years and is currently leading an OLT grant in which students' preferences for varying academic futures is explored.

Matthew Farrugia is a current PhD candidate in Psychology at Swinburne University. He has been tutoring and lecturing in Psychology and Statistics at Swinburne for eight years. He is currently a project officer on the Student Voices OLT Project being conducted by Swinburne University andUniversity of Technology, Sydney. The focus of this project is on exploring students' preferred academic futures.

James Williams is a current PhD candidate in Psychology at Swinburne University. He has been tutoring and lecturing in Psychology at Swinburne both online and on-campus for nine years. He is currently a project officer on the Student Voices OLT Project being conducted by Swinburne University and University of Technology, Sydney. The focus of this project is on exploring students' preferred academic futures.



P21 POSTER

Who are our repeating students? Profiling students persisting after failure.

Wendy Harper and Tracy Creagh, Strategic Intelligence Unit,
Queensland University of Technology

Research on attrition has focused on the economic significance of low graduation rates in terms of costs to students (fees that do not culminate in a credential) and impact on future income. For a student who fails a unit and repeats the unit multiple times, the financial impact is significant and lasting (Bexley, Daroesman, Arkoudis & James 2013). There are obvious advantages for the timely completion of a degree, both for the student and the institution. Advantages to students include fee minimisation, enhanced engagement opportunities, effectual pathway to employment and a sense of worth, morale and cohort-identity benefits.

Work undertaken by the QUT Analytics Project in 2013 and 2014 explored student engagement patterns capturing a variety of data sources and specifically, the use of LMS amongst students in 804 undergraduate units in one semester. Units with high failure rates were given further attention and it was found that students who were repeating a unit were less likely to pass the unit than students attempting it for the first time. In this repeating cohort, academic and behavioural variables were consistently more significant in the modelling than were any demographic variables, indicating that a student's performance at university is far more impacted by what they do once they arrive than it is by where they come from.

The aim of this poster session is to examine the findings and commonalities of a number of case studies that articulated the engagement activities of repeating students (which included collating data from Individual Unit Reports, academic and peer advising programs and engagement with virtual learning resources). Understanding the profile of the repeating student cohort is therefore as important as considering the characteristics of successful students so that the institution might be better placed to target the repeating students and make proactive interventions as early as possible.

Biography

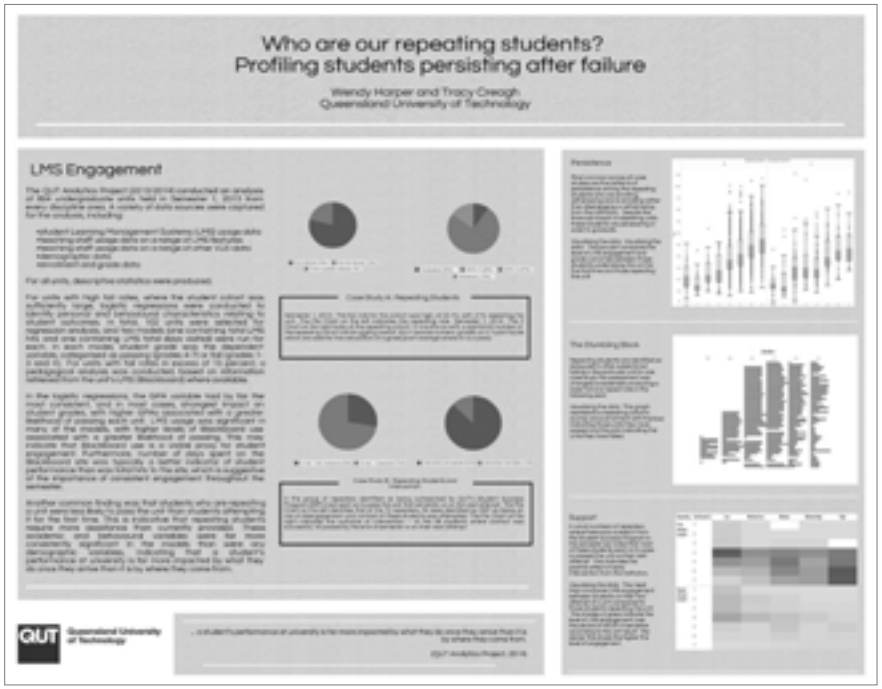
Ms Wendy Harper

Wendy Harper is the Principal, Strategic Intelligence in the Strategic Intelligence Unit located in the Chancellery at the Queensland University of Technology (QUT). Previously, she was the Director of eLearning Services at QUT (2008-2014) and prior to this Associate Director of Teaching and Learning Support Services Resources. Wendy has over 25 years broad experience in the tertiary sector covering learning and teaching systems, IT infrastructure, project management, and systems development. Wendy has been a driving force in the development of QUT's Student ePortfolio and Professional Staff ePortfolio. Wendy's work in the field of ePortfolios received national recognition in 2010 from the Australian Learning and Teaching Council for Services Supporting Student Learning. She was a recipient of the QUT Vice-Chancellor's Award for Excellence (Senior Staff) in 2013.

Ms Tracy Creagh

Tracy is a senior project officer in the Strategic Intelligence Unit at QUT. Between 2011 and early 2015 Tracy project-managed four Australian Office for Learning and Teaching (OLT) projects: Good practice for safeguarding student learning engagement in higher education institutions (2010-2012); Establishing a framework for transforming student engagement, success and retention in higher education institutions (2011-2013); Effective teaching and support of students from low socioeconomic backgrounds: Resources for Australian higher education (2013/2014) and Assessing student engagement, success and retention in regional higher education institutions (2014/2015)

Tracy is also the journal manager for the Journal Student Success: A journal exploring the experiences of students in tertiary education (Previously titled International Journal of the FYHE), manages the FYHE Virtual Centre and co-authored Trends in policies, programs and practices in the Australasian First Year Experience literature 2000–2010 (The First Year in Higher Education Research Series on Evidence-based Practice, No. 1).



P22 POSTER

Mixed messages in the academy: Representations of the student

Tao Bak, Miguel Gil, Pauline O'Maley
Victoria University

This poster will examine current representations of the student in higher education institutions in Australia. It will serve as a critical observation on the implications of moving to a marketised environment and the impact of this on students and the ways they can (and do) engage with the academy. The poster format provides a highly visual way to engage with the complexities and contradictions of this volatile landscape and its impact on student engagement, learning and success, providing the opportunity to conference delegates to engage with and reflect on the contextualising features that situate their work.

Stereotypical representations of tertiary students have, until recently, cast students as young school leavers with a primary focus on their studies. This stereotype has been gradually supplemented by the inclusion of mature aged and international students, thus shifting the dominant profile. A widening participation agenda has radically changed this profile, coinciding as it has with universities increasingly aligning, in a heavily deregulated environment, with market principles.

In this complex, unstable environment, what are the impacts for identity for the new 'marketised' students? This poster will examine the slippage between representations of student 'consumers', for example, as canny and making savvy choices and as passive simply being buffered by market forces. This dominant metaphor of student as consumer sits uncomfortably with the bourgeoning, yet also loosely conceptualised, discourse of citizenship (Nordensvård, 2010). Additionally, in an environment where relationships are recast (Furedi, 2010), curriculum is made-over, and skills are foregrounded, what becomes of knowledge (Barnett, 2009). We see an educational system in transition to a deregulated, market based system without any ready access to other discourses to connect to avoid confusion and diminishment.

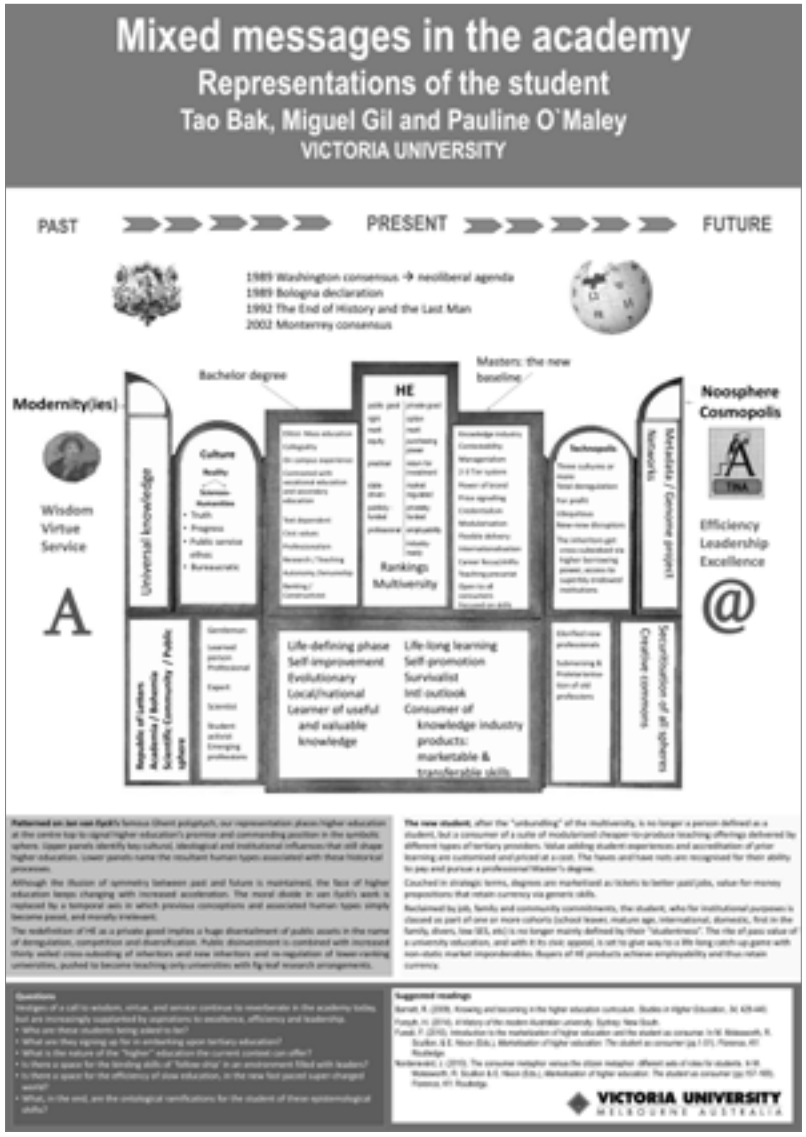
In the context of this complex environment, our poster will focus on how students are represented; how this impacts on student identity; what the implications for student engagement are in this marketised environment, as well as what the implications are for the displaced discourse of education as intellectual transformation. We ask the essential question, what sort of students are they to become?

Biography

Mr Tao Bak is an educational developer in the Department of Academic Support and Development at Victoria University. He works with staff and students in the Colleges of Business and Law and Justice. He is interested in collaborative approaches to language and literacy development, as well as educational identities in tertiary contexts. He is currently completing a PhD on Steiner Education as an alternative tradition within the Australian educational landscape.

Dr Miguel Gil is Retention and Transition Coordinator for the Colleges of Arts, Education and Law at Victoria University. Miguel Gil recently co-edited the book Strong Starts, Supported Transitions and Student Success (Cambridge Scholars, 2014), which documents a number of support initiatives across a range of disciplinary and interdisciplinary areas. He is currently researching the various uses of metaphors in higher education discourse and is also interested in the articulation of "global citizenship" as a graduate attribute.

Dr Pauline O'Maley is an educational developer in the Department of Academic Support and Development at Victoria University. She works with staff and students in the College of Arts; her particular interest is in exploring ways to make discipline-specific academic literacies explicit. She enjoys working with lecturers to explore enabling and sustaining ways to build learning communities. Pauline has an abiding interest in second chance education and positive transitions.



P23 POSTER

Packaging, gaming, engaging and rewarding students — The Careers Employability Award Story

Ms. Anna Tayler, Dr. Julie Howell, & Dr. Anna Lichtenberg
Careers and Employment Centre, Curtin University

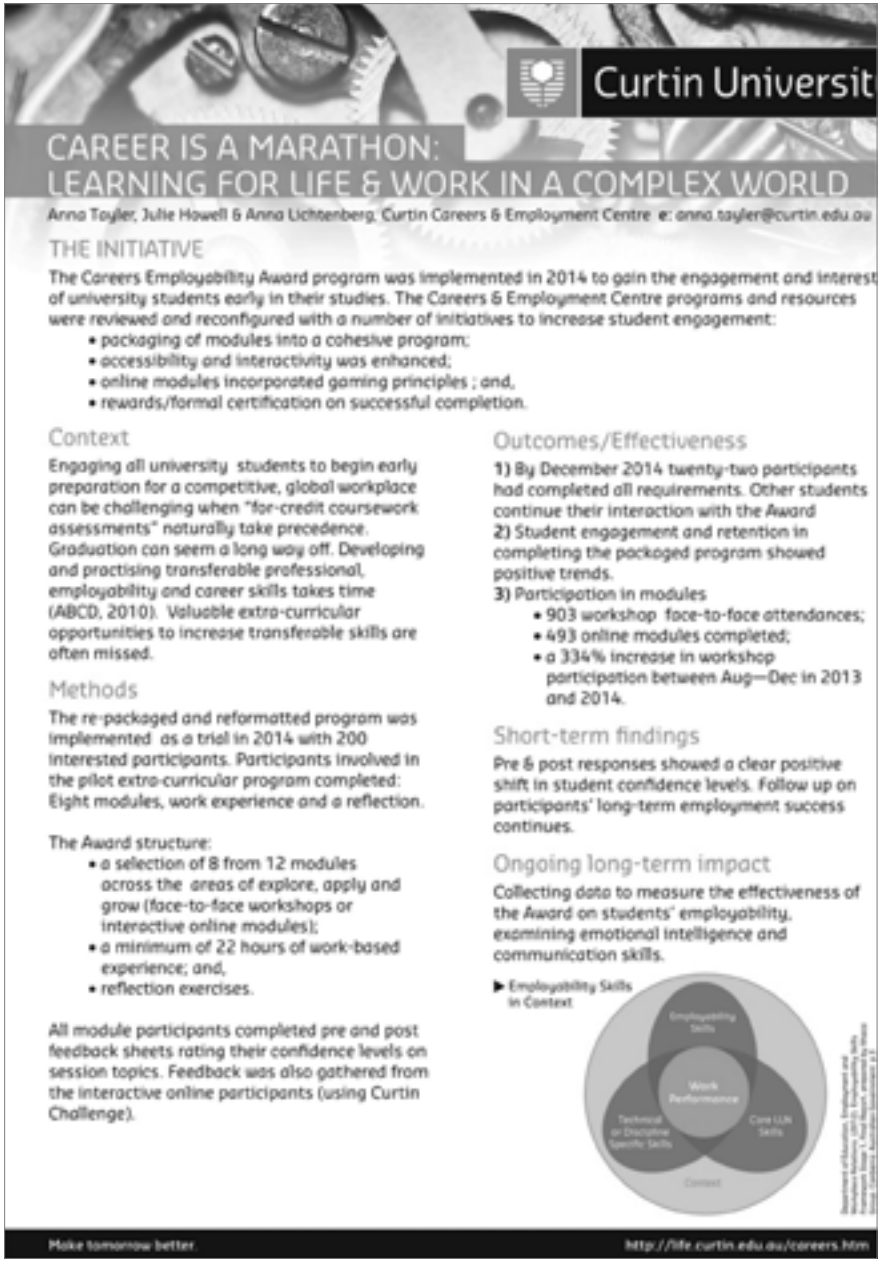
How to engage students early in their studies and get them to think ahead? Convincing students to start preparing for employment realities is challenging, even though employers prefer graduates demonstrating transferable/career competencies. Employment transition considerations are often left to the last minute on course completion. Unfortunately preparation of career and employability competencies requires time for practice and reflection. Engaging students was a challenge addressed with the Careers Employability Award. This involved comprehensive packaging of modules that incorporated interactive approaches and gamification strategies as well as certification. Participants complete eight modules, 22 hours of work-based learning and reflective exercises receive the Curtin Extra certificate on graduation. Between 2013 and 2014 student participation in the program increased by over 300%. Interest and motivation was enhanced through expanded accessibility, interactivity and gamification. University certification encouraged completion rates and the packaged approach provided a meaningful whole, simplifying the complexity of the "career development" construct.

Biography

Anna Tayler has worked within the career development area for over 7 years in Canada, the United Kingdom and most recently as Manager of Career Development at Curtin University Australia. She has experience and an interest in using gamification principles and game mechanics and their application to develop creative interactive career resources.

Julie Howell Ph.D. Associate Director, Careers and Employment Centre, Curtin University. Julie is currently National President of the National Association of Graduate Careers Advisory Services (NAGCAS)

Anna Lichtenberg Ph.D. (Career Development Consultant, Curtin University) Anna has worked in the university sector as a lecturer in teacher education and lecturer/coordinator for over twenty years at Edith Cowan University. More recent years Anna has worked a number of universities lecturing in teacher education and professional development (Notre Dame, Deakin and Victoria Universities) As well as co editing the Australian Careers Service Newsletter, more recently Anna has taken on project management positions and worked as a career development consultant at Curtin University



P24 POSTER

Active learning through a semi-flipped classroom approach enhances student performance in a large first year cohort

Prasad Chunduri, Lesley Lluka, Mark Williams
School of Biomedical Sciences, The University of Queensland

The "Flipped Classroom" pedagogical approach has captured wide attention recently. The advances in technology allow higher education institutions to promote this mode of active learning through the substitution of the traditional lecture time with more interactive classroom discussions, based on considerable amounts of material posted online in a range of formats. A recent review of the flipped classroom identified improved student learning with this approach (Bishop & Verleger, 2013). In our large first year biology course (with 800-1000 student enrolments per semester), we have replaced one of the three lectures each week with an active learning workshop. We consider these workshops to be 'semi-flipped', in that they were not designed to teach an entirely new concept (which is the norm in the flipped classroom approach), but to allow students to apply key concepts that had been briefly presented in the previous week's lectures along with reading resources that the students accessed prior to the workshop. Students formed groups of 9 per round table within a large flat teaching space (with a maximum of 500 students per session). The instructor to student ratio was approximately 1:60, and the main aim was to stimulate active discussions about the problems presented amongst the group of students sitting at each table. Since the introduction of workshops in semester 2 2013, we have found an increase of up to 15% in both the number of students who passed the course and the number who achieved a grade of 6 or 7 (on a 1-7 scale with 7 being the best). Although attendance was not recorded at the workshops, 69% of the students self-reported that they attended 76% or more of the workshops in the course. In comparison, 78% of the students reported that they attended 76% or more of the lectures. However, 41% of the students reported that they attended 'all' workshops, which was approximately 12% greater than the number who attended all lectures (29%). Qualitative feedback in the course evaluation forms revealed mixed views from students, although the comments provided valuable information that will be used to plan the exercises and curriculum for the workshops in the future. A sample workshop activity, the quantitative data of the improved grades for the cohort, and the major themes identified from the qualitative analysis of student comments will be presented in this poster.

Biography

Prasad has over 5 years of experience in coordinating large classes and has been involved in implementation of innovative technologies that aim to improve student learning, especially in first year courses. As an early career researcher, he is involved in teaching and learning grants totalling up to $500,000. Prasad's projects are in inquiry-based learning, threshold concepts, effective feedback for large classes and learning analytics.

Lesley has over 30 years of experience in university teaching and learning, including 2.5 years as the Associate Dean Academic, Faculty of Science, and has been developing and coordinating large first year courses since 2005. Faculty and university grants have funded examination of the effectiveness of innovative teaching practices and their dissemination. Lesley was awarded a University of Queensland Award for Teaching Excellence in 2010, and was nominated for Australian Teaching Excellence Awards in 2011 and 2012.

Mark finished his undergraduate degree in 2012 and has ever since been employed as a casual tutor at UQ. During the 2 years of his teaching experience, he has developed a great interest in the ways teaching & learning occurs, especially in first year students, and the role technology plays in higher education. He has commenced his PhD since 2014 looking into learning analytics for large courses and threshold concepts in biology.

Active learning through a semi-flipped classroom approach enhances student performance in a large first year cohort

Prasad Chunduri, Lesley Lluka and Mark Williams

School of Biomedical Sciences, The University of Queensland

Background and Introduction

Methods

Aims

Results

Discussion and Future Directions

References

P25 POSTER

Jumping the Hurdles: A Collaborative Approach to Intervention and Re-engagement of At-risk Business Students

Dr Francine Garlin; Linda Wilkes
University of Western Sydney

While the reasons why students decide to discontinue Higher Education are complex and influenced by a number of issues, major contributing factors underpinning the decision to leave or stay are academic engagement and success (Bennett, 2006, p.129). Poor academic performance and low motivation coupled with the competing demands of everyday life creates an environment where receiving ongoing assistance from a well- informed support base becomes invaluable (Maunder, Cunliffe, Galvin, Mjali & Rogers, 2013, p.140), (Bennett, 2006, p. 124). For many students this support comes in the form of family members and friends. However, at the University of Western Sydney many students experience limited economic agency and a lack of what Bourdieu calls "cultural capital" (as cited in Susen & Turner, 2011, p. 102). These students do not have access to the vital elements for achieving academic success.

The Transition Success@UWS (TS@UWS) and School of Business intervention program aims to play a central role in filling this cultural void experienced by students by collaborating with various student support services in order to provide an effective peer- based support mechanism. Acting primarily as a referral service, the peer intervention significantly and positively impacts on student engagement and retention by engaging at risk students, identifying their specific vulnerabilities, and, where possible, facilitating contact between the student and the professional support services best suited to assist them. By offering advice that is as simple as suggesting students review their assessment tasks and attendance requirements, to establishing dialogue between students and academic course advisors, the intervention has proven to be a scalable, cost effective and valuable addition to the suite of support services available at UWS. The program has resulted in clarified communication processes and a comparison of Absent Fails between

Autumn 2013 and Autumn 2014 shows a net reduction in the Business core units of 12.6%, continuing a downward trend since the analysis commenced.

Biography

Dr Francine Garlin is the Director of Undergraduate Programs in the School of Business, UWS. She has developed a systematic approach to identifying and case managing a large volume of at-risk students undertaking their first year core subjects. Francine's PhD is in the sources of consumer self-efficacy. She has adapted material from her PhD to develop a workshop for colleagues interested in increasing their students' self-efficacy – a key variable associated with student performance.

Linda Wilkes is the Coordinator of the Transition Success program at UWS. Linda has developed this peer based outreach program, originally targeting commencing undergraduate students, to now include intervention campaigns for students identified at risk across multiple disciplines. During the Autumn 2015 pre-census campaign, the program contacted over 9000 undergraduate students. Linda's work with student support services and call centre management experience has been critical in managing a scalable and cost effective peer based support service.

P26 POSTER

It's as easy as 1, 2, 3 - targeted support for commencing STEM students.

Lisa Rice
University of New England

It is well recognised that attrition in first year STEM units is a matter of concern in higher education. Jansen and van der Meer (2012) reported that "students' preparedness for higher education is seen as one of the main factors affecting first-year attrition or study success". At the University of New England, core units in these disciplines have a higher than usual unit attrition rate compared to the average. Academic staff attribute this to a number of factors such as poor prior knowledge, limited educational experience, limited preparedness for study and ill identified educational goals resulting in poor subject choice.

It was assumed that early intervention into this high attrition area, as a partnership between teaching staff, student engagement and retention staff and students, would build the capacity of students to:

1 *Better define and enact their goals;*

2 *Develop educational resilience through capacity building;*

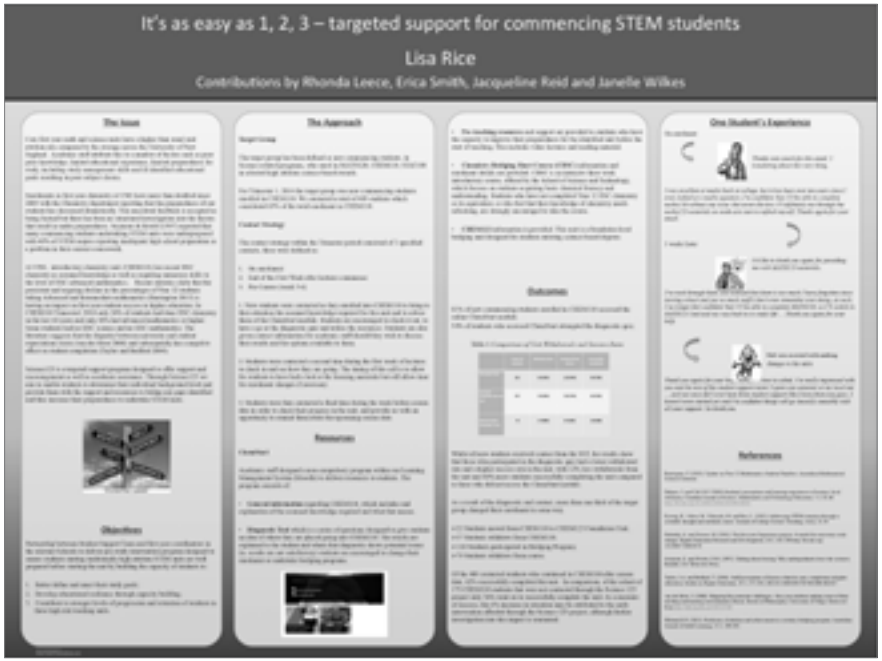
3 *Contribute to stronger levels of progression and retention in these units.*

As part of a targeted early intervention pilot program, centrally-based student support staff in conjunction with first year coordinators in the relevant Schools delivered a pre-study intervention program designed to ensure that students starting traditionally high attrition STEM units were well prepared before teaching commenced. The target group was defined as commencing students, who enrolled in Maths, Chemistry and Statistics units. The targeted period was between enrolment and census date and the results suggest that concise and targeted interventions can deliver positive outcomes.

The poster will address the topic area of 'Retention' at the program and discipline level and will outline the contact strategy that was employed and the resources that were developed to enable students to build early insight into their preparedness for study. Diagnostic tools were created to assist students identify any gaps in their background knowledge and bridging programs were designed to help bridge these identified gaps. We will review the results of the project, detailing the benefits of Science 123 to student outcomes.

Biography

A Graduate of the University of New England (Bachelor of Science) Lisa has a background in admissions and is currently Senior Student Support Officer within the Student Support Team. Along with the coordination of the Science123 program, Graduates of League program and Peer Support programs, she is involved in UNE's award winning Early Alert Program (ALTC Program Award Winner 2011).



P27 POSTER

Secret missions in eHealth: Social media and professionalism.

Dr. Krestina L. Amon and Dr. Melanie Nguyen
Faculty of Health Sciences, The University of Sydney.

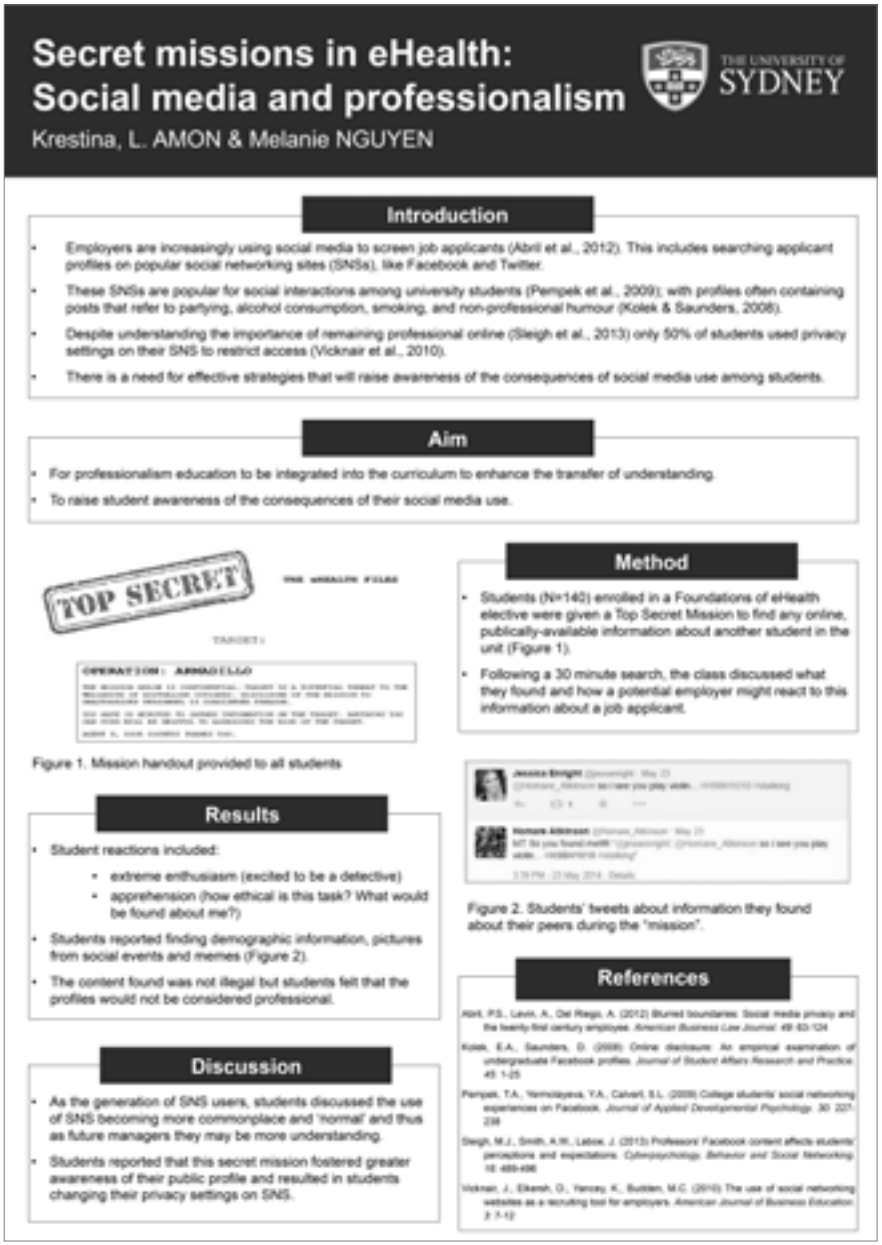
Employers are increasingly using social media to screen job applicants (Abril et al., 2012). This includes searching applicant profiles on popular social networking sites (SNSs), like Facebook and Twitter. These are popular platforms for social interactions among university students (Pempek et al., 2009) with profiles often containing posts that refer to partying, alcohol consumption, smoking, and non-professional humour (Kolek & Saunders, 2008). Despite understanding the importance of remaining professional online (Sleigh et al., 2013) only 50% of students used privacy settings on their SNS to restrict access (Vicknair et al., 2010). There is a need, then, to raise awareness with students of the consequences of their social media use. Goldie et al., (2007) found that learning activities promoting critical reflection were most effective for teaching medical professionalism. Also important was that professionalism education be integrated into the curriculum to enhance transfer of understanding. These principles were used to teach professionalism on social media to Health Sciences/Nursing students.

Students (N=140) were given a secret mission to find any online, publically-available information about another student in the unit. Following a 30 minute search, the class discussed what they found and how a potential employer might react to this information about a job applicant. Students reported finding demographic information, pictures from social events and memes. This content found was not illegal but students felt that the profiles would not be considered professional. Students reported that this secret mission fostered greater awareness of their public profile and resulted in students changing their privacy settings on SNS.

Biography

Dr. Krestina Amon is the First Year Experience Coordinator and lecturer for the Bachelor of Health Sciences at the University of Sydney. Her interests lie in developing and evaluating new programs using technology for mental health and in higher education. She has research experience in adolescent mental health and technology and has a strong interest in eHealth and social media in research. Krestina was the recipient of the Faculty of Health Sciences Dean's Citation for Learning & Teaching Award 2013.

Dr Melanie Nguyen is the First Year Experience Coordinator for the Bachelor of Health Sciences at the University of Sydney. She explores use of technology for enhancing learning, research and healthcare. Melanie has a passion for the first year experience and works with an interdisciplinary team coordinating Belong@FHS, a faculty-wide mentoring program that fosters belonging, teamwork and leadership skills. Melanie was the recipient of the Vice Chancellor's Award for Outstanding Teaching 2013 and Support of the Student Experience 2014.



P28 POSTER

A metacognitive exercise that exposes the structural complexity of the concept of 'cell membrane transfer' to first year biology students

Mark Williams, Prasad Chunduri, Lesley J Lluka, Jan H F Meyer
The University of Queensland

Metacognitive activities focussed on threshold concepts have been shown to improve student learning outcomes as demonstrated in recent work by Meyer et al. (2014). With an emphasis on structural complexity organised in terms of the Structure of Observed Learning Outcomes (SOLO) taxonomy, it has been demonstrated that metacognitive activities can impact positively on student learning and associated outcomes.

Reported here is a first stage adaptation of the Meyer et al. (2014) methodology in the context of a large first-year biology course. The metacognitive activity consisted of different parts aimed to (a) improve students' understanding of the concept of membrane transfer of substances, (b) identify weaknesses/gaps in their understanding of the structural complexity of the concept and (c) identify the critical features of the concept. Students were first asked to respond to an open ended question on how different chemical structures cross the cell membrane and were then exposed to 9 model answers of varying structural complexity. They were then required to assess these answers and assign to them a unique mark (on a scale of 1-10). Students were then provided with the instructor assigned rank for each of the model answers and justification for that ranking. Subsequently, students were required to self-evaluate their original answer to the open-ended question and justify their original assigned mark from a set of statements reflecting the conceptual structure of the SOLO taxonomy as adapted to the process of membrane transfer. These marks were then ranked and compared to those of the instructor to determine the degree to which the student assigned rank deviated from that of the instructor.

Analysis of students' responses confirmed that those with a self-assigned score of ≤4 identified that their answers were 'lacking in content' and were 'conceptually independent'. Self-reported strategies employed by the students when answering an open-ended question were also analysed. Students with scores ≥5 (a larger proportion) reported using more sophisticated strategies. Findings to date are consistent with expectations. Students' rankings deviated significantly from that of the instructor ($p<0.001$) for reasons that lie in the analyses of corresponding qualitative data presently underway and will form the basis of be reported at the conference. This first trialling of the methodology has furthermore identified areas of improvement in the manner in which the alternative model answers varying in structural complexity are composed and presented.

Biography

Mark finished his undergraduate degree in 2012 and has ever since been employed as a casual tutor at UQ. During the 2 years of his teaching experience, he has developed a great interest in the ways teaching & learning occurs, especially in first year students, and the role technology plays in higher education. He has commenced his PhD since 2014 looking into learning analytics for large courses and threshold concepts in biology.

Prasad has over 5 years of experience in coordinating large classes and has been involved in implementation of innovative technologies that aim to improve student learning, especially in first year courses. As an early career researcher, he is involved in teaching and learning grants totalling up to $500,000. Prasad's projects are in inquiry-based learning, threshold concepts, effective feedback for large classes and learning analytics.

Lesley has over 30 years of experience in university teaching and learning, including 2.5 years as the Associate Dean Academic, Faculty of Science, and has been developing and coordinating large first year courses since 2005. Faculty and university grants have funded examination of the effectiveness of innovative teaching practices and their dissemination. Lesley was awarded a University of Queensland Award for Teaching Excellence in 2010, and was nominated for Australian Teaching Excellence Awards in 2011 and 2012.

Jan Meyer was previously a Professor of Education, and Director of the Centre for Learning, Teaching, and Research in Higher Education, at Durham University in the UK where he originated, and developed with Ray Land, the notion of 'Threshold Concepts'. He has two symbiotic research interests: in university teaching, and in student learning wellbeing; particularly in terms of metalearning and metacognition activities. The Threshold Concepts Framework integrates these modelling and metalearning interests and extends them into new research domains as reflected in current publications.

P29 POSTER

Enhancing the 2nd year student Experience: How to be the Guide-on-the-Side

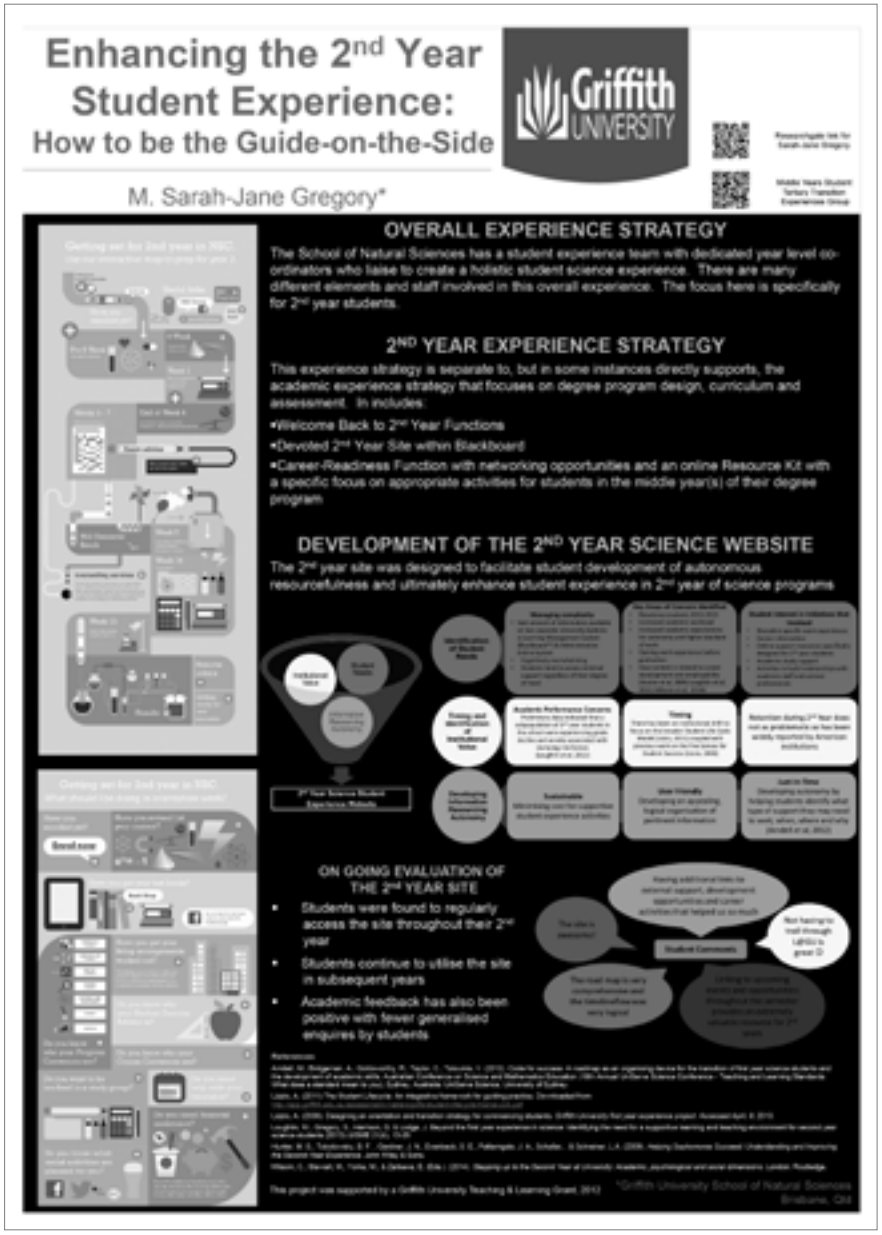
Mary Sarah-Jane Gregory
Griffith University

The complexities of transitioning from a well-supported first year experience into the second year can lead to a less than ideal experience for many students. Second year experience is influenced by psychological make-up, curriculum and a collection of extraneous factors (Milsom, Stewart, Yorke, & Zaitseva, 2014) with challenges leading to students potentially experiencing a 'slump'. This work discusses the development and impact of initiatives implemented over the past two years to enhance second year science student experiences at Griffith University. Central to this strategy has been the development of an online, just- in-time guided map resource specifically for second years providing a visually cohesive series of processes to enable positive autonomous student experiences. This initiative dovetails into second year specific career-readiness activities. As Gardner, Pattengale, Tobolowsky & Hunter (2009, p. 11) suggest an explicit, intentional, comprehensive, well-articulated, and coordinated approach to the second year communicates to sophomores that they are as valued by the institution

Combined they provide a soft landing into second year and a scaffolded approach enabling the shift to autonomous and future planning practices. Thereby fostering independently capable and forward-thinking students and minimising second year slump.

Biography

Sarah-Jane Gregory is a part-time Lecturer and 2nd Year Experience Co-ordinator in the School of Natural Sciences at Griffith University. She is known for her work with 2nd Year Science Student Tertiary Experiences, TEL, curriculum design for fostering student learning autonomy and how these affect academic staff. Her work is regularly presented at National and International levels and has been recognised with faculty and institutional level L&T awards. She is a member of the Middle Years Student Tertiary Transition Experiences Group (MYSTTEG) https://mystteg.wordpress.com.



P30 POSTER

Using podcasts to assess communication skills in science and technology

Matthew Campbell
Queensland Institute of Business and Technology (QIBT) & Griffith University

The Queensland Institute of Business and Technology (QIBT) delivers to students targeted courses to enhance academic skills such as essay writing, researching and referencing, and communication skills. One of these courses, known as 1020QBT – Academic and Professional Skills in Science and Technology, is delivered for students learning in the areas of engineering, information technology, bioscience and health. This poster presents an innovative approach to student engagement through the creative and collaborative development of student podcasts.

The intent of using podcasts as a tool to support communication skill development was based around the perception of technology as being able to better engage students (Taylor & Parsons, 2011). The podcast development process was undertaken largely within class time and in groups where students were able to work with others from their discipline with a focus on a particular area of importance in their discipline. The use of podcasts in higher education has largely been through the development, by lecturers, of additional resources that explore course material; that is, the delivery of podcasts to students for their consumption (Edirisingha, Rizzi, Nie, & Rothwell; 2007; Kay, 2012). In this case the use of a podcast was as a learning tool, with students creating, collaborating around and sharing knowledge. That is, the podcast was not solely for student consumption but was a product of student creativity. Experience of this approach indicates higher levels of student participation and greater student engagement in learning key skills for effective academic communication.

This poster shares some background to the development of this innovative approach, as well as providing examples of student products. The aim is to promote this innovation as a tool of student engagement and success with application across many fields and subjects in higher education.

Biography

Matthew Campbell is currently a Program Convenor at QIBT and Adjunct Lecturer in the Centre for Learning Futures at Griffith University. He has an extensive background in higher education with research interests in the areas of workplace learning, transitions in and out of higher education and adult learning. He currently teaches in the areas of sociology and academic skills development.

Using podcasts to assess communication skills in science and technology

Matthew Campbell
Queensland Institute of Business and Technology (QIBT) &
Centre for Learning Futures, Griffith University

Use this QR Code to access an audio presentation of this poster.

Background

The Queensland Institute of Business and Technology (QIBT) delivers to students targeted courses to enhance academic skills such as essay writing, researching and referencing, and communication skills. One of these courses, known as 1020QBT – Academic and Professional Skills in Science and Technology, is delivered for students learning in the areas of engineering, information technology, bioscience and health. Previously, assessment in this course focused on key academic skills with oral communication assessed via an in-class group presentation. This assessment was a useful exercise in requiring students to work as part of a group, undertake some research, and to deliver an oral presentation.

The previous assessment design built on research students had completed in developing a research report and was based around a core reading taken from literature in general higher education. The challenge in this approach was two-fold:

1. students found it difficult to find relevance in the research they were undertaking and success in their chosen field; and,
2. an increasing number of students were disengaged in the process of developing and delivering the oral presentation.

The intent of using podcasts as a tool to support communication skill development was based around the perception of technology as being able to better engage students (Taylor & Parsons, 2011). The podcast development process was undertaken largely within class time and in groups where students were able to work with others from their discipline with a focus on a particular area of importance in their discipline. These additional changes were aimed at supporting the technological engagement with increased relevance to student expectations and experience. It was also anticipated that through the use of technology students were able to test and develop their oral communication skills in a 'safe' environment without the stressors of a face-to-face oral presentation.

The use of podcasts in higher education has largely been through the development, by lecturers, of additional resources that explore course material; that is, the delivery of podcasts to students for their consumption (Edirisingha, Rizzi, Nie, & Rothwell; 2007; Kay, 2012) . In this case the use of a podcast was as a learning tool, with students creating, collaborating around and sharing knowledge. That is, the podcast was not solely for student consumption but was a product of student creativity. To identify this distinction the approach used here is known as **student-led podcast development**.

Student experience

Anecdotal feedback from students supported this form of assessment as positive and engaging. There were noticeable changes in student engagement , particularly as an outcome of the scaffolded classroom experiences that guided learning and podcast development. The use of technology in developing the podcast was not a hurdle and all students, even those with limited technological knowledge and skills were easily able to develop a podcast of good quality. To support student learning and skill acquisition there are a number of easily accessible YouTube videos that provide guidance on making a podcast recording. The following are links to three samples of student podcasts, submitted via SoundCloud.

References

Pedagogical approach

The podcast activity was framed to encourage students to work as part of a group to develop an audio podcast which focused on a key discipline content area. The underlying approach was based on a framework of collaborative and cooperative learning strategies (Kagan & Kagan, 2009) that encourages students to work in groups, but with scaffolded experiences to build group dynamics and enhance contributions. Students were required to create a 3 minute podcast that explains to a **non-expert audience** a key idea from their discipline area. This podcast was created by groups of 3 students with a requirement for every group member to be part of the audio recording. Within the recording students were required to make reference to research in their discipline field that related to their chosen topic, and to also provide a reference list to their tutor alongside submission of an electronic audio file.

Students were assessed against the following criteria:

- Ability to communicate clearly orally
- Ability to analyse key ideas and research within their discipline
- Knowledge of discipline ideas and challenges in explaining these ideas to different audiences
- Ability to work effectively as part of a group

Scan to listen to samples of student podcasts

Bite sized engineering

Clinical handovers

Audio recording devices

Communicating to a non-expert audience

When we communicate ideas in science and technology we can communicate to different audiences with different levels of expertise in the areas we are talking about. It is possible to categorise these audiences into 3 groups. The first group is what can be called the 'experts'. These are people who know your discipline area and you can communicate with using terms that are discipline specific. The second group can be considered to be the 'general public'. These people have no expertise in science and a limited expertise in research and academic argument. It is this group that the mainstream media tries to communicate with. There is a third group of people that exist between the general public and experts, and that is the 'non-expert' audience. This group of people are people that know things about research and academic writing, but do not know your specific discipline.

To speak effectively to a 'non-expert' audience students need to think about the following ideas:

- This group does not have knowledge of your discipline and therefore terms that you use may not be easily understood – i.e. you must explain and define everything.
- Be careful with jargon and words that can mean different things in different contexts.
- This audience are critical thinkers and cannot be easily fooled, so you must speak to them as you would a knowledgeable person.
- This audience has an interest in another area, but you need to be able to engage them in your area of interest, so you need to think about how to create excitement and interest.

P31 POSTER

Any students in the room?

Students as staff
Darren Brown, Yolanda Evagelistis, Miguel Gil
Retention and Transition
Victoria University

The poster will provide a visual perspective of the nature of advisory roles and the increasing presence of students as expert students. Over the past decade there has been a proliferation of titles to designate roles performed by students acting in an advisory capacity of one kind or another. Students are becoming more and more recognisable to other students not just as fellow-students, but also as academic and career advisors, peer mentors, research ambassadors, writing mentors, volunteers, library rovers and leaders.

Employing students "as staff" at universities can be regarded as a relatively new phenomenon, even if postgraduate students have been admitted into casual teaching positions, paid and unpaid, since a long time. Tutors and junior teaching roles performed by doctoral students have been a constant in the British and Australian teaching traditions. What is characteristically new in the "students as staff" concept is the extent to which students are invited to assume "apprentice" roles in all departments of the university. Also new are the reasons adduced in support of these initiatives, as conveyed by such words as engagement, modelling, resource building, student experience and retention.

Universities committed to provide students with a work-related experience have found in the notion of students as staff an outlet for the provision of work and work-like experiences. In so doing they have closed part of the gap traditionally existing between "institutional effort" and "student effort" (Tinto 1981). This has been achieved by introducing an element of on-the-job apprenticeship, as well as by tapping into the social and cultural capitals that students bring to the university. The "discovery" that students are in possession of stores or "funds of knowledge" (Moll and Amanti 2015) has contributed to making this notion easier to operationalise.

The VU-Ready program is a direct embodiment of the students "as staff" phenomenon. Students take on the roles of student advisors, connecting with new students on a student to student level. The VU-Ready Experience is a program made up of two components, VU-Ready 1 and 2. "Students as staff" are involved in VU-Ready 1, which is an interactive demonstration on the following: Victoria University's IT environment, online resources (Library catalogue), and where and how to access valuable Support services.

The aim of this poster is to summarise what goes on at the intersect between specialised student support services and the growing body of "students as staff" as illustrated by the VU-Ready program and the role it has played within Victoria University.

P32 POSTER

Flipping Communication Skills for Bachelor of Pharmacy Students at Monash University

Anita Dewi, Barbara Yazbeck, Tracey Whyte
Monash University Library

This poster describes a pilot currently under development at the Monash University Library targeting at first year Bachelor of Pharmacy students. The aim is to build communication competency early in undergraduate degrees. The purpose is twofold: 1) to prepare first year Bachelor of Pharmacy students for the Oral Simulation Communication Exams in second year, and 2) to build competency to undertake professional placement in later years. It is anticipated that the outcome will be a suite of case-based scenarios, developed with the use of LAMS, using a flipped blended learning approach. Once the resource is piloted and evaluated, it will provide an accessible, 'just in time' interactive resource to be used across the Bachelor of Pharmacy curriculum. In order to improve the pilot program, input and feedback from the audience on the initiative are most welcome.

Biography

Anita is a Learning Skills Adviser for Social Inclusion at Monash University Library. Prior to her current position, she was a casual Learning Skills Adviser at different branches of Monash University Library and a Sessional Lecturer in Indonesian Studies, Faculty of Arts - Monash University. She has previously worked as ELICOS teacher at Monash University English Language Centre (MUELC – Monash College, English lecturer at an Indonesian university, and English teacher at other institutions in Indonesia.

Barbara Yazbeck is a Learning Skills Adviser at Monash University. She has experience of teaching academic literacies in a variety of health-related fields including Pharmacy, Nursing, Radiography, Nutrition & Dietetics. She has a Master of Applied Linguistics as well as a Master of Arts (Melbourne University). She has an interest in critical pedagogies and theories of learning. She was a finalist in the EA PEA Award 2007.

Tracey Whyte is presently employed as the Subject Librarian for Social Inclusion at Monash University Library. She has qualifications in Information Management, Science and Statistics. Tracey has worked professionally as a Librarian since 2003 in various disciplines including arts, business, education, law and nursing."

PARALLEL SESSION

11:00AM – 11:30AM
PARALLEL SESSION 1

Room	P1	P2	P3	M4	M3	M2	M1
Parallel Session 1	**1A**	**1B**	**1C**	**1D**	**1E**	**1F**	**1G**
11:00am - 11:30am	Ups and downs in mood and energy: Associations with academic outcomes in higher education	Let's agree on what mentoring is.	Building perceived levels of self-efficacy in new tertiary healthcare students by teaching transferable skills: The Transition 2 University (T2U) program	Student Success Coaching Program: A Targeted Retention Strategy for At-Risk First Year Students	Work Integrated Learning: what do the students want? A qualitative study of Health Sciences student's experiences of a non-competency based placement.	How are first year students spending their time?	The long and the short of it. Teaching a semester long program as an intensive.
	Ben Bullock	*Sandra Egege, Salah Kutieleh*	*Allie Ford, Paula Todd, Damian Gleeson, Ian Rossiter, Myles Strous, Sebastian Borutta, Penny Presta, Cameron Fuller, Kerry Bedford, Sarah Jansen, Barbara Yazbeck, Lynette Pretorius*	*Keithia Wilson, Natalie Oostergo, Robyn Idewa-Gede, Alf Lizzio*	*Elizabeth Abery, Associate Professor Claire Drummond, Nadia Bevan*	*Amanda Richardson, Sharron King, Tim Olds, Gaynor Parfitt, Belinda Chiera*	*Julie Penno*
	Swinburne University of Technology	*Flinders University*	*Monash University*	*Griffith University*	*Flinders University*	*University of South Australia*	*University of Southern Queensland*

01A REFERRED PAPER

Ups and downs in mood and energy: Associations with academic outcomes in higher education

Ben Bullock
Swinburne University of Technology

Individual differences in mood and energy may affect academic outcomes in higher education. With little previous research investigating this relationship it is not known whether mood and energy traits help or hinder academic performance. The current study addresses this gap in the literature by investigating ups (high mood and energy) and downs (low mood and energy) in a small sample of University students in their first year of a psychology degree. The results suggest that low mood and energy traits may be detrimental to academic performance. High mood and energy traits however, were not associated with academic performance. Implications of the findings, in particular those regarding low mood and energy, are that, unlike the trait itself, the behaviours associated with the trait (e.g., procrastination, distraction, low motivation) are amenable to change through psychological interventions. Several of these interventions are discussed.

Biography

Dr. Bullock is a research and teaching academic at Swinburne University of Technology. He completed his PhD project on biological rhythms in bipolar disorder in 2011. He has published several papers in peer-reviewed journals and presented his findings at national and international conferences. As well as continuing to investigate biological rhythms in bipolar disorder he also conducts research on conscientiousness, morningness, and time-related traits in normal populations. Dr. Bullock teaches undergraduate units in general psychology, abnormal psychology, and social psychology.

01B REFERRED PAPER

Let's agree on what mentoring is

Dr Sandra Egege and Associate Professor Salah Kutieleh
Flinders University

Peer mentoring is often considered the single most effective strategy for increasing student retention and student satisfaction. As a consequence, mentoring programs have been widely adopted by most universities, and are a staple feature of any good transition program. Despite this, there appears little consistency in what falls under the term and in what constitutes a mentoring program. It could be argued that it doesn't matter how mentoring is defined as long as the practice is of benefit to students. This paper argues that it does matter and that elucidating what Bozeman and Feeney (2007) call the 'boundary conditions' of mentoring is crucial to the evaluation and improvement of our practice. After presenting its argument, the paper seeks to make a contribution towards setting what those boundary conditions might be, drawing on experience from an Australian University.

Biography

Dr Sandra Egege joined Associate Professor Kutieleh to form the Transition Office in 2012. In this role, she has helped develop transition and retention policies and a University-wide mentoring program for which she provides centralised training. Prior to this, Sandra worked for ten years as an academic advisor in the Student Learning Centre. Her current research interests include the concept of mentoring and its role in retention, and effective critical thinking instruction to commencing and international students.

Associate Professor Salah Kutieleh was appointed as the Director of Transition in 2012 after serving ten years as the Head of the Student Learning Centre. Salah's appointment reflects the University's commitment to a whole-of-university approach to student orientation, transition and retention. He has led and coordinated a number of successful transition and academic support programs. His research interests include student attrition and retention, international students' approaches to learning, plagiarism, postgraduate supervision, globalisation and Higher Education, the new learner, and assessment methods.

01C REFERRED PAPER

Building perceived self-efficacy in new tertiary healthcare students by teaching transferable skills: The Transition 2 University (T2U) program.

Allie Ford[1], Paula Todd[1], Damian Gleeson[1,2], Ian Rossiter[1,2], Myles Strous[1], Sebastian Borutta[1], Penny Presta[1], Cameron Fuller[1], Kerry Bedford[1], Sarah Jansen[1], Barbara Yazbeck[1], and Lynette Pretorius[1]

[1] Monash University Library and

[2] Higher Education Participation and Partnerships Program Monash University

New university students not only need to learn a wide range of skills, but also have to gain the belief that they can succeed (perceived self-efficacy). This paper describes the evaluation of a transition program designed to teach transferable skills at the beginning of university study. Importantly, we show that this program improved students' perceived self-efficacy during university transition through the provision of authentic mastery experiences and social persuasion. We also show that the improved perceived self-efficacy of program participants persisted until at least the end of the first semester of study. Finally, we demonstrate that participants felt the transition program improved their overall transition experience.

Biography

Dr. Allie Ford is a Learning Skills Adviser at Monash University. She works with academics to integrate academic skills development and training into the curriculum. She also teaches at both undergraduate and postgraduate levels in a range of academic disciplines. Allie has qualifications in Astrophysics, Chemistry and Education and her research interests include the scholarship of teaching and learning, assessment, reflective practice, transition and curriculum design.

Paula Todd is a Subject Librarian for Medicine, Nursing and Health Sciences. Her qualifications include Arts, Information Science and Education. She has 20 years of experience in academic libraries and has an interest in information literacy and researching skills. Her current role involves developing these skills in transitioning students and promoting research skill importance to the clinical workplace.

Damian Gleeson has been a Learning Skills Adviser at Monash University's Malaysia, Berwick and Caulfield Library branches, working with academics and students. He develops face-to-face and online teaching programs and materials and has been an educator for over sixteen years in five different countries.

Ian Rossiter is a Senior Coordinator in the Library at La Trobe University. He works with students and staff to ensure services relating to information literacy are provided. Previously, he worked at Monash University as a Subject Librarian employed under the Higher Education Participation and Partnerships scheme.

Myles Strous is a Librarian at Federation University Australia and has qualifications in Microbiology and Librarianship. He provides various research and liaison services and endeavours to develop the information literacy skills of students, academic staff and researchers. Previously, Myles worked at Monash University as a Liaison Librarian for Nursing and Midwifery, Medicine and Information Technology.

Sebastian Borutta is a Learning Skills Adviser at Monash University Library, with qualifications in Applied Science, Business and Education. He works across disciplines to integrate academic skills development into the curriculum at an undergraduate and postgraduate level.

Penny Presta is the Subject Librarian at Monash University's Berwick campus. She has a Master of Information Management and Systems and works with academic staff and students at Berwick to develop research skills.

Dr. Cameron Fuller is a Learning Skills Adviser at Monash University. Having completed a PhD in Creative Writing, he now designs and delivers a range of skills-based programs and resources for Art, Design and Architecture students.

Kerry Bedford is the Manager of the Berwick and Peninsula branches of Monash University Library. She has qualifications in Education and Library and Information Science. She is responsible for coordinating the Research and Learning Skills programs at the Berwick and Peninsula Libraries.

Dr. Sarah Jansen is a Research and Learning Coordinator at Monash University Library, with qualifications in Biomedical Sciences and a PhD in Embryology. Sarah has 10 years of experience in the higher education sector. Through past experiences in course coordination and curriculum design Sarah has become increasingly more passionate about teaching, learning and assessment practices. In her current role, she has particular interests in blended learning techniques to enhance student engagement, learning-orientated assessment practices and academic integrity.

Barbara Yazbeck is a Learning Skills Adviser at Monash University. She has experience of teaching academic literacies in a variety of health-related fields including Pharmacy, Nursing, Radiography, Nutrition and Dietetics. She has a Master of Applied Linguistics as well as a Master of Arts (Melbourne University). Barbara has an interest in critical pedagogies and theories of learning and was a finalist for the Pearson's English Australia Award in 2007.

Dr. Lynette Pretorius is a Learning Skills Adviser at Monash University. She works with academics to integrate academic skills development and training into the curriculum. She also teaches at both undergraduate and postgraduate levels in a range of academic disciplines. Lynette has qualifications in Medicine, Science, Education and Counselling and her research interests include the scholarship of teaching and learning, assessment, curriculum design, heart failure, and atrial fibrillation.

01D GOOD PRACTICE REPORT

Student Success Coaching Program: A Targeted Retention Strategy for At- Risk First Year Students

Keithia Wilson, Natalie Oostergo, Robyn Idewa-Gede, Alf Lizzio
Griffith University

This paper reports the implementation and evaluation of a coaching program designed to provide individualised support to a range of at-risk first year student populations: commencing, continuing, and probationary students. An initial Pilot Coaching Program with 19 students at-risk of early failure in their first semester provided evidence for the efficacy of this approach, and informed the design and implementation of an institutional coaching program (33 coaches and 319 at-risk students). Outcome evaluations of the Student Success Coaching Program indicated positive increases in participants' academic performance as indicated by the number of courses passed. Academic performance was particularly evident in first-year probationary students who had failed two or more courses in their first semester and were engaging in coaching for purposes of academic recovery. Process evaluations indicated that students experienced coaching as safe and supportive and particularly helpful in developing their time management, organisation skills, academic confidence, and motivation.

Biography

Keithia Wilson is the Portfolio Leader Student Success and Retention at Griffith University where she is developing co-curricular and curricular strategies to facilitate the successful orientation, engagement and retention of commencing students. She has recently completed an ALTC National Senior Fellowship on the First Year Experience (2010-2012), and has been recognised for her effectiveness as an educator and for her scholarship in learning and teaching, receiving the ALTC Prime Minister's Award for the 2007 Australian University Teacher of the Year.

Natalie Oostergo is the Senior Project Officer for High Impact Retention Strategies at Griffith University, working with staff and students to implement strategies to support the diverse needs of first year students with a focus on retention. She is the manager of the Student Success Coaching Program, which provides an intensive case management model for supporting students at risk of early attrition. Natalie has over ten years experience in tertiary education and has won a Vice-Chancellors Performance Award at QUT.

Robyn Idewa Gede is a registered Psychologist and is Student Success Advisor, Student Success Coach, and Student Success Coach Coordinator at Griffith University for the School of Applied Psychology, Mt Gravatt. Prior to this she was a Career Counsellor and Counsellor at Queensland

University of Technology. Robyn has also taught academic level English to international students at Griffith University, and been an examiner for the International English Language Testing System at the University of Queensland.

Alf Lizzio is the Dean Learning Futures at Griffith University. In this role he has led a number of university wide interventions on student success and published widely in learning and teaching.

01E NEW IDEAS AND EMERGING INITITIVIES

Work Integrated Learning: what do the students want? A qualitative study of Health Sciences student's experiences of a non-competency based placement.

Elizabeth Abery, Associate Professor Claire Drummond, Nadia Bevan
School of Health Sciences, Flinders University

Work Integrated Learning (WIL) offers students the opportunity to explore and expand on theoretical concepts encountered throughout their academic studies in an applied real-life context. WIL also assists students in their transition from educational to professional practice informed by experience, engagement and reflection. Traditionally, disciplines such as Medicine, Nursing, Education, and Law incorporate WIL into their programs. Literature outlines the benefits of a WIL placement to measure learned competencies, which are integral to such fields of practice. Currently the scope for a WIL experience is expanding into other non- clinical courses due to increasing pressure for universities to produce 'work ready' graduates. However, in generalist degrees, such as Health Sciences, where clinical or explicit skill competencies are not required, the WIL experience is generic. This study sought the perceptions of past Health Sciences student's WIL experiences in order to develop appropriate resources for future students.

Biography

Elizabeth Abery is a Lecturer in the School of of Health Sciences, Flinders University. Her current role involves teaching and co-ordinating core topics for first year Health Sciences students, and preparing, supervising and mentoring final year Health Sciences students on practicums. She was recently awarded a Teaching and Learning Innovation Grant to explore and develop resources to support students in that journey. Current research interests include methods to empower and prepare students to become holistic and work ready health practitioners.

Nadia Bevan is the Research Support Officer for Sport Health and Physical Education (SHAPE) Research Centre at Flinders University. Nadia works as a Research Assistant on multiple research projects including the evaluation of the Right Bite Healthy Food and Drink Supply Strategy. Nadia is undertaking her Honours degree in the Bachelor of Health Sciences, researching the experiences of adolescent females in traditionally masculinised sporting teams, including soccer, cricket and Australian rules. Nadia is a member of the Australian Health Promotion Association.

Claire Drummond is an Associate Professor of Health Promotion and Associate Head of Teaching and Learning in the Faculty of Medicine, Nursing and Health Sciences at Flinders University. Claire is the Chair of the Faculty Teaching and Learning Committee and oversees academic policy and procedural issues of strategic significance to teaching and learning. Claire has also won a number of Teaching and Learning Innovation Grants in areas ranging from work integrated learning to on-line delivery of curriculum.

01F NEW IDEAS AND EMERGING INITITIVIES

How are first year students spending their time?

Amanda Richardson, Sharron King, Tim Olds, Gaynor Parfitt, Belinda Chiera
School of Health Sciences, University of South Australia
UniSA College, University of South Australia
School of Information Technology and Mathematical Sciences, University of South Australia

For commencing university students the first year can be an exciting and confusing time, with many often feeling overwhelmed and unsure about what they ought to be doing to succeed. They know they need to spend time studying, but they also need time to work, travel, and socialise, as well as eat, sleep and exercise to maintain their health. Striking a balance is hard and students need guidance, however there is very limited information about how students are actually spending their time. This study collected detailed time recalls from over 600 health science students across their first year at university, capturing the range of activities they were engaged in. This dataset provides an opportunity to gain a unique insight into what students are doing with their time, allowing exploration of possible strategies to improve time management as well links between academic success and health/well-being for students.

Biography

Amanda Richardson is a current PhD candidate in the School of Health Sciences at the University of South Australia. Her PhD research is exploring predictors of first year student success; in particular the influence of students' personal characteristics and their time use and the way these factors may influence both their academic and health outcomes during the first year. Amanda's other research interests include the first year experience, and student health and wellbeing more generally.

Associate Professor Sharron King is the Academic Director and Deputy Head of UniSA College. The College provides a Foundation Studies Program and a range of Diplomas as enabling pathways to university degrees. Sharron's research interests focus primarily on first year students and their transition to university, as well as student health and well-being and widening access to university for students who face educational disadvantage.

Tim OLDS is a professor of behavioural epidemiology at the University of South Australia. His research interests have been in mathematical modelling of cycling performance, population and sports anthropometry, and more recently secular trends in the sleep, fitness, fatness, physical activity and food intake of children and adolescents. He is a regular columnist for Australasian Scientist, and has contributed to New Philosopher and The Conversation.

Gaynor Parfitt is an Associate Professor in Exercise and Sport Psychology. Her research interests include, chronic and acute effects of exercise on affective responses and well-being, motivational factors that may influence adoption and maintenance of exercise and physical activity and methods of exercise intensity regulation to maximise psychological and physical benefits. Her research populations include those with chronic diseases (cancer, diabetes, stroke and heart disease) as well as sedentary and active individuals across the life-span.

Dr Belinda Chiera has a PhD in Applied Mathematics and is a Lecturer in Statistics in the School of Information Technology and Mathematical Sciences, University of South Australia. Belinda has a varied research background, borne from a passion for tackling challenging analytical problems encompassing, but not restricted to, the analysis of high-dimensional large data sets as applied to student analytics, social network analysis of high-dimensional communications networks and atmospheric air pollution modelling.

01G NEW IDEAS AND EMERGING INITITIVIES

The long and the short of it. Teaching a semester long program as an intensive.

Julie Penno
Open Access College, University of Southern Queensland

This article concentrates on the Tertiary Preparation Program (TPP) which was run for the third time as an Intensive program (TPPIP) over two by two week blocks in semester three of 2014/15. The TPP is a scaffolded three credit enabling program which serves as an introduction to academic communication and study management skills through the teaching of generic academic and study skills. There is also a maths course included in the program. It was the first time that the Intensive course was run at Springfield campus. The program material was available both online and also presented to students in hard copy. The purpose of the Intensive program was to offer final year high school students from low socioeconomic backgrounds the opportunity to improve or gain a score which would allow them entry to tertiary studies.

Biography

Julie Penno is an associate lecturer in the Open Access College Tertiary Preparation Program at the University of Southern Queensland Springfield campus. She has worked in education in a variety of institutions in Australia, Taiwan and Sweden. She is interested in many things, one of them being the transformation of the learner as they develop further confidence and skills, gain greater self-efficacy and invest in their learning.

11:40AM – 12:10PM
PARALLEL SESSION 2

Room	P1	P2	P3	M4	M3	M2	M1
Parallel Session 2	**2A**	**2B**	**2C**	**2D**	**2E**	**2F**	**2G**
11:40am - 12:10pm	Foundations for change, confidence, and new opportunities: impacts of a university enabling program in north-west Tasmania	Beyond the economics, benefit and cost of higher education: First in family student perspectives	Can communication models inform good feedback practice? A historical review	Supervising honours students: A Cinderella story.	Teaching with student wellbeing in mind: A new initiative to support the academic experience and outcomes of university students.	Spiced Cooking Demonstrations: Connecting Students across Cultures with Food	Effective transition for non-traditional students begins before the first year experience - A school to university co-enrolment approach to transition.
	Nicole Crawford, Susan Johns, Lynn Jarvis, Cherie Hawkins, Mike Harris and David McCormack	*Charmaine Graham, Sharron King, Ann Luzeckyj, Ben McCann*	*Gregory Nash, Gail Crimmins, Richard Bond, Mary-Rose Adkins, Ann Robertson, Lee-anne Bye, Janet Turley & Florin Oprescu*	*Madeleine M. Laming*	*Wendy Larcombe, Chi Baik, Abi Brooker*	*Peter Andrinopoulos, Tahirih Ernesta, Shoaib Gill, Tristana Sidoryn, Olexij Straschko*	*Jacinta Richards*
	University of Tasmania	*University of South Australia, Flinders University, University of Adelaide*	*University of the Sunshine Coast*	*Murdoch University*	*University of Melbourne*	*University of South Australia*	*Victoria University*

02

02A REFERRED PAPER

Foundations for change, confidence, and new opportunities: impacts of a university enabling program in north-west Tasmania

Nicole Crawford, Susan Johns, Lynn Jarvis, Cherie Hawkins, Mike Harris and David McCormack
University of Tasmania

University enabling programs develop students' academic skills and understandings of the academic culture and environments, facilitating students' transition into undergraduate courses. In addition to confirming these short-term benefits of enabling programs, this research explored the medium and longer-term impacts of the University of Tasmania's University Preparation Program (UPP). Past cohorts of successful UPP students from 1996 to 2007, in north-west Tasmania, were targeted. The study used a mixed methods approach, with surveys (quantitative) and interviews (qualitative). The findings are described in terms of three inter- related layers: foundations for change, confidence, and new opportunities. Developing academic skills and an understanding of the new culture led to students developing confidence, which empowered them to undertake undergraduate studies; this step, in turn, flowed on to further new opportunities, such as employment and leadership roles. This study illustrates that enabling programs are a transition strategy with multiple benefits, especially for students from under-represented backgrounds.

Biography

Dr Nicole Crawford is the Campus Coordinator in Launceston for the University of Tasmania's Pre-degree Programs. This position includes unit coordination, lecturing, and tutoring in UTAS's open access enabling program, the University Preparation Program (UPP), as well as fulfilling a pastoral care/student advisor role. Nicole's research interests include enabling programs; social inclusion and equity in higher education; and student wellbeing.

Dr Susan Johns is the Research Officer Social Inclusion in the Centre for University Pathways and Partnerships at the University of Tasmania. She has managed a number of research projects relating to rural education and training in the secondary and tertiary sectors, and rural health and wellbeing. Her research interests include educational aspirations, alternative pathways to higher education, and the community development role of rural educational institutions.

Lynn Jarvis was formerly the Manager of the Pre-degree Programs at the University of Tasmania, which encompassed the University Preparation Program (UPP), the Bachelor of General Studies foundation year pathways, and the Murina preparation course for Aboriginal and Torres Strait Islander students. Lynn is currently undertaking a Doctorate of Education in Higher Education at the University of Wollongong.

Dr Cherie Hawkins is an Adjunct Researcher with the Institute for Regional Development at the University of Tasmania and the Project Manager of Tigerhawk Consulting. She also works as a Practice Development Consultant for Optia Incorporated. Cherie is most interested in research and projects that explore aspirations, participation in higher education, rural educational disadvantage and social inequities more broadly.

Mike Harris is an Associate Lecturer in Pre-degree Programs at the University of Tasmania, Cradle Coast Campus.

David McCormack was the former Campus Coordinator of the Pre-degree Programs at the University of Tasmania, Cradle Coast Campus.

02B REFERRED PAPER

Beyond the economics, benefit and cost of higher education: First in family student perspectives

Charmaine Graham, A/Prof Sharron King, Dr Ann Luzeckyj, A/Prof Ben McCann
UniSA College, University of South Australia, Centre for University Teaching, Flinders University, Faculty of Arts, University of Adelaide

Internationally, higher education is considered key to individual and societal economic success. Using a narrative inquiry approach, this paper broadens our understanding of the benefit and cost of participating in higher education (HE) beyond employment opportunities and tuition fees. The qualitative study on which this paper is based explores the lived experience of eighteen First in Family (FiF) students to create a collection of narrative accounts. On the basis of this evidence, we argue that the benefit of HE extends to encompass the strengthening of FiF students' sense of competencies and confidence, contributes towards broadening of social experiences, and transforms perspectives. Furthermore, associated non-monetary costs of HE includes the requirement to balance competing life demands and the adoption of poor health behaviours. The study highlights the importance of both monetary and non-monetary factors when assessing overall return on investment of HE.

Biography

Charmaine Graham has over 15 years' experience working in human resource management and employment law in Australia and the UK. She is currently completing her final year of Bachelor of Psychology (Honours) and is involved in a number of research areas including the mental well-being of university students; access and equity in higher education and student experiences.

Associate Professor Sharron King is the Academic Director and Deputy Head of UniSA College. The College provides a Foundation Studies Program and a range of Diplomas as enabling pathways to university degrees. Sharron's research interests focus primarily on first year students and their transition to university, as well as student health and well-being and widening access to university for students who face educational disadvantage.

Ann Luzeckyj is Senior Lecturer in Higher Education, First Year Undergraduate Teaching Advisor in the Centre for University Teaching at Flinders University. Ann provides support, resources and advice to staff who work with first year undergraduate students. She also undertakes research and has been involved in a number of grants related to aspects of first year teaching and learning. Ann's other duties include supporting sessional teaching staff and coordinating the Flinders Foundations of University Teaching program.

Ben McCann is Associate Professor of French Studies and Director of Student Experience in the Faculty of Arts at the University of Adelaide. Ben works with staff to support student transition to university and improve curriculum design and pedagogies to enable closer alignments with the University's retention priorities. His role also involves developing appropriate mechanisms for cohort tracking and identification of 'at risk' students. Ben was the co-leader of an OLT-funded project on Staff and Students Expectations and Experience (2009-2012).

02C REFERRED PAPER

Can communication models inform good feedback practice? A historical review

Gregory Nash, Gail Crimmins, Richard Bond, Mary-Rose Adkins, Ann Robertson, Lee-anne Bye, Janet Turley & Florin Oprescu
Faculty of Arts and Business, University of the Sunshine Coast

A historical review of communication models demonstrates an evolution in understanding of communication progress, from linear modelling in its beginnings to a transactional and dynamic process in contemporary models. Given the importance of effective communication in higher education, and the equally important role of assessment feedback in student learning, can these communication models be used to inform good assessment feedback practice? This paper evaluates assessment feedback practice against four models of communication, using Nicol and Macfarlane-Dick's (2006) seven principles for good feedback practice in undergraduate education.

Biography

Dr Gregory Nash is a Lecturer in Communication and has 10 year's teaching experience, the last three of which he has coordinated the University of the Sunshine Coast's largest course, COR109. Greg's research focus is on first-year in higher education where he has produced numerous Journal and conference papers and also published two textbooks on approaches to university assessment, as well as developing a methodology for the study of creative writing.

Dr Gail Crimmins is a co-coordinator of a large first year course which is compulsory for all students at USC. She is an active researcher into assessment and feedback, the scholarship of teaching and learning, and the lived experience and professional development of sessional staff. Gail was part of a course coordination team awarded a National OLT Award for Building Leadership in the Support and Advancement of Sessional Staff in Australia, and is an experienced academic development coordinator.

Richard Bond's areas of special interest include the implementation of effective communication strategies in higher education, community development, Indigenous engagement, neo-institutional and organisational theoretical perspectives in relation to Australian universities and the theoretical underpinnings of learning and teaching in higher education. Within his current focus on the experience of first year students at University, he collaborates with colleagues, researching and developing strategies, content and tools which more effectively engage first year students and enhance their experience of higher education.

Mary-Rose Adkins has taught in higher education since 2002. Her teaching has included delivering courses in certificate and diploma level TAFE studies, tertiary preparation, first year introductory units and advanced level units in Indigenous studies and social sciences. She is currently employed in a team of associate lecturers teaching a first year compulsory foundational course at the University of the Sunshine Coast. Her interests are in cultural competencies, Indigenous governance and student's early experience within the academy.

Ann Robertson is an Associate Lecturer in Communication and contributes to the design, delivery and assessment of the mandatory first year course, COR109 Communication and Thought. Her teaching and research background is in second language education (TESOL and Japanese as a Foreign Language) and linguistics, and she also teaches and coordinates courses in these areas.

Lee-anne is an Associate Lecturer in Communication and Thought, facing the challenge of contributing to the development and success of a large first year course at a growing, regional university. She completed a Bachelor of Arts degree with a double major in Communication and Social and Community Studies, as well as an Honours degree in Sociology and a PhD in 2013 in Organisational Management exploring the benefits of workplace social capital. Lee-anne's teaching experience is varied across Faculties and Schools.

Janet Turley is a co-coordinator of a large foundational first year course, and a joint recipient of an OLT citation. Janet joined the University of the Sunshine after working in international business as a researcher and trainer. Her research interests focus on first year student transition and development of student self- efficacy, face to face feedback on assessment and managing large on-campus courses and she has published journal articles and conference papers nationally and internationally.

Dr Florin Oprescu is a health promotion and health communication specialist with experience in mixed methods research. Florin's experience encompasses a range of projects across topics and disciplines including medicine, nursing, paramedic science, occupational therapy, information technology, communication and education. He is currently contributing to programs and research designed to enhance teaching and learning in higher education. Examples include action research, first-year experience and use of information technology in education. He is teaching large first-year classes and technical postgraduate classes.

02D GOOD PRACTICE REPORT

Supervising honours students: A Cinderella story.

Dr Madeleine M. Laming
Centre for University Teaching and Learning
Murdoch University

For many students at Australian universities, Honours is their first introduction to research and their first experience of sustained writing for research. Murdoch University's Graduate Research Education and Training (GREAT) Program offers students a suite of seminars and workshops to support their academic progress and development as researchers. This paper proposes a model of good practice that will assist Honours students to use writing as process that is central to their scholarly thinking, and to develop a practice of writing that will assist them to thesis completion and beyond their candidature.

Biography

Madeleine Mattarozzi Laming is Senior Lecturer in First Year Experience in the Centre for University Teaching and Learning at Murdoch University in Western Australia. Prior to taking up this position she was a teacher educator and a teacher of English and ethics for some years. Her research interests have included the professional development of school teachers and classroom practice. More recently she has turned her attention to the experiences of students making the transition into and through university and the professional development of academic staff.

02E NEW IDEAS AND EMERGING INITITIVIES

Teaching with student wellbeing in mind: A new initiative to support the academic experience and outcomes of university students.

Wendy Larcombe, Chi Baik, Abi Brooker
Melbourne Law School, University of Melbourne
Melbourne Centre for the Study of Higher Education, University of Melbourne

Academic educators across Australia are increasingly aware of the high levels of psychological distress experienced by significant numbers of their students. Many academics are keen to develop teaching environments and practices that better support student mental health. Yet there is currently no comprehensive guidance to assist academic teachers to embed into practice pedagogical principles and approaches that support the psychological needs of university students. The national resources produced by our Office for Learning and Teaching funded project will be a significant initiative to address that gap. Culminating in an open-access online course for university teachers, Teaching with Student Wellbeing in Mind will make an important contribution to stimulating innovation in curriculum design and teaching practice with the aim of improving student psychological wellbeing as well as learning outcomes. This workshop will invite educators to tell us what they know and would like to know about teaching for student mental wellbeing.

Biography

A/Professor Wendy Larcombe is an Associate Professor at Melbourne Law School, the University of Melbourne. She has an established national profile as an expert legal educator. Her contributions to teaching and learning lead to the award of a National Citation in 2011. Wendy chairs the Student Wellbeing Working Group at Melbourne Law School, and is a member of the university's Teaching and Learning Development Committee. In 2013 she led a major project investigating university students 'mental wellbeing and course experiences.

Dr Chi Baik is a senior lecturer in the Melbourne Centre for the Study of Higher Education (MCSHE), the University of Melbourne. She coordinates the CSHE's academic development programs including the Graduate Certificate in University Teaching, and is co-director, with Prof Richard James, of an OLT-funded project on professionalising university teaching. She has led major university wide initiatives to provide professional development and support for university staff and developed widely used programs and resources for students and staff.

Dr Abi Brooker is a research fellow at Melbourne Centre for the Study of Higher Education, the University of Melbourne. Abi completed her PhD at the Melbourne School of Psychological Sciences, investigating refugee, immigrant, and local students' challenges. She was principal tutor at the school in 2013 and 2014, and was awarded a Teaching Excellence Award (Tutor). She currently manages an OLT-funded project with Dr Baik and A/Prof Larcombe, promoting university student mental wellbeing through curriculum design and teaching practices.

02F NEW IDEAS AND EMERGING INITITIVIES

Spiced Cooking Demonstrations: Connecting Students across Cultures with Food

Peter Andrinopoulos, Tahirih Ernesta, Shoaib Gill, Tristana Sidoryn, Olexij Straschko
University of South Australia, Business School

The Spiced cooking demonstrations provide students with opportunities to engage in positive cross-cultural experiences that facilitates the formation of 'global communities.' The Spiced demonstrations allow students to share cultural experiences through the sounds, sights, smells and tastes of the different regions of the world. Students also learn about healthy eating. Early results from the Spiced events indicate that the event was well received; 96% of students would recommend attending Spiced and 89% of students felt part of the university community.

In this session, data will be presented highlighting the results from the Spiced cooking demonstrations and providing information on the program design. There will also be a Spiced game with prizes for participants.

Biography

Tristana Sidoryn is the Coordinator: Student Transition in the University of South Australia, Business School, and coordinates the implementation of a range of initiatives to improve the experience of first year students. These include a peer mentoring program (Business Mentors), Peer Assisted Study Sessions (PASS), Spiced, Your Culture, My Culture and Orientation.

Shoaib Gill is a Student Engagement Officer in the University of South Australia, Business School. Shoaib is a graduate of the UniSA Business School. This role supports the implementation of a range of initiatives to improve the experience of first year students.

Peter Andrinopoulos is a Student Engagement Officer in the University of South Australia, Business School. Peter is a graduate of the UniSA Business School. This role supports the implementation of a range of initiatives to improve the experience of first year students.

Olexij Straschko is a Student Engagement Officer in the University of South Australia, Business School. Olexij is a graduate of the UniSA Business School. This role supports the implementation of a range of initiatives to improve the experience of first year students.

Tahirih Ernesta is a Lecturer and Tutor at the University of South Australia. Tahirih is a graduate of the UniSA Business School. Tahirih is currently the Course Coordinator for the Global Experience Professional Development course.

02G NEW IDEAS AND EMERGING INITITIVIES

Effective transition for non-traditional students begins before the first year experience - A school to university co-enrolment approach to transition.

Jacinta Richards
Victoria University, Melbourne

At a time when it is necessary to think creatively about effective ways to prepare, encourage and induct students from diverse backgrounds into higher education, it is important to focus on not just improving the first year experience, but also on the potential for schools and universities to work together to better construct the transition of these students across sectors and institutions to both build aspiration and to ensure future retention and success. This paper reports on a two-year co- enrolment project being undertaken at Victoria University with its neighborhood schools in the west of Melbourne. Firstly it looks at the development, implementation and review of a pilot project in 2014 that brought secondary students into the university in Years 11 and 12 to undertake university studies, and also on how the outcomes and learnings from this pilot continue to inform subsequent iterations of the program at Victoria University (VU).

Biography

Jacinta Richards, Manager, Student Learning Pathways at Victoria University has a leadership role in preparing and inducting non-traditional students from diverse educational backgrounds for study in degree courses. As part of this responsibility she manages the university's Higher Education Participation and Partnership Program (HEPPP) funded Early-Uni Pathways initiative where she works with secondary schools and the University to build and support pathways for Year 11 and Year 12 secondary school students, through co-enrolment in tertiary and secondary programs.

PARALLEL SESSION 3
12:20PM – 12:50PM

Room	P1	P2	P3	M4	M3	M2	M1
Parallel Session 3	**3A**	**3B**	**3C**	**3D**	**3E**	**3F**	**3G**
12:20pm - 12:50pm	Crisis in teacher education in South Africa: the need to interrogate first-year student profile characteristics	Public Speaking Anxiety: The S.A.D. Implications for Students, Transition, Achievement, Success and Retention.	From homeland to home: The LEAP-Macquarie Mentoring (Refugee Mentoring) Program	An institutional progress report on embedding a 3rd Generation Approach: Herding Schrodinger's cats over obstacles and into one basket.	Choose your own mentor: Trialling an online self-allocation process in a peer mentor program	A GPS for Group work: Providing the best route to a successful group work experience for enabling students.	Student engagement: Pre-commencement strategies via KickStart
	Subethra Pather	*Pamela Martin-Lynch, Helen Correia, Christopher Cunningham*	*Ruth Tregale, Semra Tasta, Sonal Singh*	*David Roach*	*Corinne Loane*	*Deanna McCall, Bronwyn Relf*	*Yvonne Breyer, Leigh Wood, Mauricio Marrone*
	Cape Peninsula University of Technology	*Murdoch University*	*Macquarie University*	*University of Western Sydney*	*University of Western Sydney*	*University of Newcastle*	*Macquarie University*

03A REFERRED PAPER

Crisis in teacher education in South Africa: the need to interrogate first-year student profile characteristics

Subethra Pather
Faculty of Education, Cape Peninsula University of Technology

Research into the characteristics of student teachers prior to them entering teacher education programmes may be helpful in addressing the country's national concerns about the quality of school education. Such research may mitigate to some extent the high teacher attrition rate and, consequently, the imminent shortage of teachers in South Africa. Considering the diverse nature of the first year intake of trainees and the need to mould them into highly motivated, creative and dedicated educators who will stay the course, the study set out to gain a better understanding of who our first-year teacher education students are. The study utilised a pragmatic approach and reports on quantitative data gleaned via a survey. A 138-item questionnaire was used to collect data from 195 first- year teacher education students. Key findings indicate that students' parental education, financial circumstances and pathways to tertiary education are crucial elements that influence academic success and retention.

Biography

Subethra Pather (M Ed) is an academic at the Cape Peninsula University of Technology in Cape Town, South Africa. As the First Year Experience (FYE) co-ordinator in the faculty of education her specialist field include: teacher education, student learning support and FYE with particular reference to student habitus, expectations, challenges and retention. Her doctoral study which focused on pre-entry factors influencing FYE collaborated as part of a larger project, titled Education and Emancipation within the Higher Education and Training sector in South Africa.

03B REFERRED PAPER

Public speaking anxiety: the S.A.D. implications for students, transition, achievement, success and retention.

Pamela Martin-Lynch, Helen Correia, Christopher Cunningham
Murdoch University

Public speaking anxiety, as an aspect of social anxiety, while not necessarily constituting a social anxiety disorder (S.A.D.) is widespread in society. This paper considers the largely unspoken equity issue of public speaking anxiety, its prevalence, symptomology and potential implications for students in higher education and the future. A small pilot research project was undertaken as a preliminary step to understand local conditions and open up a space for ongoing and extensive research in the Australian context. The preliminary findings suggest the social anxiety and public speaking anxiety may impact negatively on student engagement with oral communication assessments and that further research is needed to develop better support and training. We suggest that to assist students to transition, achieve, succeed and persist we need to adhere to the notion of constructive alignment which takes account of personal competencies and mitigates psychological distress.

Biography

Pamela Martin-Lynch is a lecturer in the Centre for University Teaching and Learning, and Murdoch University's accredited PASS supervisor. Since 2007 Ms Martin-Lynch has worked in the areas of First Year Experience, Student Transition and Retention, academic recovery and peer assisted learning. In 2009 Ms Martin-Lynch researched and wrote the Murdoch University Retention Plan and sat on the working party which led to the implementation of a number of initiatives including the award winning First Year Advisor network.

Helen Correia is a Clinical Psychologist and currently a Senior Lecturer at Murdoch University. Throughout her career she has regularly been involved in teaching projects to enhance student learning, and received a University of Western Sydney College Citation for Outstanding Contributions to Student Learning. In addition, in her work as Clinical Psychologist, Helen has had considerable experience in the development of mental health programs and community resources including those related to anxiety in public and social situations.

Christopher Cunningham is a Psychology student and senior PASS leader at Murdoch University who has a keen interest in teaching and learning and specifically, public speaking and ways to help students be successful in this area. Chris has initiated several research projects surrounding the scholarship of teaching and learning and is currently working with academics in the Pro Vice Chancellor's office, the Centre for University Teaching and Learning, and the School of Psychology and Exercise Science.

03C REFERRED PAPER

From homeland to home: Evaluating the impact of LEAP-Macquarie Mentoring (Refugee Mentoring) program on mentees

Ruth Tregale, Semra Tastan and Sonal Singh
Widening Participation Unit, Macquarie University

This paper examines the impact of the LEAP-Macquarie Mentoring (Refugee Mentoring) program on high school students from refugee backgrounds who are mentees on the program. A qualitative study was completed involving five focus groups, individual and semi structured interviews with 54 mentees. Transcripts of interview and focus groups were analysed using a grounded approach. This led to the formation of a case study on a mentee who was now at university and involved in the program as an ambassador. Key findings highlighted that the LEAP-Macquarie Mentoring (Refugee Mentoring) program supported students 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. In the long term this works to re-establish social capital, enhances resilience and empowers students to be role models.

Biography

Ruth Tregale is Manager, Widening Participation at Macquarie University, where she established the LEAP programs and also partners in the Bridges to Higher Education initiative. She holds a Masters of Sustainable Development and Postgraduate Diploma in Community & Youth Work. Through previous positions with the UN and global NGO she is very aware of the role of education in achieving sustainable development, and is passionate about ensuring that everyone has the opportunity to access and succeed in education regardless of background.

Semra Tastan is LEAP Project Coordinating for the LEAP - Macquarie Mentoring (Refugee Mentoring). She holds a Bachelor of Social Work (Hons) from the University of Sydney and has extensive experience and knowledge of the community services sector. She has previously held roles encompassing student support and the development and implementation of programs targeting culturally and linguistically diverse communities

Sonal Singh is Evaluation Adviser within the Widening Participation team and a research scholar at the Department of Marketing and Management at Macquarie University, Australia. Before joining Macquarie University, she was involved in teaching at the University of the South Pacific, Fiji and has worked with Fiji Islands Trade and Investment Bureau as a Senior Export Promotion Officer. Sonal has a passion for research and believes in community engagement for sustainable development

03D GOOD PRACTICE REPORT

An institutional progress report on embedding a 3rd Generation Approach: Herding Schrodinger's cats over obstacles and into one basket.

David Roach
Office of the DVC (Academic), University of Western Sydney

Whist a Third Generation Approach is recognised as "optimal" practice (Kift, 2009, p. 1), the institution-wide and integrated strategies recommended are often both difficult and time consuming to implement. UWS has tackled these head-on, and since 2012 has been endeavouring to implement a number of institution-wide strategies to realise this goal. Now almost two years into the project, what has been achieved? This Good-Practice Report gives a picture of the current strategies in-place at a large, multi-campus institution. Its aim is for comparison with other simular institutions, and then to generate discussion among attendees as to how best to move forward and the difficulties, and ideally solutions, for turning theory into practice.

Biography

David has been working at the University of Western Sydney for the past year and a half as the Program Manager of the appropriately named STaRS (Student Transition, Retention & Success) Project. With a history of successful and prize winning programs in the private, NGO, and education sectors, David hopes to deliver the best-practice 'Third Generation Approach' to student transition and experience at UWS

03E NEW IDEAS AND EMERGING INITITIVIES

Choose your own mentor: Trialling an online self-allocation process in a peer mentor program

Corinne Loane
Student Support Services, University of Western Sydney

Peer mentor programs contribute to students' engagement, retention and success and are an important strategy in supporting student transitions in higher education. Despite their growing popularity, debate continues about the efficacy of current mentor allocation methods. This paper presents the trial of an innovative self-allocation process in a peer mentor program which supports commencing students' transition to university. New students navigated the university's virtual learning environment to choose their own mentor. The self- allocation process aimed to reduce administrative workload, support student autonomy, and successfully match mentees to mentors. Early trials suggested this process supported students' autonomy and revealed factors that influence new students' mentor choice. Implications for program leadership and planning are discussed, including mentor recruitment, training and profile set up, as well as the need to create resources and navigation aids. Future research and teaching applications have been identified including online mentoring and group work.

Biography

Corinne Loane is Program Coordinator of the University of Western Sydney's mentoring and transition program. Prior to joining the University of Western Sydney in January 2014 she was a secondary school English teacher and coached her colleagues in differentiated teaching and learning. Corinne's interests are in mentoring, motivation, formative assessment, differentiation, student leadership and peer learning.

03F NEW IDEAS AND EMERGING INITITIVIES

A GPS for Group work: Providing the best route to a successful group work experience for enabling students.

Ms. Deanna McCall and Dr Bronwyn Relf
English Language and Foundation Studies Centre, University of Newcastle, NSW.

This paper seeks to examine how to support mature aged students to develop group work and self-reflection skills, whilst developing social connectiveness. Ideally, this will enable students to develop skills required to be successful in undergraduate nursing/midwifery studies.

We have developed an approach that introduces group work early in Semester 1 to engage our students based upon first year experience (FYE) principles and effective support of learners from low socioeconomic status backgrounds to integrate curricula and co-curricular learning experiences and to create a sense of belonging in the university. By providing students with resources and evaluation tools this will enable student's to develop group work and self- reflection skills to succeed. We also hoped that the broad experiences of the students would be able to help them work effectively in groups. Our premise is to enable group work to be the vehicle for learning not the learning.

Biography

Dr Bronwyn Relf is currently the Course Co-ordinator/Lecturer for "Science for Nursing and Midwifery" in the Open Foundation Program at the University of Newcastle (UoN). Bronwyn has experience in teaching enabling and first year students from diverse backgrounds including mature age students and first in family students. Bronwyn's research interest's include curriculum design and metacognitive learning strategies in science education. Bronwyn has recently published a paper tracking the academic success of enabling students in first year undergraduate nursing.

Deanna McCall has a Social Work degree and is the student counsellor for the English Language and Foundation Studies (ELFS) Centre at UoN. Deanna has being involved in teams that have won citations from the OTL for outstanding contributions to student's learning in 2013 and 2014, and has recently published two papers on challenges that enabling students encounter. Deanna's interest is in developing strategies to assist enabling students to develop emotional and psychological intelligence.

03G NEW IDEAS AND EMERGING INITITIVIES

Student engagement: Pre-commencement strategies via KickStart

Yvonne Breyer, Leigh Wood, Mauricio Marrone
Faculty of Business and Economics, Macquarie University

This paper presents an innovative approach to engage students with the unit content and their unit convenor prior to the beginning of the semester. The project was piloted with two large student cohorts in 2014 and based on its success it has since been rolled out across the institution. The research-enhanced implementation and evaluation of this project provides insight into student uptake of and student attitudes towards such an initiative. This paper provides an overview of the initiative itself, the findings from the research studies accompanying the project and details about the process of leading this faculty-based initiative to institution- wide roll-out.

Biography

Dr Breyer is the Director Learning and Teaching in the Faculty of Business and Economics. Her research background is in applied linguistics, teacher education and higher education studies. She has a wide discipline expertise including online education, staff development and action research. Dr Breyer is an early career academic and researcher and has developed significant expertise and networks through her involvement as lead in a range of large projects including the KickStart initiative and the Big History MOOC.

Professor Wood is the Associate Dean Learning and Teaching in the Faculty of Business and Economics. She leads with expertise in higher education, measurement of student experience and curriculum design for undergraduate and postgraduate programs and is an expert in program evaluation. Her research engages with and contributes to the idea of transition. Transitions form a core component of university learning and teaching – transitions to university, transitions to discipline competency, and transitions to the workplace.

Dr Marrone is Lecturer in the Department of Accounting and Corporate Governance in the Faculty of Business and Economics. He has postgraduate qualifications in Information Systems Management and Business Administration. Dr Marrone is passionate about teaching and researches on digital transformation.

1:50PM – 2:20PM
PARALLEL SESSION 4

Room	P1	P2	P3	M4	M3	M2	M1
Parallel Session 4	**4A**	**4B**	**4C**	**4D**	**4E**	**4F**	**4G**
1:50pm - 2:20pm	Teaching threshold concepts as points of arrival: effective teaching and student well-being	Designing pedagogical experiences to facilitate first year students' learning progression: a case study	When level 2 is the 1st year at University: Direct entry to pathophysiology and pharmacology	Enhancing success: Developing student leaders' graduate attributes	UTS, STEM and Mastery Learning in first-year Mathematics subjects	Playing with Lego: Constructing modular interactive digital learning resources	Emotion, emotional labour and extension requests in Higher Education
	Rachael Field, Rosalind McCulloch	*Jill Lawrence, Regina Ryan*	*Patricia Logan, Jennifer Cox*	*Deborah Laurs*	*Layna Groen, Mary Coupland, Julia Memar, Jason Stanley*	*Pedro Silva*	*Elizabeth Abery, Jessica Gunson*
	Queensland University of Technology	*University of Southern Queensland*	*Charles Sturt University*	*University of Wellington*	*University of Technology Sydney*	*Auckland University of Technology*	*Flinders University*

04

04A REFERRED PAPER

Teaching threshold concepts as points of arrival?: Effective teaching and student well-being

Rosalind McCulloch, Rachael Field
Queensland University of Technology

In 2014, we suggested that a conversational framework utilizing horizontal and vertical relationships in the classroom can provide a robust framework for effective teaching of threshold concepts (McCulloch & Field, 2014). This paper continues to explore this framework, examining the nature of threshold concepts in the larger context of student well-being. We argue that successful teaching of threshold concepts can promote student well-being, and that this is possible if intentional pedagogical design is located in an enabling and empowering framework informed by notions of effective learning and teaching practice and the self-determination theory of positive psychology (Ryan & Deci, 2000, 2008). First, the paper briefly explains threshold concepts, highlighting the challenges they present for students and tertiary educators. Second, we outline their relevance to student well-being. Third, we interrogate the nature of threshold concepts a little more closely, and consider where the best points of departure for teaching should be situated. Finally, we bring these elements of thinking together with some illustrations of possible teaching practices that demonstrate the potential for teaching threshold concepts as an empowering learning and teaching experience that can enhance student well-being.

Biography

Rachael joined the teaching staff at QUT in 1994, and has been an Associate Professor in the Law School since 2012. Her key teaching interests are in the first year experience and dispute resolution. Rachael has received a number of institutional learning and teaching awards, and in 2008 was awarded an Australian Learning and Teaching Council Citation. Rachael was made an ALTC Teaching Fellow in 2010, and received an AAUT Teaching Excellence award in 2014. In 2013 Rachael was named the Queensland Woman Lawyer of the Year.

Ros has worked in higher education teaching/learning development for 20+ years, in the Universities of Leicester, Birmingham, James Cook, and (since 2009) QUT. She has published widely in professional development of academic staff, student competences/employability, international student support, and cross-cultural issues in higher education (e.g. Your Business Degree, Academic Skills for International Students). She has held Grants with Carrick, HEFC, is a HEA member, an OLT Assessor and a visiting Professeur de Pedagogie at Ecole Superiore de Commerce de Paris.

04B REFERRED PAPER

Designing pedagogical experiences to facilitate first year students' learning progression: a case study

Jill Lawrence, Regina Ryan
School of Arts and Communication, University of Southern Queensland

Realising the potential for commencing students to succeed at university depends on designing a pedagogy that not only engages students in learning but also encourages them to actively reflect on that learning. This guiding philosophy underpins a first year undergraduate nursing course conducted at the University of Southern Queensland; a course characterised by a very diverse student cohort, an online teaching mode and an inter-disciplinary program emphasis. This paper documents a research study evaluating the course. The findings reveal that the course's pedagogical design enables students to reflect on and progress their learning, particularly the learning thresholds related to their digital learning, time management and organisational capabilities as well as their capacities to seek support and learn independently. For a minority of students, however, the course's online engagement was troublesome and although this can be tracked it remains a concern that needs to be explicitly confronted at the beginning of each course offering.

Biography

Professor Jill Lawrence is Associate Dean (Students) in the Faculty of Business, Education, Law and Arts at USQ. Her professional profile radiates from her leadership in collaborating across divides to support students. In her learning and teaching role this translates in her interdisciplinary work across schools, faculties and universities to build student capacity and enhance their learning outcomes. As Associate Dean she builds partnerships to enhance the student experience through guiding coordinated approaches to policy, practices and systems.

Dr Regina Ryan is a lecturer in the School of Arts and Communication at USQ. Her doctorate (2012) is entitled New wine, old wineskins: is a shortage of priests re-shaping catholic identity in Australia? Regina has taught in anthropology and communications courses.

04C REFERRED PAPER

When level 2 is the 1st year at University: Evaluation of a Preparation Program for Direct Entry to Pathophysiology and Pharmacology.

Patricia A. Logan and Jennifer L. Cox
Charles Sturt University, School of Biomedical Science

At our institution Diploma-qualified Enrolled Nurses have been provided direct entry to the level two pathophysiology and pharmacology course in their first session of study. This has resulted in angst within the student body and academic staff. The project aims were: 1. Develop a preparatory face-to-face workshop; 2. Develop and evaluate a preparation website to support student revision, understanding and confidence with key concepts, and 3. Review students' self- reported self-efficacy (pilot SE Tool) regarding key bioscience concepts. Regular access to the website was evident throughout the session. Of 196 students, the interaction rate of those with a pass grade or better was 35.7 per student whilst those who failed averaged 25.7. The SE tool helped students identify and prioritise topics for revision; 35 of 69 students volunteered their completed SE tool. The preparation support website, workshop and SE tool were successful in initiating self-reflection and enhancing the student experience.

Biography

Patricia A. Logan is a lecturer located on the Dubbo Campus of Charles Sturt University. Patricia has taught anatomy, physiology, pathophysiology and introductory pharmacology subjects for students enrolled in the BHSc(Community and Public Health) degree for Aboriginal Health Workers, the undergraduate Registered Nurse degree program and for those upgrading to degree with Complementary Medicine qualifications. One of her main areas of research is tertiary science education for health students.

Jennifer L. Cox is a lecturer in the School of Biomedical Sciences at Charles Sturt University (CSU). Since joining CSU in 2004, she has taught anatomy, physiology and pathophysiology subjects to students in undergraduate health courses including nursing, paramedic, dentistry and clinical science. From 2010-2013 she was the Lead Academic for the Student Transition and Retention program in the CSU Faculty of Science. She is currently in the final stages of completing her PhD in science education.

04D GOOD PRACTICE REPORT

Enhancing success: Developing student leaders' graduate attributes

Dr Deborah Laurs
Student Learning, Victoria, University of Wellington, New Zealand

The PASS (Peer Assisted Study Support) programme has been operating at Victoria, University of Wellington, New Zealand since 2000, and currently provides weekly study sessions in more than 50 courses. As well as enhancing the first-year learning experience, PASS contributes to an institution-wide award that acknowledges the impact of extra-curricular activities on student leaders' graduate attributes and employability skills. High-calibre students, PASS Leaders already possess strong communication and thinking skills. Nevertheless, an online survey of current and former Leaders [n=185] revealed that the experience of leading a study group, together with associated weekly reflections, enhanced their autonomy, self-management, team-building, initiative and public speaking skills, as well as contributing to their CVs and job application success. Such results highlight the potential for student leaders to translate their day-to-day experiences into added value for life after university.

Biography

Deborah Laurs is a senior learning advisor at Victoria, University of Wellington, New Zealand, where she supports all students, particularly postgraduates. She also coordinates the PASS programme, which operates in 50 course campus-wide. She co-edited Developing Generic Support for Doctoral Students: Practice and Pedagogy (Routledge, 2014) wth Susan Carter (Auckland University) and has also published on peer support, student leadership and graduate attributes. In 2011, her work with student leaders was recognised with a general 'Staff Excellence Award'.

04E NEW IDEAS AND EMERGING INITITIVIES

UTS, STEM and Mastery Learning in first-year mathematics subjects

Layna Groen, Mary Coupland, Julia Memar and Jason Stanley
School of Mathematical and Physical Sciences, University of Technology Sydney

Mathematical under-preparedness is a problem world-wide. For some years the University of Technology Sydney has used diagnostic testing and pre-teaching to assist under-prepared students. The impact of this initiative has been mixed. In an attempt to improve student outcomes, Mastery Learning was implemented in most first-year Mathematics subjects. Results to date have been promising with improvements in academic performance, increased satisfaction and confidence, and retention of content.

Biography

Layna Groen specialises in management science and mathematics education and received the 2010 Learning and Teaching Award for the UTS Model of Learning for her work bringing research experiences to undergraduate mathematics students. She has received two grants for her work on mastery learning in undergraduate mathematics subjects as well as a number of small UTS teaching and learning grants.

Mary Coupland has received two teaching and learning citations and has been awarded several internal and external teaching and learning grants including a UTS Curriculum Renewal Grant $80 000 in 2008 and approximately $300,000 for "Pathways to UTS Maths" project under HEPP funding 2012-2014 as well as being the Manager of the "Maths Inside" project, funded to $1.9 million by federal government, 2015-2017.

Julia Memar is the manager of the Mathematics Study Centre and was awarded a Learning and Teaching citation for her work in the centre in 2010. She works primarily with first year undergraduate mathematics students.

Jason Stanley is a project officer with the School of Mathematical and Physical Sciences and works extensively with first year undergraduate mathematics students. He also administers the Readiness Survey, the UTS diagnostic test of assumed knowledge for STEM students.

04F NEW IDEAS AND EMERGING INITITIVIES

Playing with Lego: Constructing modular interactive digital learning resources

Pedro Silva
Auckland University of Technology

The development of innovative digital interactive learning resources to develop academic literacies has been a key driver of the Auckland University of Technology Student Learning Centre. This pilot project derived from both a student and staff identified gap. Thus, the Student Learning Centre decided to support the development of staff lead research that would contribute to the identification, discussion and proposal of new and innovative approaches to support students in this area. This paper outlines a pilot project to create a series of digital, modular and interactive learning resources aimed at developing academic literacies. The presentation of this new idea at a conference will allow a valuable opportunity to collect feedback before the project is implemented.

Biography

Pedro is the Senior Learning Advisor and leads the Auckland University of Technology Student Learning Centre. Pedro has been deeply involved in the European Bologna Process, redesigning academic structures, programmes, while developing and implementing a student centric curriculum. Currently he is committed to contribute to the development of student success, and is leading the design and implementation of a student centric learning curriculum and programme including innovative and adaptive student learning activities and resources.

04G NEW IDEAS AND EMERGING INITITIVIES

Emotion, emotional labour and assignment extension requests in Higher Education

Elizabeth Abery, Dr Jessica Gunson
School of Health Sciences, Flinders University

Emotional labour can be used to understand the ways in which educators engage in management of both their own emotions and those of their students' through their teaching practice. Whilst there is a growing body of literature on the emotional labour involved in Higher Education teaching practice and student interaction, there is nothing that considers the concept in relation to managing assignment extension requests. We consider whether the levels of emotion work required can be moderated by administrative or technological changes to the process of extension request management. This presentation explores the concept of emotional labour in relation to assessing student assignment extension requests and further elicits discussion around the responsibilities and risks for staff and students, and considers the implications for future practice and pedagogy.

Biography

Elizabeth Abery is a Lecturer in the School of of Health Sciences, Flinders University. Her current role involves teaching and co-ordinating core topics for first year Health Sciences students, and preparing, supervising and mentoring final year Health Sciences students on practicums. She was recently awarded a Teaching and Learning Innovation Grant to explore and develop resources to support students in that journey. Current research interests include methods to empower and prepare students to become holistic and work ready health practitioners.

Jessica Gunson is a Lecturer in the School of Health Sciences, Flinders University. Her current role involves teaching and research in applied sociology about health and wellbeing. Jessie is part of a team who were recently awarded a Teaching and Learning Innovation Grant to work with a large team of sessional and academic staff to re-stimulate a culture of interest in teaching and develop consistent, equitable, and well scaffolded learning experiences for students in an undergraduate Health Sciences program.

2:30PM – 3:00PM
PARALLEL SESSION 5

Room	P1	P2	P3	M4	M3	M2	M1
Parallel Session 5	**5A**	**5B**	**5C**	**5D**	**5E**	**5F**	**5G**
2:30pm - 3:00pm	Students' perceptions of eMarking: Grademark vs. iAnnotate	Enhancing first year Science students' performance in Mathematics: A FYS practice report	Managing the transition to university for first year business students - a discussion of institutional socialisation through team-based learning at the university of auckland business school	Increasing the participation and success of students from decile 1-3 schools at Victoria University of Wellington	Mindfulness and Transition Pedagogy	Acknowledging the Role of Supporters in the Transition Experience of First Year Students.	Improving student engagement and retention in the BA at the University of Sydney
	Rebecca Olson, Caterina Tannous	*Melanie Jacobs, Estherna Pretorius*	*Parizad Mulla, Douglas Carrie, Michelle Kilkolly-Proffit, Richard Brookes, Andrew Patterson, Tom Agee, Herbert Sima, Margot Bowker*	*Karen Davis, Corinna Howland, Ann Pocock*	*Sarah Tillott, Marcus O'Donnell, Jocelyn Harper, Eeva Leinonen*	*Zarlasht Sarwari, Rochelle Pudney*	*Rebecca Johinke*
	University of Queensland, University of Western Sydney	*University of Johannesburg*	*The University of Auckland*	*Victoria University of Wellington*	*University of Wollongong*	*UNSW*	*The University of Sydney*

05

05A REFERRED PAPER

Students' perceptions of eMarking: Grademark vs. iAnnotate

Rebecca Olson
Caterina Tannous
School of Social Science, University of Queensland
School of Science and health, University of Western Sydney

Feedback on assessments is central to formative learning in higher education; it is also a main cause of dissatisfaction in student surveys. New advances in e-learning and eMarking have the potential to improve teaching and learning in this area. In this paper, we present an exploratory study gauging students' access rates and perceptions of eMarking feedback in two formats, Grademark and iAnnotate, across two large first year first semester interprofessional health science subjects at one university. Results indicate that, on the whole, students are satisfied with the quality, efficiency and convenience of submitting assessments and accessing feedback through eMarking in Grademark and iAnnotate. Furthermore, eMarking has the capacity to substantially improve student feedback collection rates. However, only half of the participants agreed that eMarking was superior to paper- based marking. In open comments, many students described difficulties that should be considered, related to saving feedback, ease of use and computer literacy.

Biography

Rebecca Olson is a Senior Lecturer in Sociology at the University of Queensland. From 2011 to 2014, she was the coordinator of a large first year first semester interprofessional subject in the School of Science and Health at the University of Western Sydney. Over the past 5 years she has studied practical and theoretical aspects of interprofessional education (IPE) in allied health, from challenging the taken-for-granted assumptions about eMarking to reimagining IPE as a socialisation and social change process.

Caterina Tannous is a Lecturer in Interprofessional Health Sciences at the University of Western Sydney. Over the last 5 years she has coordinated the largest of the first year interprofessional units taught in the program, targeting student transition and academic & information literacy. She has worked in undergraduate health science education for 18 years. In 2005 she completed a research Masters and is currently completing her PhD investigating interprofessional education with first year health science students.

05B REFERRED PAPER

Enhancing first year Science students' performance in Mathematics: A FYS practice report

Melanie Jacobs and Estherna Pretorius
Faculty of Science, University of Johannesburg, South Africa

South Africa has opened up access to higher education over the past 20 years. The massive increase in enrolments (with almost 70% having first generation status) substantially effect progress and graduation rates. First years arrive with bright smiles, high expectations and good school results. Soon, students in Science realise that university mathematics requires knowledge and skills, which are not part of their academic repertoires. Science students at the University of Johannesburg, register for a two week, credit-bearing First Year Seminar (FYS), aligned with their academic and other needs.

This paper explores and reports on the relationship between (1) students' school mathematics background, (2) the problem solving skills sessions of the FYS, and (3) their first year performance in mathematics. It was found that the FYS enhances students' ability to make a successful transition to university, while problem solving ability acts as a fair predictor of performance in first year mathematics.

Biography

Melanie Jacobs is Head of the Unit for Programme, Enrolment and Quality Management in the Faculty of Science at the University of Johannesburg (UJ), South Africa. She obtained her doctorate in Higher Education and holds a masters degree in Optometry Education. Her research is currently mainly focused on the improvement of the quality of teaching and learning in respect of first year students in Science and Engineering and manages academic support, curriculum design and enrolment management. She is married to Gerrie (Professor in Higher Education).

Estherna Pretorius is currently the FYE coordinator in the Faculty of Science at the University of Johannesburg (UJ), South Africa. She obtained her masters degree in Biodiversity and lectures in Life Sciences for teachers. Her research focuses on enhancing teaching and learning of first year students in Science and she manages the FYS in Science, (incorporating Engineering, Education and Health Sciences students). She is engaged to George Ehlers (a medical doctor).

05C REFERRED PAPER

Managing the transition to University for first-year business students: A discussion of institutional socialisation through the use of Team-Based Learning at The University of Auckland Business School

Dr. Parizad Mulla, Department of Management and International Business,
Dr. Douglas Carrie, Department of Marketing,
Michelle Kilkolly-Proffit, Department of Management and International Business,
Associate Professor Richard Brookes, Department of Marketing,
Andrew Patterson, Department of Management and International Business,
Tom Agee, Department of Marketing,
Herbert Sima, Department of Marketing,
Margot Bowker, Department of Marketing
The University of Auckland

As students make the difficult transition from school to university, the uncertainty that accompanies a new environment is intensified by unfamiliar procedures, heightened expectations, and the burdensome choices of adult independence at a time when many are still developing a broader sense of identity. Managing this transition can be daunting, not only for the students themselves, but also for the tertiary institutions charged with this delicate socialisation process. This paper discusses the challenges that were faced, and the insights that were garnered, when implementing recent initiatives aimed at smoothing the first-year undergraduate transition at The University of Auckland Business School. In particular, the paper explores the effectiveness of Team-Based Learning as a mechanism for socialising first-year business students. The adoption of such a Team-Based Learning approach, in very large core courses that are required for all new students, is discussed against the backdrop of six important fundamental principles of first-year curriculum design.

Biography

Dr Parizad Mulla: Parizad is currently Course Coordinator for Business 101 and Business 102 at The University of Auckland Business School. Before she started teaching on and coordinating these large first year courses, she taught on Management 101. Parizad has a background in law and commerce, with a specialisation in employment relations. Her current research interests lie in impression management studies with a focus on youth identities and online social networking in workplace contexts.

Dr Douglas Carrie: Doug is Director of First Year Studies at the Business School. He is an advocate for active teaching and learning methods, and he has a keen interest in the challenges of embedding transition initiatives, employability skills, and other student development support within an integrated first year business school curriculum. Doug is a two-time recipient of The University of Auckland Distinguished Teaching Award, and a recipient of University of Auckland Business School Sustained Excellence in Teaching Award.

Mrs Michelle Kilkolly-Proffit: Michelle is a Professional Teaching Fellow who has been teaching on the large first year team-based learning courses at The University of Auckland Business School since their inaugural delivery in 2011. She co-coordinated the Business 101 and 102 courses for two years and has been involved in critical evaluation and redevelopment of the courses across this period. Michelle current PhD research examines entrepreneurial mother-daughter family business teams.

Associate Professor Richard Brookes: Richard is a winner of both the Business School and The University of Auckland Excellence in Teaching Awards. He is closely involved with Post-Graduate Executive education (especially the MBA and the Commercialisation and Entrepreneurship programmes). His involvement with undergraduate Team-Based learning is driven by his interest in its implications for the Business School's Executive programmes. His major research involves the Contemporary Marketing Practices (CMP) project, an international study into the changing nature of marketing practices.

Mr Andrew Patterson: Andrew is a Professional Teaching Fellow at The University of Auckland. He has been teaching for close to 10 years across a range of management and marketing topics. His research interests include management and employment relations, human resources management, negotiation and deception.

Mr Tom Agee: Tom is a Senior Lecturer in Marketing at the Undergraduate, Postgraduate and Executive Programme levels, and had extensive advertising and public relations experience before joining academia. Before joining Auckland University he was Head of Marketing at Auckland University of Technology where he established New Zealand's first degree in advertising. Tom's research interest is in the area of advertising effectiveness, and he takes a keen interest in the advertising implications of digital media developments.

Mr Herbert Sima: Herbert is a Professional Teaching Fellow in the Department of Marketing. His research experience is in the areas of business models, services, stakeholder relationship marketing, high education and Team-Based Learning. He has published his work in European Journal of Marketing, Industry Marketing Management. He is also a business practitioner. He is actively involved in international business practices.

Ms Margot Bowker: Margot is a Professional Teaching Fellow in the Marketing Department. She has taught on the large-scale stage 1 business courses, as well as at stage 2 and 3 marketing courses and is also a research advisor for MBA students on the year research course and project. She is also involved with the operations and re-development of these two large first year courses (Business 101 and Business 102).

05D GOOD PRACTICE REPORT

Increasing the participation and success of students from decile 1-3 schools at Victoria University of Wellington

Karen Davis, Corinna Howland and Ann Pocock
Victoria University of Wellington

This report examines how to increase the participation and success of students from decile 1-3 schools (referred to as low socio-economic status, low SES, background students). It aims to determine what interventions are most effective, appropriately targeted and cost effective that are clearly linked to Victoria University of Wellington's (VUW) Framework and Plan for Students from Socioeconomically Disadvantaged Backgrounds. Analysis of entrance and first-year achievement of students admitted to VUW (2011- 2013) provides data about students' achievement at secondary school (via the VUW Guaranteed Entry Score - GES) and in their first year of study at Victoria (via GPAs). A literature scan, interviews with VUW staff, VUW students, and secondary school staff provide the basis for strategies to improve students' experience. This report provides the groundwork to inform future student activities, Outreach programmes, teaching and learning approaches and other initiatives to enhance support for student achievement.

Biography

Ann is the Assistant Manager, Student Learning at Victoria University of Wellington. Her interests include student leadership, new student orientation and retention, disability support, as well as management and leadership within the tertiary environment. She is an advocate of good practice in curriculum design for all students and supports ways to improve transition for first year students. She has managed another university Student Learning Centre, utilised her Adult Learning skills as an Education Officer, and has extensive classroom teaching experience.

Karen is Associate Director, Student Academic Services (Retention, Achievement and Equity) at Victoria University of Wellington. In this role, she leads a team of staff who deliver a range of academic and equity focused student services. She also works on several pan-university projects aimed at enhancing the student experience and providing integrated, high quality student services. Karen is the Vice-President (New Zealand) on the Executive of the Australian and New Zealand Student Services Association (ANZSSA) and is particularly interested in the transition of students into tertiary study and participation and achievement of students from diverse backgrounds.

Corinna Howland is a PhD candidate at the University of Cambridge, United Kingdom. Corinna is a social anthropologist with research interests in the anthropology of food, globalisation and rural development. Corinna worked in several roles at Victoria University of Wellington as a project coordinator, Outreach Programme coordinator, tutor and research assistant. She has an active interest in student engagement and equitable access to tertiary education.

05E NEW IDEAS AND EMERGING INITITIVIES

Mindfulness and Transition Pedagogy

Sarah Tillott, Science, Medicine and Health
Marcus O'Donnell, Learning Teaching and Curriculum
Jocelyn Harper, Counselling Service
Eeva Leinonen, Deputy Vice Chancellor (Academic)
University of Wollongong

Mindfulness practices, which focus on developing concentration and self- awareness skills through a set of meditative techniques derived from Buddhism, have been shown to have a wide variety of positive effects in clinical and educational settings. This article describes a developing project at the University of Wollongong to devise and integrate a variety of approaches to mindfulness into curriculum development and co-curricular activities. It describes a pilot mindfulness-training project for low SES students and a theoretical framework for integrating mindfulness approaches with transition pedagogies.

05F NEW IDEAS AND EMERGING INITITIVIES

Acknowledging the Role of Supporters in the Transition Experience of First Year Students

Zarlasht Sarwari and Rochelle Pudney
UNSW Australia

Parents and families are recognised as playing an increasingly pivotal role in the student transition experience (Wintre & Yaffe. 2000; Shoup et al. 2009; Carney- Hall, 2008). In an attempt to address the information needs of these key influencers, a strategy and associated projects aim to enhance access to quality information; ensure clear communication channels; and highlight avenues of support to contribute to positive student experiences.

05G NEW IDEAS AND EMERGING INITITIVIES

Improving student engagement and retention in the BA at the University of Sydney

Rebecca Johinke
Faculty of Arts and Social Sciences, The University of Sydney

This paper reports on an engagement and retention project currently taking place at the University of Sydney in 2015. The project focuses on improving social engagement, opportunities for students to ask for academic advice, and discussions about feedback in first year units in the Bachelor of Arts. Increased use of audio and video communication to improve feedback is a key strategy. Longer term, it also seeks to enhance the potential of the Learning Management System (LMS) as a key interface with students before semester commences and to better promote the LMS as a place where social interaction can take place as part of the learning process and where academics can actively monitor retention and combat attrition. It hopes to contribute to a growing body of research about the first year in higher education and about engagement and retention more generally.

Biography

Rebecca Johinke is a member of the Department of English, The University of Sydney. She has taught writing and rhetoric for many years. Her interests include creative non-fiction, magazines, Australian film and popular culture, and street narratives (from masculine car cultures to street cultures more generally), and she has a specific interest in the figure of the flâneur. She is also Sub Dean, Student Affairs in the Faculty of Arts and Social Sciences and conducts research about the student experience.

PARALLEL SESSION 6
3:10PM – 3:40PM

Room	P1	P2	P3	M4	M3	M2	M1
Parallel Session 6	**6A**	**6B**	**6C**	**6D**	**6E**	**6F**	**6G**
3:10pm - 3:40pm	Mobilising First Year Students in Ancient Roman Studies	Te Whakapuawai - A Programme to Support Maori Student Transition and Achievement in Health Sciences	'Are we there yet?': making sense of transition in higher education.	Helping students to persist with and succeed in their first year of higher education	Wikis for Women's Health: Social Constructivist Analysis of the Effectiveness of Online Collaborative Spaces for Reflective Learning in Undergraduate Students	Beyond plagiarism: utilising Turnitin as a tool to develop students' academic voice	Evolution of an indigenous student support program through the eyes of a non-indigenous leader
	Sarah Midford, Rhiannon Evans	*Zoe Bristowe, Sarona Fruean, Joanne Baxter*	*Jeannette Stirling, Celeste Rossetto*	*Salah Kutieleh, Ewa Seidel*	*Julie-Anne Carroll, Mangalam Sankupellay, Michelle Cornford, Najmah Bahir*	*Tess Snowball, Vivien Silvey, Thuy Do*	*Paul Fenton*
	La Trobe University	*University of Otago*	*University of Wollongong*	*Flinders University*	*Queensland University of Technology*	*The Australian National University*	*Auckland University of Technology*

06

06A REFERRED PAPER

Mobilising First Year Students in Ancient Roman Studies

Sarah Midford, Rhiannon Evans
La Trobe University

'The Roman World' is a popular first year introductory survey of ancient Roman culture. Initially taught as a traditional face-to-face 'lecture plus tutorial' subject, it encountered the typical problems of first year attrition and limited student engagement despite widespread interest in the subject material. This paper traces the authors' success reengaging students via mobile learning tools, after the subject's lectures were podcast, generating worldwide interest. Recent scholarship suggests that the provision of materials in easily digestible forms leads to better engagement and learning outcomes. The development of podcasts, vodcasts and ebook resources for students all provided demonstrable improvements in retention and achievement by allowing students to connect with materials via mobile devices that improved ease of access, portability and an attractive learning platform. This has created a coherent mobile learning experience for first year students—one strongly supported by the most recent scholarship on technology and pedagogy.

Biography

Sarah Midford is a Lecturer in Interdisciplinary Foundation Studies in the School of Humanities and Social Sciences at La Trobe University. Sarah has a research and teaching background in the classics and has taught disciplinary and interdisciplinary subjects for the last ten years. Sarah currently has curriculum design and development projects in online open education (iTunes U), the first year experience and success and retention. Sarah's other research focuses on cultural connections between antiquity and the modern world.

Rhiannon has degrees from the University of Newcastle upon Tyne, UK and the University of Southern California, USA, and previously worked as a Lecturer in Classics at the Universities of Tasmania and Melbourne. She works on Ancient Rome, particularly its language, literature and culture from Julius Caesar to Emperor Hadrian. She is interested in Roman representations of barbarians and other non-Romans, and also modern popular culture depictions antiquity.

06B REFERRED PAPER

Te Whakapuāwai – A Programme to Support Māori Student Transition and Achievement in Health Sciences

Zoe Bristowe, Sarona Fruean and Joanne Baxter
Division of Health Sciences, University of Otago

In 2011 the University of Otago's Māori Health Workforce Development Unit (MHWDU) implemented a new intervention programme called Te Whakapuāwai. The aim was to increase Māori (indigenous to New Zealand) student achievement in the challenging Health Science First Year course (HSFY), and to address the low number of Māori entering into 'restricted' entry health professional degree programmes at the University of Otago. Outcomes analysis of Te Whakapuāwai, suggests that the intervention has directly contributed to the significant increase in the number of Māori students progressing through HSFY and entering into restricted entry courses. In this paper, the culturally-responsive, evidence-informed and strengths-based theoretical and operational framework guiding the intervention is explained and an overview of outcomes is provided. We then describe how and why the intervention was enhanced for 2014 to build on understandings about metacognition, Mindset Theory and peer supported learning, and achieve more equitable outcomes for Māori HSFY students. Our knowledge goal is to identify strategies to improve the student experience and achieve more equitable outcomes for underrepresented students in university study.

06C REFERRED PAPER

‘Are we there yet?’: making sense of transition in higher education.

Dr Jeannette Stirling & Dr Celeste Rossetto
Learning, Teaching & Curriculum, University of Wollongong

This paper reviews a first year transition program first implemented in 2011 and designed for students commencing higher education at the regional campuses of an Australian university. A significant proportion of students attending these campuses are mature age, the first in family to attempt university study, Indigenous, and / or from low socio-economic backgrounds. Our project aims were to facilitate academic participation and hence retention in a higher education environment that relies on various multimedia technologies and blended learning models. Ongoing evaluations of the project clearly indicate its efficacy. Even so, longitudinal analyses raise questions about how current social inclusion policy shapes praxis; indeed, about how we ‘do’ social inclusion and transition in higher education. The following discussion grapples with some of the unresolved tensions between transition as institutional policy and the complex, differentiated and sometimes messy transitional experiences of first year regional campus undergraduate students from diverse backgrounds.

Biography

Jeannette Stirling coordinates academic language and learning programs across a university regional campus network. For the past two decades her teaching and research focus have been in the areas of transition pedagogies for equity students, cultural studies theories of identity and the implementation of higher education equity policy. She has designed and coordinated a range of blended learning subjects in Humanities degree programs and has published in the areas of disability studies, film and cultural theory, academic language and learning.

Celeste Rossetto is passionate about academic language and learning. For the last ten years she has worked on a central campus and in the regional network. The experience has given her a deep understanding of the unique challenges facing new enrolling students who are located in rural areas. Her publications are in the area of embedding academic language and learning into degree courses to benefit all students and exploring the challenges faced by students in a regional network.

06D GOOD PRACTICE REPORT

Helping students to persist with and succeed in their first year of higher education

Salah Kutieleh, Ewa Seidel
Flinders University

Attrition, particularly amongst students in their first year of study, has been problematic for universities because of economic and social ramifications. While differences exist in the way universities have approached this issue, the literature shows the need for a holistic strategy that aims to facilitate and enhance student engagement with their institutions. Flinders University has supported the development of a centrally run program to contact first-year students who are likely to drop out. Predictions from machine learning models, built using big data, were utilised to target intervention throughout 2014. Students were contacted by their peers, who welcomed and advised students of the services on campus. Almost two-thirds of the 4100 students in scope were successfully contacted. Preliminary findings showed an effective targeting strategy, with reduced student attrition, improved appreciation and effective utilisation of student support services. These findings continue to shape the ongoing development of the Student Success Program.

Biography

Associate Professor Salah Kutieleh was appointed as the Director of Transition in 2012 after serving for ten years as the Head of the Student Learning Centre at Flinders University. Salah’s appointment reflects the University’s commitment to a whole-of-university approach to student orientation, transition and retention. He has led and coordinated a number of successful transition and academic support programs for international and mainstream students. His research interests include student attrition and retention, international students’ approaches to learning, plagiarism, postgraduate supervision, globalisation and Higher Education, the new learner, and assessment methods.

Ms Eva Seidel is a Data Scientist working in the Planning Services Division at Flinders University. In the role, which she has held since 2011, Eva experiments with the use of student application, enrolment, survey and online engagement data for in a way that supports ongoing and emerging centralised University processes. She has presented her research in data and learning analytics at national and international conferences.

06E NEW IDEAS AND EMERGING INITITIVIES

Wikis for Women's Health: Social Constructivist Analysis of the Effectiveness of Online Collaborative Spaces for Reflective Learning

Julie-Anne Carroll, Mangalam Sankupellay, Michelle Cornford, Najmah Bahir
Queensland University of Technology

Public Health undergraduate students studying the unit Women's Health undertook a teaching and learning exercise which required them to learn to create and use a wiki website for reflective learning purposes. The Women's Health wiki provided an online shared, collaborative, and creative space wherein the students' perceptions of women's health issues could be discussed, reflected upon, and debated. We analysed the content developed on the Women's Health wiki using a social constructivist theoretical framework and provided a theoretical model for how the wiki worked to aid reflective and critical thinking, as well as developing technological and communicative skills amongst students.

Biography

Julie-Anne Carroll, PhD, holds an Early Career Academic Recruitment and Development (ECARD) position in the School of Public Health & Social Work, Queensland University of Technology (QUT). She lectures in the areas of Women's Health, Family Health, and on the influence of society, culture, and economic systems on health outcomes globally. Her research interests lie in developing new methodologies using ICTs and mobile phone apps, and she is passionate about developing new teaching approaches using emerging interactive technologies.

Mangalam Sankupellay, PhD, is an associate lecturer and researcher in the computer human interaction discipline at Queensland University of Technology (QUT). Previously, Mangalam was a tutor in in the School of Public Health & Social Work, QUT, teaching in the areas of women's health and on the influence of society and culture on health outcomes. Mangalam is currently the Assistant Learning Support Coordinator for STIMulate, QUT's peer-learning program. Mangalam's current research focus on peer learning and computer supported collaborative learning.

Michelle Cornford is a Senior Research Assistant and Sessional Academic (teaching) at the Faculty of Health, Queensland University of Technology (QUT). Michelle graduated with a BHSc in Public Health with Distinction in June of 2011, at which time she commenced research work with QUT in collaboration with QIMR and teaching undergraduate students. She excels in the areas of communication, academic writing, teaching, literature evaluation, study design and has a passion for curriculum development and delivery.

Najmah Bahir, BHIthSc (PH), is currently completing research as a part of Bachelor of Health Science Honours at Queensland University of Technology (QUT). Recently, Najmah was a tutor at QUT for the School of Public Health and Social Work, specifying in sociology and women's health and wellbeing. At present, Najmah is completing her Honours in Health Science. Najmah's research focuses on social media, body image and the associated health impacts on women's mental health.

06F NEW IDEAS AND EMERGING INITITIVIES

Beyond plagiarism: utilising Turnitin as a tool to develop students' academic voice.

Tess Snowball, Vivien Silvey, Thuy Do
The Australian National University

Academic integrity is of primary concern to Australian universities. Turnitin has become the text matching software of choice across the higher education sector to assist universities to police their academic honesty policies. Whilst Turnitin can now integrate with many popular eLearning platforms with added assessment tools, it is still predominantly viewed by both educators and students as a plagiarism detection tool. This initiative argues that by viewing Turnitin in this way, we miss the opportunity to use this rapidly progressing technology as an invaluable tool to help students to write with academic integrity and, in turn, develop their authorial voice. We draw on research from a trial with international graduate coursework students in their first year at The Australian National University undertaking a preparatory course. This research informed our collaborative and integrated approach to support students' learning through a suite of resources and teaching activities for staff and students.

Biography

Tess Snowball is accredited as a Senior Fellow in the Higher Education Academy and has a Masters of Education, Higher Education. Tess has over 14 years' experience teaching in higher education including as an academic, a learning adviser and in her current role as Manager for Academic Skills and Learning Centre. Her teaching experience has involved designing, delivering and evaluating teaching in a variety of contexts. Additionally, Tess has an extensive background in a range of student support areas.

Vivien Silvey is a Learning Adviser at the Academic Skills and Learning Centre. She holds a PhD in Film Studies at the ANU, and is a Fellow in the Higher Education Academy. Vivien has over 5 years teaching in higher education, as an academic and in her current Learning Adviser role. She has extensive experience in using Turnitin, both as course convenor for undergraduate courses in Gender, Sexuality, and Cultural Studies, and in work with the Introductory Academic Program.

Thuy Do is a Learning Adviser at ANU's Academic Skills and Learning Centre. She holds a PhD in International Relations at the ANU. Thuy has teaching and research experience in both her field of study and in education. She works with colleagues to develop resources to assist students' learning, reflect on teaching and seek ways to improve practices. Thuy currently convenes the Introductory Academic Program.

06G NEW IDEAS AND EMERGING INITITIVIES

Evolution of an indigenous peer-led student re-engagement program: Reflections on philosophy, practice and personal impact.

Paul Fenton
Auckland University of Technology

This paper describes the design, delivery and outcomes of a successful peer-led indigenous student re-engagement initiative in a New Zealand University setting guided by the Treaty of Waitangi principles of Partnership, Protection, and Participation. The first section describes how the program's design reflected and responded to key themes from the literature and essential cultural principles. The second section describes the program structure and outcomes from 2012 to the program's present iteration. The final section examines the author's experience along three lines of enquiry from the view of a non-indigenous academic tasked with leading the project within both academic and indigenous worldviews.

Biography

Paul Fenton is Director, Student Learning & Experience at the Auckland University of Technology. He leads Student Learning, Learning Communities, First Year Experience, Student Life (Orientation, Events & Ambassadors) and a team of Student Advisors covering Chinese, General, Māori and Pacific support. Previously, Student Life Manager at Massey University and Project Manager and Senior Student Support Coordinator at Te Wānanga o Aotearoa. Academic interests include Clinical Neuropsychology and Clinical Psychology, Traumatic Brain Injury and recently, Dyadic Coping and Pregnancy Loss.

4:10PM – 5:10PM
INVITED SPEAKER SESSIONS

Room	M1	P3	P2	P1
Invited Speaker Sessions	Session 1	Session 2	Session 3	Session 4
4:10pm - 5:10pm	Aligning the Stars: How the PASS Program supports the success, transition, achievement and retention of diverse student cohorts	Optimising direct entry success: Designing an online transition course for students beginning university at second year	Social Inclusion in Higher Education in Australia	Bridging the Gap – From Secondary Schools and other pathways to Higher Education Communicating & Collaborating; Transition Understandings, Innovations & Ideas
	Melissa Zaccagnini and Melissa Stephen, University of Wollongong	*Dr Mark Symmons, Monash University*	*Suzanne Trinidad, NCSEHE*	*Sally Kift, JCU, Mandy McConnell, Barham High School NSW, Angela Di Sotto-Hames, Bradford College SA, Doug Hughes, Willyama High School NSW, Kathy Egea, UTS, Ann Luzeckyj, Flinders University*

Attendance at the Invited Spealer Sessions is included as part of a full registration. There is no need to rsvp separately.

INVITED SPEAKER SESSION 1

Aligning the Stars: How the PASS Program supports the success, transition, achievement and retention of diverse student cohorts

Melissa Zaccagnini, Associate Director – National Centre for PASS, Peer Learning Manager
University of Wollongong

Melissa Stephen, Peer Learning Coordinator
University of Wollongong

Presenters from the National Centre for PASS at the University of Wollongong will profile this highly acclaimed academic peer mentoring program, which has become a flagship support of learning initiative across the Australasia region in the last 10 years. This evidence based presentation will use data from 14 years of PASS operation at UOW to outline how the program can be utilised to meet a diverse range of institutional goals. In addition, presenters will also showcase a number of other newer UOW peer based programs, that have been designed and successfully implemented using transferable elements of PASS – highlighting the value of PASS in supporting the establishment and operationalisation of new programs as need arises.

Biography

Melissa Stephen is the Peer Learning Coordinator at the University of Wollongong (UOW). Melissa has been involved in a variety of Peer Learning Programs for over 6 years in a diverse range of roles, firstly as a student and now as a full time staff member. In her current position, Melissa assists with the coordination of the PASS@UOW Program and other Peer Learning initiatives which employ some 120 senior students. Melissa is a winner of a National Peer Leader Award for Outstanding Contribution to Student Learning.

Melissa Zaccagnini is the Associate Director of the National Centre for PASS and the Peer Learning Manager at the University of Wollongong. As a certified National Trainer of PASS, Melissa has delivered accredited supervisor training and provided ongoing support to hundreds of tertiary staff from across the Australasia region. Melissa has held a range of roles in which she has managed the design, development and delivery of projects related to the use of peer based programs. Melissa has also completed a Masters of Education (Adult Education) with Distinction and regularly delivers presentations and publishes on aspects of PASS and Peer Learning.

INVITED SPEAKER SESSION 2

Optimising direct entry success: Designing an online transition course for students beginning university at second year

Dr Mark Symmons
Monash University

Increasing numbers of students are entering tertiary courses at second year level, with advanced standing/ credit for first-year content. While this signals to the student that the university deems them capable of entering their chosen course at the advanced stage, many of them struggle with transition to a new learning environment. They may have gained the necessary discipline-specific knowledge or have relevant industry experience, but they are often not well prepared for studying at university after their experiences of secondary school and TAFE college. This can put the students at a significant disadvantage compared with their second-year colleagues who have had a year of university to acclimatise to university learning, often supported by a myriad of transition pathways and programs designed to ease them into university at the beginning of their course. Requiring or urging the direct-entry second-year students to attend first-year transition programs is not likely to be a popular or practical solution. A number of institutions offer transition programs for direct entry students, often at course or school/department level. These programs and activities are often ad hoc, informal and isolated; they are not necessarily of poor quality or ineffective, but rather not well supported.

The Commonwealth Office for Learning and Teaching (OLT) has funded a project that aims to develop a transition "course" that second-year direct entry students can complete just prior to starting their university studies. It will include a standalone generic "studying for success at university" backbone with space for discipline-specific modules that can be added by others. It will be possible to deliver the modularised course in a face-to-face mode or supported online mode, or offered as an online self-paced option.

The intended purpose of this interactive workshop is to capture the experiences of other academics planning or running second-year entry transition programs, those dealing with these students, or those with other relevant expertise or experience.

Biography

Dr Mark Symmons is leading this OLT project. He has significant experience developing and delivering content in online and mixed modes and has taught in both VET and HE contexts. He has a wide variety of research interests and has published more than 75 peer-reviewed papers and attracted more than $4 million in funding for projects in fields including road safety, university teaching, environmental psychology, and other areas.

INVITED SPEAKER SESSION 3

Social Inclusion in Higher Education in Australia

Suzanne Trinidad
NCSEHE – National Centre of Student Equity of Higher Education

The Australian Government's focus on social inclusion has been the driving force for collaboration in the higher education (HE) sector, where partnerships have been formed between disadvantaged school communities and universities to raise aspiration and achievement (Armstrong & Cairnduff, 2012). Given the paucity of research in Australia focussing on such partnerships, holistic approaches to HE collaborations are examined for their contribution to the social inclusion agenda. Adopting a social-ecological theoretical lens, these partnerships are examined for their contribution in raising aspiration and HE participation among disadvantaged populations. Given the complexities implicated with HE social inclusion interventions, social justice oriented evaluation frameworks are advocated.

Biography

Professor Sue Trinidad - Prior to becoming the Centre for Student Equity in Higher Education's Director, Sue was Deputy Pro-Vice Chancellor and Dean of Teaching and Learning in the Faculty of Humanities at Curtin during 2007-2012. In these roles she provided academic leadership for the five schools and led the Higher Education Equity Participation Program for a large faculty which had many LSES, Indigenous and regional students. Sue is an established scholar in the areas of higher education pedagogy and change management, the use of technology and student learning. Her research covers higher education and leadership, including the use of technology for regional, rural and remote areas to provide equity access to all students regardless of their geographical location. Sue has also been involved in consultancies, research projects and grants both in Australia and internationally, including Australian Research Council and Office for Learning and Teaching funded research. She currently sits as an advisor to the Western Australian Minister of Education on the Regional and Remote Advisory Council (RREAC). Her teaching, learning and research have been acknowledged by a number of awards including the 2001 Life Membership Award for the Educational Computing Association of Western Australia for her work with teachers, two best research paper awards in 2004 and 2006, the Vice-Chancellor's Award for Excellence and Innovation in Higher Education in 2010; a Citation for Outstanding Contributions to Student Learning 2014; and the PTCWA Outstanding Professional Service Award 2014.

INVITED SPEAKER SESSION 4

Bridging the Gap – From Secondary Schools and other pathways to Higher Education Communicating & Collaborating; Transition Understandings, Innovations & Ideas

Moderator: Sally Kift
Panel Composition: 3 Secondary School Members & 2 Higher Education

Secondary:

- Mandy McConnell (Careers Adviser Barham High School NSW)
- Angela Di Sotto-Hames (Mathematics Teacher Bradford College. Adelaide)
- Doug Hughes (Careers Adviser Willyama High School Broken Hill NSW)

Higher Education:

- Dr Kathy Egea (Senior Lecturer UTS. FYE Coordinator)
- Dr Ann Luzeckyj (Senior Lecturer Flinders University.)

Focus: School to university transition and overlapping discussion on transition in general.

- Perceived and actual transition issues from

  i) Schools & Pre-university institutions ii) Higher Education

- Current initiatives addressing transition

  i) in schools and other institutions ii) in universities iii) collaboratively

ā Transition support – areas of strength/weakness

ā Future collaborative ideas to 'bridge the gap'.

Panel Members Biographies:

Mandy McConnell

Mandy has been a Careers Adviser at Barham High School for over 20 years. Mandy leads the Riverina Careers Advisers Association and the Outback Riverina Careers Advisers Association.

In 2011 she was awarded the David Osborne Award for Excellence in Regional Career Development through the Career Education Association of Victoria.

In 2014, Mandy was commissioned by the NSW DEC to pursue a Study Project on tertiary access, equity and transition issues for rural and remote students. Her report "Tipping Points to Higher Education for Rural and Remote Students" included a recommendation to the NSW DEC to fund positions at the 2015 STARS Conference for rural and remote Careers Advisers.

Doug Hughes

Doug finished school in Sydney and studied Veterinary Science at Sydney University. After completing the BVSc and a 15month stint working in Parramatta he moved to Broken Hill in Far West NSW in 2007 to take up a position at the RSPCA clinic and shelter. During that time he discovered the privilege it was to mentor both undergraduate students and secondary school students who came to do work placements at the clinic. This led Doug to complete a BTeaching (secondary) part-time by distance over 3 years through Charles Sturt University, and begin working at Willyama High School in 2013. He is now the Careers Adviser and Biology teacher and has completed a Grad Certificate in Careers Education & Development through RMIT. Doug is married with 3 boys, the eldest of whom has just started kindergarten which is helping Doug understand transitions in Education from the other end of the spectrum!

Ann Luzeckyj

Ann is Senior Lecturer in Higher Education, First Year Undergraduate Teaching Advisor in the Centre for University Teaching at Flinders University. Ann provides support, resources and advice to staff who work with first year undergraduate students. She also undertakes research and has been involved in a number of grants related to aspects of first year teaching and learning including work on student transition to university. Ann's other duties include supporting sessional teaching staff and coordinating the Flinders Foundations of University Teaching program.

Kathy Egea

Dr Kathy Egea is a senior lecturer with over 20 years experience in higher education and prior to this, 12 years as a high school maths/science teacher. As UTS FYE coordinator, she co-leads the FYE strategy, building a FYE community of academic and professional staff in supporting first year students, facilitate small grants and leads the faculty-based FYE academic coordinator team. She enthusiastically encourages teachers from high school, tafe colleges and other pathway institutes, to join the FYE community and attend FYE forums to improve understandings in the transition of students from these pathways.

Angela Di Sotto-Hames

Angelahas been a secondary school teacher for 12 years and a teacher in various other educational settings (TAFE, university, university preparation colleges) for a period of 5 years. She is currently a teacher at Bradford College in Adelaide, a foundation studies provider for university entrance. Angela is in the process of completing a Doctor of Education in the area of university transition. Her research includes interviewing first year university students during their transition period and a case study on a school to university preparation college in Adelaide.

Sally Kift

Professor Sally Kift is Deputy Vice-Chancellor (Academic) at James Cook University and President of the Australian Learning and Teaching Fellows (ALTF). Prior to commencing at JCU in 2012, Sally was a Professor of Law at Queensland University of Technology, where she also served as Law Faculty Assistant Dean, Teaching & Learning (2001-2006) and QUT's foundational Director, First Year Experience (2006-2007). Sally is a national Teaching Award winner (2003) and national Program Award winner (2007). She was awarded a Senior Fellowship by the Australian Learning and Teaching Council (ALTC) in 2006 to investigate the first year experience and is currently a Discipline Scholar in Law.

FRIDAY

8:30AM – 9:30AM KEYNOTE SESSION 2

Threshold Concepts and associated transitions

Jan H.F. Meyer

The STARS conference incorporates in its acronym an enduring emphasis on transitions in students' learning journeys. In his presentation Jan will use the Threshold Concepts Framework as an analytical lens to delineate and focus on the nature of some of these transitions. He will argue that specific forms of transformational subject matter (threshold concepts) present particularly difficult transitions for some students, some of which are relatively under-researched, and that require integrated pedagogic (and other) responses. He will argue that the basis of such responses transcends propositions grounded in generic knowledge of student learning. Towards this end he will introduce and discuss the construct of Integrated Threshold Concept Knowledge.

Professor Jan Meyer

Jan Meyer is a Professor of Education, in the School of Civil Engineering at The University of Queensland, Australia. He was previously a Professor of Education, and Director of the Centre for Learning, Teaching, and Research in Higher Education, at Durham University in the UK. He has two symbiotic research interests: in university teaching, and in student learning wellbeing. An impression of his research impact is reflected in estimated Google Scholar indices: h-index=30, i10-index= 67, cumulative citation count c. 4200. In order to inform university teaching, much of his earlier research developed the quantitative modelling of individual differences in students' learning, particularly in the transition from school to university. This modelling work has, in turn, been used since 2004 as the basis for further research in developing mechanisms to help students develop their metalearning capacity (awareness of, and control over, their learning) during this transition and beyond it.

Jan is the originator of the notion of a 'threshold concept', and developed the basic idea with Ray Land in a seminal paper in 2003. What is now referred to as the Threshold Concepts Framework has had an international impact[1] in providing a new lens to focus on critical aspects of variation in students' transformative learning experiences as well as accompanying disciplinary, ontological and epistemic repositioning. The Threshold Concepts Framework integrates these modelling and metalearning interests and extends them into new research domains as reflected in subsequent publications.

His most recent work (with Timmermans) proposes the construct of Integrated Threshold Concept Knowledge – a construct that is essentially defined for pedagogic purposes as a fusion of different 'types of knowledge' that are empirically based, and socially constructed, in the learning context of specific transformational subject matter represented by threshold concepts.

1 *The impact of the Framework is well reflected in the regularly updated contents of a UCL website maintained by Dr Michael Flanagan than references more than one thousand examples of scholarly endeavour across a wide range of disciplinary contexts: http://www.ee.ucl.ac.uk/~mflanaga/thresholds.html*

10:00AM – 10:30AM
PARALLEL SESSION 7

Room	P1	P2	P3	M4	M3	M2	M1
Parallel Session 7	**7A**	**7B**	**7C**	**7D**	**7E**	**7F**	**7G**
10:00am - 10:30am	Students' reading and writing 'in transition'- what lessons can be learnt from a case study of A-levels to university transitions to help enabling educators to 'bridge the gap' into undergraduate study?	Scrutinising intervention data to elicit insight into academically at-risk students' perceptions and constructions of their study experiences	Framing Academic Support in Higher Education	Taking Access and Transition Seriously: University of Newcastle's Transformation of Transition and Retention	Validation of an academic literacy and language skills (VALUES) model for undergraduate nursing students		Re-visioning alumni relationships to improve graduate employability
	Sally Baker, Evonne Irwin	*Alexandra Wade, Cassandra Colvin, Sarah Patrick, Daniela Mazzone*	*Miguel Gil*	*Cheryl Burgess, Bree Slater*	*Paul Glew, Kathleen Dixon, Yenna Salamonson*		*Jessica Vanderlelie*
	University of Newcastle	*University of South Australia*	*Victoria University*	*University of Newcastle*	*University of Western Sydney*		*Griffith University*

07

07A REFERRED PAPER

Students' reading and writing 'in transition': what lessons can be learnt from a case study of A-levels to university transitions to help enabling educators to 'bridge the gap' into undergraduate study?

Sally Baker, Evonne Irwin
English Language and Foundation Studies Centre, University of Newcastle

This paper presents findings from a longitudinal exploration of students' reading and writing 'in transition' from school to university and seeks to make connections with the core work of enabling education around students' language practices. Enabling education offers alternative pathways into higher education for often-marginalised students, whose home discourses often hinder development of the dominant discourses of university. Working from the conceptual space of academic literacies, the study explored students' practices, understandings and feelings around their reading and writing. Two headline findings of the study— that assessment functions as the dominant vehicle driving students' and teachers' practices around, and discourses of, writing and that differences in the way knowledge is packaged and developed at school and university cause significant challenges—are unpicked and applied to the enabling context. Three pedagogical recommendations are offered to enabling educators to help them better support students with their reading and writing 'in transition'.

Biography

Sally is an early career researcher and English language teacher, whose research centres on language and literacies, particularly students' academic reading and writing 'in transition'. A key contribution of her doctoral work was development of methodology and research design for exploring issues around transition and the use of Facebook for qualitative literacies research. Sally's current projects include a stock take of language and literacies provision in Australian enabling education and a longitudinal exploration of refugee students' transitions into university study.

Evonne Irwin has worked as a language practitioner with Language Background Other Than English (LBOTE) students since 2003 in the TAFE and higher education sectors, and has a particular interest in language and literacy provision for enabling students. Now Digital Content Manager with the English Language and Foundation Studies Centre at the University of Newcastle, Evonne is part of a small online learning team who co-developed one of the sector's first accessMOOCs opening access to academic discourses to 'non-traditional' students.

07B REFERRED PAPER

Scrutinising intervention data to elicit insight into academically at risk students' perceptions and constructions of their study experiences

Alexandra Wade, Cassandra Colvin, Sarah Patrick, Daniela Mazzone
University of South Australia

Institutions around Australia are currently implementing an array of intervention programs designed to enhance success and retention outcomes of academically 'at risk' students. This paper reports the findings of an investigative study that interrogated a small sample of data collected from one such program. The study sought to explore whether the qualitative data elicited from notes taken after calls with students would glean insight into students' constructions of their study experiences, and the relative salience of dimensions identified. Further, the study sought to scrutinise relationships between these findings, and students' final grades for the course. The results suggest that a majority of academically at risk students perceive themselves as academically competent, capable, and agentic. The implications of this for intervention policy and practice are discussed.

Biography

Cassandra Colvin manages the ESAP program at the University of South Australia, an academic intervention program targeting first-year students identified as 'at risk'. Cassandra has extensive experience in the international education industry, primarily in management roles supporting the needs of international students. Cassandra has presented widely on themes relating to international student support and recently submitted for examination her PhD thesis, entitled 'Exploring intercultural interactions on a university campus through the lens of a local student: A multidimensional, multi-theoretical analysis'.

Alexandra Wade earned her B.Psych (Hons) in 2012 from the University of South Australia. She has since been involved with the ESAP program at UniSA, a program targeting support to first-year students identified as 'at risk' of academic disengagement. Alexandra's research interests lie in social and cognitive psychology, and include the influence of self-regulation, co-regulation, motivation and meta-cognition on student learning and success.

07C REFERRED PAPER

Framing Academic Support in Higher Education

Miguel Gil
Victoria University

Following Lakoff ā̃s contributions to metaphorical analysis, this paper provides an analytical description of the language of support in higher education literature. The theme of "support" has rested on a structural conception of the curriculum as divided into three components: two characteristically uneven but symmetrical elements (content and support, i.e. curriculum and co-curriculum) and an extrinsic controlling force (management, governance). This general outline has had important consequences in terms of how support works as a conceptual metaphor in a higher education context, and how this basic understanding is reproduced and contested in the actual interactions between members of the university cultures.
The metaphor of academic support may risk exhaustion as a result of its increasing gravitation around "development" and "engagement". But this may well prove an elusive phase. While efforts are being made to frame support as development, development itself may increasingly morph into little more than technical upskilling.

Biography

Dr Miguel Gil is Retention and Transition Coordinator for the Colleges of Arts, Education and Law at Victoria University. Miguel Gil recently co-edited the book Strong Starts, Supported Transitions and Student Success (Cambridge Scholars, 2014), which documents a number of support initiatives across a range of disciplinary and interdisciplinary areas. He is currently researching the various uses of metaphors in higher education discourse and is also interested in the articulation of "global citizenship" as a graduate attribute.

07D NEW IDEAS AND EMERGING INITITIVIES

Taking Access and Transition Seriously: University of Newcastle's Transformation of Transition and Retention

Cheryl Burgess, Senior Manager, Access & Transition
Bree Slater, Senior Manager, Admissions, University of Newcastle

The University of Newcastle has implemented a number of initiatives over the last few years aimed at improving the student experience. We begin 2015 with permanent teams tasked with improving student transition and experience – the first time these teams have been permanent, and the first time the focus is entirely and so openly on student experience.

Biography

Cheryl has over 20 years experience working in both Vocational and Higher Education in Australia. Her experience covers teaching at TAFE NSW and more recently managing the areas of international admissions, student outreach, and transition and retention programs at the University of Newcastle. Having a focus on student transition and improving student experience, Cheryl is passionate about helping all students achieve success while studying. Cheryl has presented at conferences nationally and internationally on student transition and retention strategies. Cheryl is the Senior Manager of Access and Transition at the University of Newcastle.

Bree Slater has worked in the higher education sector for 16 years across a number of universities. Her career spans many aspects of student administration in the higher education environment. She has presented at conferences nationally, and is dedicated to improving access to higher education. Bree is the Senior Manager, Admissions at the University of Newcastle.

07E NEW IDEAS AND EMERGING INITITIVIES

Validation of an academic literacy and language skills (VALUES) model for undergraduate nursing students

Dr Paul Glew
Dr Kathleen Dixon
Associate Professor Yenna Salamonson
University of Western Sydney - School of Nursing and Midwifery

The project on the validation of an academic literacy and language skills (VALUES) model for undergraduate nursing students commenced in February 2015 with the aim of building onto the student literacy and language strategies (SLLS) program that was piloted from 2010 to 2014 in the School of Nursing and Midwifery at the University of Western Sydney (UWS). It focuses on the integration of literacy and language support in a core unit of study, Professional Communication, in the Bachelor of Nursing program at the School. The project examines the embedding of academic literacy and language skills as a model for good practice in nursing education to be validated through: assessing the efficacy of a writing tool, a Post-enrolment English Language Assessment (PELA), to identify academic literacy and English language preparedness of commencing nursing students; implementing a literacy and language program; measuring uptake and improvement in the participants' academic literacy and language skills; and examining student perceptions of the program.

Biography

Dr Paul Glew is a Senior Lecturer in Nursing, Literacy Coordinator and early career researcher at the University of Western Sydney. He has worked as a clinical nurse educator and registered nurse, and has extensive experience in managing education programs. His research outcomes include international conference presentations and publications on nursing communication, academic English and literacy in nursing. He is a recipient of the UWS Vice-Chancellor's Excellence Award in Teaching (2012) for the School's Academic Literacy Strategies program.

Dr Kathleen Dixon is a senior lecturer in the School of Nursing and Midwifery and has spent over 25 years of her academic career teaching nursing students. She has a particular interest in enhancing the academic performance of undergraduate and postgraduate students and to this end has worked on a number of projects aimed at developing the quality of teaching and learning. Kathleen has authored a number of publications, including book chapters and conference proceedings.

Associate Professor Yenna Salamonson has committed over 20 years of her academic career to creating a positive learning experience for nursing students. She has undertaken several educational projects to improve the academic performance of nursing students for whom English is an additional language, and has authored more than 130 peer-reviewed papers and numerous conference proceedings. Yenna is a recipient of a number of teaching awards at the university and national levels.

07F

07G NEW IDEAS AND EMERGING INITITIVIES

Re-visioning alumni relationships to improve graduate employability

Jessica Vanderlelie
School of Medical Science, Griffith University

With graduate employability high on the national education agenda it is both timely and important to redefine our philosophy for engaging alumni. This emerging program proposes that by reshaping our conceptions of alumni worth, capturing their experiences and nuancing our approaches to connection, we can establish an intentional and authentic partnership between a university program and its graduates. The program aims to re-vision graduate success to more accurately reflect alumni career experiences throughout the graduate lifecycle. This will be achieved through development of a theoretical framework and series of online resources to empower universities to network with alumni in a mutually beneficial manner, to inform curriculum renewal, and tailor employability interventions support undergraduates and enrich the professional lives of alumni. This session aims to explore current alumni engagement methodologies and open dialogue around the role of alumni connection in facilitating graduate success and the study-work transition.

Biography

Dr. Vanderlelie is a passionate academic, committed to the development and implementation of practice-based curriculum for teaching undergraduate courses within in the medical sciences. Within the School of Medical Science, Jessica leads a program of activities that focus on improving employability skills and supporting the development of career identity in Health Science undergraduates. Through her dedication and rapport, Jessica has established and maintained a significant alumni network and draws upon these relationships to inform the employability initiatives she designs.

10:40AM – 11:10AM
PARALLEL SESSION 8

Room	P1	P2	P3	M4	M3	M2	M1
Parallel Session 8	**8A**	**8B**	**8C**	**8D**	**8E**	**8F**	**8G**
10:40am - 11:10am	"Tell them to have a group like this": Scaffolding the transitions of unmatriculated mature-aged students to academic literacy.	Focusing on Six First Year Firsts: A professional development framework supporting teachers of first year subjects	"Thanks, but no thanks": Factors affecting uptake of student mentors	The Student Literacy and Language Strategies Program	Going "old school" From bedside manner to deskside manner	Analysing user engagement within Facebook learning communities	Academic-Employer Co-created Assessment for the Creative Industries
	Prue Fry, Gillian Skyrme, Lisa Emerson	*Kathryn Harden-Thew, Bonnie Amelia Dean*	*Lee-anne Bye, Julie Hobbins*	*Paul Glew, Kathleen Dixon, Jaylene Shannon, Yenna Salamonson*	*David Fleischman, Oscar Imaz*	*Murray Lane, Victoria Menzies*	*Bronwyn Clarke, Rachel Wilson, Terry Johal, Natalie Araujo*
	Massey University	*University of Wollongong*	*University of the Sunshine Coast*	*University of Western Sydney*	*University of the Sunshine Coast*	*Queensland University of Technology*	*RMIT University*

08A REFERRED PAPER

"Tell them to have a group like this": A voluntary study group to scaffold the transitions of unmatriculated mature-aged students to academic literacy.

Prue Fry, Gillian Skyrme, Lisa Emerson
Massey University, Palmerston north, New Zealand

Mature-aged students, with no academic qualifications or preparation, have open entry to NZ universities. However, academia is an unknown culture and challenging for many of them. As an action research project for a PhD, I set up a voluntary study group for mature students, informed by sociocultural theory and focusing on academic literacy. Through the first cycle, we identified specific challenges participants faced, particularly mismatches in their expectations for learning and teaching and their understanding of the construction of knowledge. Action research allowed me to develop a structure for the group and specific interventions in further cycles to broker these aspects of academic culture for participants. Most were thus enabled to align their expectations with those of the university. Importantly, too, participation in the study group gave these mature- aged students a sense of belonging at university.

Biography

Prue Fry has tutored various academic writing courses for twenty years in different tertiary institutions. Now she is a mature student at Massey University, finalising her action research PhD. In this, she worked with mature-aged students through their first semesters on campus in voluntary study groups which scaffolded their introductions to academic culture.

Dr. Gillian Skyrme is a senior lecturer in linguistics and second language teaching at Massey University. She has been a teacher of English to speakers of other languages for over 30 years, teaching in New Zealand, China and the United Kingdom in a range of settings. Her research interests include a sociocultural perspective of the experiences of international undergraduate students studying in a New Zealand university. She is second supervisor of this research project.

Associate Professor Lisa Emerson is a teacher and researcher in the School of English and Media Studies at Massey University. Her primary research fields are academic literacy and science writing, with secondary interests in writing in the disciplines, teacher perspectives on teaching, transitions to tertiary literacy, and plagiarism. She was a Fulbright Senior Scholar in 2013, and won the Prime Minister's Award for Sustained Excellence in Tertiary Teaching in 2008.

08B REFERRED PAPER

Focusing on Six First Year Firsts: A professional development framework supporting teachers of first year subjects

Kathryn Harden-Thew, Bonnie Amelia Dean
University of Wollongong

The first year of university is a critical period for student engagement. Crucial to smooth transition is how teaching staff support new students in their first year experience (FYE). However, across higher education institutions, staff receive varying levels of professional development, and often, little explanation of how to translate theory into practice. In 2014, at Wollongong University, a new professional development framework was developed to assist teaching staff across the university to translate transition principles into effective curriculum practices. The framework identifies six moments in any first year curriculum where students experience their first contact with different academic elements and highlights how staff can better engage students in these moments. This framework can be applied by teaching staff across the higher education context from tutor to lecturer and whole of course co-ordinator. Run as a pilot FYE module in 2014, in 2015 the framework continues to be used for curriculum renewal across the university.

Biography

Dr Kathryn Harden-Thew is a Lecturer in the Learning, Teaching & Curriculum unit (UOW). With many years' experience in schools and TAFE, and eight years in teaching and research in the School of Education (UOW), Kathryn is now responsible for the development of online modules and face-to-face workshops for academic teaching staff in the new Continuing Professional Development course. Kathryn's research interests include exploring the role and activity of sessional staff, transitions in HE and barriers to educational success.

Dr. Bonnie Dean is a Lecturer in the Learning, Teaching & Curriculum unit at the University of Wollongong (UOW). With eight years' experience in teaching and research in Higher Education,

Bonnie's key role is Academic Coordinator of the UOW's Continuing Professional Development course, a teaching and learning program supporting teachers in various career stages across the university. Bonnie's research interests include various aspects of teaching & learning in higher education, work-integrated learning and the first year experience.

08C REFERRED PAPER

"Thanks, but no thanks": Factors affecting uptake of student mentors

Lee-anne Bye, Julie Hobbins
University of the Sunshine Coast

Literature surrounding peer programs in tertiary institutions clearly establishes that peer mentoring is a successful support mechanism and a key factor in assisting first year students' transition to university life. Due to these noted benefits, most Australian universities provide peer mentoring in some form. Why then, do some first year students not take up the offer of assistance from student mentors? This paper discusses the results of a study of first year students undertaking a foundation course at a regional Australian university, all of whom were offered a peer mentor. It was found that student demographics play a minor role in non-acceptance, whereas contact methods, time constraints and student perceptions of academic preparedness were more important factors. The findings have implications for current methods used to promote the University's Student Mentor Program, and other support programs in general.

Biography

Lee-anne is currently appointed as Associate Lecturer, facing the challenge of contributing to the development and success of a large, mandatory, first year course at a growing, regional university. She completed a Bachelor of Arts degree with majors in Communication and Social and Community Studies, an Honours degree in Sociology and a PhD in Organisational Management.

Lee-anne's teaching experience is varied and she is passionate about contributing to student engagement and achievement, with a specific focus on first year students.

Julie Hobbins is currently the Coordinator, Student Mentor Program at the University of the Sunshine Coast. She commenced tertiary studies as a mature student, graduating with a Bachelor of Business (Management) and more recently, a Master of Education in 2013.

Julie's current research interest is in first year support, in particular, enriching the student experience through peer engagement. Additionally, she is a tutor in the University's mandatory first year course, which enables her to stay informed of first year issues.

08D GOOD PRACTICE REPORT

The Student Literacy and Language Strategies Program

Dr Paul Glew, Dr Kathleen Dixon, Ms Jaylene Shannon
Associate Professor Yenna Salamonson
University of Western Sydney - School of Nursing and Midwifery

This report presents an academic literacy and language skills program model implemented over five years as an intervention for commencing undergraduate nursing students in a School of Nursing at an Australian university. Implementation of the program entailed an embedded curriculum strategy and suite of tailored interventions to support students during their transition into undergraduate nursing studies. The report includes discussion of literature on student screening, evaluation of the uptake and effectiveness of the program, and examination of emerging issues for nursing programs in relation to student improvement in academic literacy and language skills. This report considers: linguistic and education background factors that may influence student learning in an undergraduate program; the identification of students who may benefit from support in improving academic literacy and language skills; and the design and implementation of interventions tailored to enhance the academic literacy and language development of undergraduate nursing students.

Biography

Dr Paul Glew is a Senior Lecturer in Nursing, Literacy Coordinator and early career researcher at the University of Western Sydney. He has worked as a clinical nurse educator and registered nurse, and has extensive experience in managing education programs. His research outcomes include international conference presentations and publications on nursing communication, academic English and literacy in nursing. Paul is a recipient of the UWS Vice-Chancellor's Excellence Award in Teaching (2012) for the School's Academic Literacy Strategies program.

Dr Kathleen Dixon is a senior lecturer in the School of Nursing and Midwifery and has spent over 25 years of her academic career teaching nursing students. She has a particular interest in enhancing the academic performance of undergraduate and postgraduate students and to this end has worked on a number of projects aimed at developing the quality of teaching and learning. Kathleen has authored a number of publications, including book chapters and conference proceedings.

Jaylene Shannon is a third year Bachelor of Nursing (Advanced) student at the University of Western Sydney. She is currently listed on the Dean's Merit List for the School of Nursing and Midwifery at UWS in recognition of her outstanding academic achievement. Jaylene recently assisted in a project on academic literacy as a research student intern at UWS. She has a strong interest in pursuing nursing research and plans to undertake Honours and Doctoral studies.

Associate Professor Yenna Salamonson has committed over 20 years of her academic career to creating a positive learning experience for nursing students. She has undertaken several educational projects to improve the academic performance of nursing students for whom English is an additional language, and has authored more than 130 peer-reviewed papers and numerous conference proceedings. Yenna is a recipient of a number of teaching awards at the university and national levels.

08E NEW IDEAS AND EMERGING INITITIVIES

Going "old school": From bedside manner to deskside manner

Dr David Fleischman and Mr Oscar Imaz
University of the Sunshine Coast

Interaction between tertiary educators and students, we contend, improves trust and betters student responses to emotional distress while at university. Therefore, we introduce the "Deskside Manner Framework" as an emerging practice in the tertiary teaching and learning context to aid student transition success. Owing to concepts and practice that originated primarily in the medical profession and later in other high credence professional contexts, the deskside manner framework includes: show respect, critical listening, the four Bs and follow up. Deskside manner is transferrable and we aim to facilitate it through workshops and by developing a digital repository of educator-student interaction stories.

Biography

Dr David Fleischman teaches in marketing at the University of the Sunshine Coast School of Business. Some of his recent work has been published in the 'Journal of Marketing for Higher Education', the 'e-Journal of Business Education and Scholarship of Teaching' and the ANZMAC conference proceedings. Professionally, David has worked internationally within the US, in the marketing and public relations industries before relocating to the Sunshine Coast.

Mr Oscar Imaz has had 25 years business experience in diverse areas including banking, hospitality investment and property development holding the position of CEO of a group of construction and development companies where he introduced business strategies and information technology for the continuous improvement of business efficiency, innovation, quality and response to customers to build business intelligence and competitive strengths.

08F NEW IDEAS AND EMERGING INITITIVIES

Analysing user engagement within Facebook learning communities

Murray Lane, Victoria Menzies
Queensland University of Technology

Analysing the engagement of students in university-based Facebook groups can shed light on the nature of their learning experience and highlight leverage points to build on student success. While post-semester surveys and demographic participation data can highlight who was involved and how they subsequently felt about the experience, these techniques do not necessarily reflect real-time engagement. One way to gain insight into in-situ student experiences is by categorising the original posts and comments into predetermined frameworks of learning. This paper offers a systematic method of coding Facebook contributions within various engagement categories: motivation, discourse, cognition and emotive responses.

Biography

Dr Murray Lane currently manages QUT's Student Success Program which offers direct, positive and timely support to students identified as at-risk of struggling in their course. He brings a diverse research and teaching background to the position with other published work including blended learning approaches in the teaching of architecture and analyses of sustainable land-use practices. Previous positions at QUT also include a support role for sessional staff and research work for the Peer Programs unit.

Victoria Menzies is Coordinator - Peer Programs Strategy, Student Success & Retention at QUT. Applying a distributed leadership model that partners with stakeholders from across the university, Victoria leads a team that designs and implements programs and initiatives to increase the quality, range and reach of peer-to-peer learning opportunities. Victoria has extensive experience as an educator and researcher in schools and Higher Education. Her research interests centre on learning environments and strategies that promote learner engagement and develop graduate capabilities.

08G NEW IDEAS AND EMERGING INITITIVIES

Academic-employer co-created assessment for the creative industries

Bronwyn Clarke, Rachel Wilson, Terry Johal, Natalie Araujo
School of Media and Communication, RMIT University, Melbourne, Australia

We propose to pilot a framework and protocols for academic-employer co- created assessment in the creative industry disciplines. Through this project assessment tasks will be embedded at key strategic points in whole of program lifecycles. The project will build reciprocal and collaborative relationships between employers, industry and professional bodies, on the one hand, and higher education institutions, educators, and students, on the other. Our project provides not only a practical model for employer engagement, but also addresses broader issues of graduate employability.

Biography

Ms. Bronwyn Clarke (Lecturer and Programs Director, RMIT University). Bronwyn works in Learning and Teaching across a range of undergraduate programs at RMIT. Her research areas include best practice models for selection and curriculum for the development of students' professional identity. Bronwyn is a leader for RMIT's LTIF project "First Things First" and RMIT's Belonging Project, and a team member of the OLT project "Developing Graduate Employability". She is a former committee member of the DIA and AGDA's education committees.

Ms. Rachel Wilson (Lecturer, RMIT University). Rachel has extensive experience in creative industry disciplines and is an Academic Team Leader for RMIT's Belonging Project. She has a number of teaching awards including a team 2008 ALTC citation. Rachel served as President of the peak discipline body Australian Screen Production Education and Research Association from 2010-2011 and on the executive committee from 2008-2012. During this time she helped to establish the Australian Council of Deans and Directors of Creative Arts.

Mr. Terry Johal (Lecturer, RMIT University). Terry has expertise in developing interdisciplinary curriculum for transnational delivery across a range of creative industry disciplines. He has served as an Academic Team Leader on the RMIT LTIF project "First Things First." Terry's research interests include professional development for educators, curriculum design and implementation for interdisciplinary education, and the pedagogy of theory in creative practice disciplines.

Dr Natalie Araujo (Postdoctoral Research Associate, RMIT University) Natalie served as the Research Officer on RMIT's Belonging Project from 2013-2015. She holds a PhD in Social Anthropology and JD in Law. Natalie has ten years of experience in teaching, curriculum design, and policy development. She served on the board of directors of education focused non-profit organizations and the committees of peak sector organizations including the American Association of University Women.

11:20AM – 11:50AM
PARALLEL SESSION 9

Room	P1	P2	P3	M4	M3	M2	M1
Parallel Session 9	**9A**	**9B**	**9C**	**9D**	**9E**	**9F**	**9G**
11:20am - 11:50am	Navigating VET to university: students' perceptions of their transition to university study	From the horses' mouths: Reflections on transition from peer leaders	Participation in higher education online: Demographics, motivators, and grit	Curriculum narratives: learning as transition, transition as learning	Supporting the first steps to lifelong learning: The CommUniTI	Helping biomedical science students struggling with "second-choice-syndrome" to thrive rather than just survive	
	Tracy Barber, Clare Netherton, Alicia Bettles, Amanda Moors-Mailei	*Bonnie Amelia Dean, Kathryn Harden-Thew, Kylie Austin, Melissa Zaccagnini*	*Cathy Cupitt, Nargess Golshan*	*Marcus O'Donnell*	*Sharn Donnison, Sorrel Penn-Edwards*	*Donnalee Taylor, Glenn Harrison*	
	University of Technology	*University of Wollongong*	*National Centre for Student Equity in Higher Education, Curtin University*	*University of Wollongong*	*University of the Sunshine Coast, Griffith University*	*James Cook University*	

09

09A REFERRED PAPER

Navigating VET to university: students' perceptions of their transition to university study

Dr Tracy Barber, Dr Clare Netherton, Alicia Bettles, Amanda Moors-Mailei
University of Technology, Sydney

This paper examines preliminary findings from research into the transition experiences of students entering university through a VET pathway. Participants' responses obtained in an online survey are analysed to explore their perceptions of how their VET background influenced their transition, including their expectations and adjustment to university. Findings indicate that participants are largely experiencing transition as a positive experience, but in particular those who perceived their VET background as very influential on their transition have significantly higher levels of adjustment and fulfilled expectations. The survey is part of a larger research project including focus groups and interviews that will allow a deeper analysis of students' experiences. The research also aims to contribute to a deeper conceptual understanding of the transition process.

Biography

Tracy supports a university-wide strategy at UTS to widening access through building admission pathways and support processes for students from low socio-economic status backgrounds, with particular responsibility for transitioning TAFE students. Tracy's work is informed by her experiences as a teacher in disadvantaged school communities, and her research into school cultures and the development of student and teacher expectations and identities. Her previous roles include professional development, program design and policy development in universities and vocational education and training organisations.

Clare provides evaluation support for a wide range of Widening Participation projects at UTS, including development of monitoring and evaluation frameworks, development and implementation of evaluation tools, and support for data management and analysis. Her evaluation approach is informed by her experience in multifactorial research methodologies. She has provided support in program evaluation and improvement in a wide range of settings both in Australia and overseas, including universities, vocational education and training institutions, professional development providers and capacity building organisations.

Alicia works across Widening Participation initiatives at UTS, with a particular focus on supporting the development and diversification of education pathways and access schemes. Alicia has worked in projects within both university and vocational education and training focussing on student transition between school, VET and higher education. She offers a professional staff member's perspective of student experience, influenced by roles across equity, student administration and student services.

Amanda supports the coordination and administration of projects that expand access and admission pathways for students from low socio-economic backgrounds to UTS. Amanda's interests are in international and community development and her project experiences include the coordination of community based activities that promote social inclusion and engagement for disadvantaged community groups in Australia and New Zealand.

09B REFERRED PAPER

From the horses' mouths: Reflections on transition from peer leaders

Bonnie Amelia Dean, Kathryn Harden-Thew, Kylie Austin, Melissa Zaccagnini
University of Wollongong

World-wide peer learning programs support students in their transition to university. Peer leader support is distinctive, being closer to the learning experience or transition encountered. This paper explores transition into the first year of university through the reflections of peer leaders. It outlines two synergetic programs at the University of Wollongong (UOW): one supporting high school students in the early stages of transition to university (In2Uni); and the second supporting enrolled university students (PASS). Focus groups were conducted to elicit the voices of leaders reflecting on their own transition and experiences of mentoring peers through transition. The findings suggest peer leaders assist transitioning students to confront change; develop strong social networks; make connections within and across curriculum; and learn how to learn in the new academic context. It was found that peer leaders valued peer support in their own transition (or wished for it) and saw its ongoing significance for others in transition.

Biography

Dr. Bonnie Dean is a Lecturer in the Learning, Teaching & Curriculum unit at the University of Wollongong (UOW). With eight years' experience in teaching and research in Higher Education, Bonnie's key role is Academic Coordinator of the UOW's Continuing Professional Development course, a teaching and learning program supporting teachers in various career stages across the university. Bonnie's research interests include various aspects of teaching & learning in higher education, work-integrated learning and the first year experience.

Dr Kathryn Harden-Thew came to Higher Education (HE) with a teaching background spanning both school and TAFE sectors. Having taught in the School of Education from 2008, Kathryn moved to the Learning, Teaching and Curriculum Unit at Wollongong University (UOW) in 2014. As an Academic Developer in UOW's Continuing Professional Development course, Kathryn is responsible for the development of online modules and face-to-face workshops for academic teaching staff across UOW. Kathryn's research interests include exploring the role and activity of sessional staff in HE, transitions in HE and barriers to educational success.

Kylie Austin is the Outreach and Pathways Manager at the University of Wollongong, managing a team that provides outreach, access and ongoing support to equity students in the Illawarra South East Region. Kylie is currently undertaking a PhD, focusing on the roles that partnerships play under the current Federal Government's Higher Education Participation Program. Kylie has over eight years' experience working on peer learning and outreach programs in the higher education sector.

Melissa Zaccagnini is the Associate Director of the National Centre for PASS and the Peer Learning Manager at the University of Wollongong. As a certified National Trainer of PASS, Melissa has delivered accredited supervisor training and provided ongoing support to hundreds of tertiary staff from across the Australasia region. Melissa has held a range of roles in which she has managed the design, development and delivery of projects related to the use of peer based programs.

09C REFERRED PAPER

Participation in higher education online: Demographics, motivators, and grit.

Cathy Cupitt and Nargess Golshan
National Centre for Student Equity in Higher Education, Curtin University

A preliminary analysis of a survey taken by 657 online students at Curtin University, investigating their motivation and grit. The majority of respondents were mature-aged women, nearly half were the first in their family to attend university, more than one quarter were from low SES backgrounds, and almost a quarter from regional or remote areas. In quantitative responses, students were most commonly motivated to study online by factors relating to necessity (to graduate) and passion (to improve their knowledge). Grit was found to positively correlate to motivators of necessity for male students, but not for female students. Grit was negatively associated with motivators of necessity for students under 25 years old. In qualitative responses, students were most commonly motivated by a desire for personal development, career aspirations, and family. Grit was found to positively correlate to parents' educational attainment, and to students who were not first in family to attend university.

Biography

Cathy Cupitt has worked in higher education for the last eighteen years. Currently she is working at The National Centre for Student Equity in Higher Education, researching student access, retention and success in higher education, focusing on online education, and developing a theory/praxis equity framework for use in the sector.

Nargess Golshan is currently undertaking doctoral studies on the topic of Capital Structure and Executives' Remuneration: An Examination of Business Strategy, at Curtin Business School, Curtin University.

09D NEW IDEAS AND EMERGING INITITIVIES

Curriculum narratives: learning as transition, transition as learning

Marcus O'Donnell
University of Wollongong

This paper focuses on how an understanding of narrative, as a conceptual and practical tool, can assist academics develop effective transition pedagogies across the curriculum. Contemporary approaches to active learning provide both scaffolding and engaged process of participation and this paper will show how narrative techniques can be used to both provide signposts which ease student transitions at key points and also involve students in the active co-creation of meaning which successfully enables them to transition to the next stage in their academic journey.

Biography

Dr Marcus O'Donnell, is Senior Scholar Curriculum Transformation in the University of Wollongong's Learning Teaching and Curriculum Unit. A journalism academic by discipline he has a special interest in the power of stories and narrative to build meaning and transform learning.

09E NEW IDEAS AND EMERGING INITITIVIES

Supporting the first steps to lifelong learning: The CommUniTI (Community-University Team Initiative)

Sharn Donnison
Sorrel Penn-Edwards
School of Education, University of the Sunshine Coast, Qld.
School of Education and Professional Studies, Griffith University, Qld.

The proposed project trials a fourth generation approach to the first year experience at higher education for students at the Gympie campus of the University of the Sunshine Coast. This approach values the strategic and important role that the students' sociocultural capital plays in their successful transition to higher education and engagement in learning and draws upon the support and wisdom of parents, friends, and community members in developing strategies and resources that are specific to the student and community context. It is underpinned by concepts of responsiveness, respectfulness, and transparency and is characterised by a Community of Practice.

Biography

Dr Sharn Donnison is a lecturer in education in the School of Education at the University of the Sunshine Coast. Her area of research is focused on the First Year in Higher Education and teacher education. Currently, she is investigating teaching and learning and curriculum approaches to best support first year teacher education students. Her previous work has focused on various aspects of the pre-service teachers such as their cultural models and discourses about technologies, lifelong learning, and the future.

Dr Sorrel Penn-Edwards currently teaches English, literature, media, and communication to undergraduate preservice secondary teaching students. Past subjects taught include drama, scripting, history of film, video production, and primary English. She holds qualifications in science, film & TV production, literature, drama, and teaching and has a research interest in video, multimedia & hypertext production and use; media; literature; English & Media curriculum; communication; student learning styles; Montessori education; and the First Year Experience at Higher Education.

09F NEW IDEAS AND EMERGING INITITIVIES

Helping biomedical science students struggling with "second-choice-syndrome" to thrive rather than just survive

Dr Donnalee B Taylor and Dr Glenn J Harrison
College of Public Health, Medical and Veterinary Sciences, Discipline of Biomedicine,
Learning, Teaching and Student Engagement
James Cook University

James Cook University (JCU) Biomedical Science students struggle with their first and second year transitions, which appear compounded by 'second-choice- syndrome' (disappointment of not being accepted into their first choice degree) as evidenced by high inter-degree transfer rates and low primary degree completions. This is despite the cohort having high subject (unit) grade point averages and satisfaction ratings. This project evaluated the impact of two extracurricular strategies (email newsletters, themed luncheons) on student engagement and success as evidenced by formal and informal student/staff feedback and success. While students rated the initiatives highly with positive support themes of networking, collegiality, belonging and engagement, there was no direct improvement in grades, retention or degree satisfaction metrics. It is becoming increasing important to recognise and separate the classic academic measures of student survival from the personal and social support required for students to thrive regardless of cohort demographics or career path.

Biography

Dr Donnalee Taylor has research expertise in cognition (learning, memory and temperament), health sciences, psychology, behaviour, welfare, higher education and student support initiatives. During her 6 years of tertiary teaching she has implemented new initiatives based on transition pedagogy to encourage optimal academic development by providing integral fundamental curricular and extracurricular help tools and just-in-time information early in the students' academic careers. These support initiatives also provided an opportunity to build relationships to improve students' academic success, health and wellbeing.

Dr Glenn Harrison is a cardiac scientist, senior lecturer in physiology and academic developer at James Cook University. Glenn has 20 years of tertiary teaching experience, mostly within large class first and second year health science courses. His student-centred teaching philosophy and approach has gained him comprehensive insight into the transitional issues facing these cohorts. He pioneered research into 2nd year (sophomore) slump here in Australia and has presented his findings at local and International Learning and Teaching conferences.

09G

12:00PM – 12:30PM
PARALLEL SESSION 10

Room	P1	P2	P3	M4	M3	M2	M1
Parallel Session 10	**10A**	**10B**	**10C**	**10D**	**10E**	**10F**	**10G**
12:00pm - 12:30pm	Lifting the Learning Curve: Personal Academic Training in La Trobe University Arts Foundation Subjects	Identity theory as a theoretical framework to understand attrition for university students in transition	Sustaining an institutional first year experience strategy: a distributed leadership approach	Putting transition at the centre of whole-of-curriculum transformation	'Create a Better Online You': Designing online learning resources to develop undergraduate social media skills	How can we move them from unconscious incompetence? Using rapid e-Learning to develop an interactive online academic writing program to optimise student engagement	University Embeddedness: Validating a new means for predicting retention and curbing dropout
	Hannah Schürholz, Sarah Midford, Juliane Roemhild, Sara James	*Robert Whannell, Patricia Whannell*	*Jo McKenzie, Kathy Egea*	*Marcus O'Donnell, Margaret Wallace, Anne Melano, Romy Lawson, Eeva Leinonen*	*Megan Pozzi*	*Tina Fleming, Shalini Watson*	*Paul Kremer, Mark Symmons*
	La Trobe University	*University of New England*	*University of Technology*	*University of Wollongong*	*Queensland University of Technology*	*Edith Cowan University*	*Monash University, Australian Institute of Psychology*

10

10A REFERRED PAPER

Lifting the Learning Curve: Personal Academic Training in La Trobe University Arts Foundation Subjects

Hannah Schürholz, Sarah Midford, Juliane Roemhild, Sara James
La Trobe University

The Personal Academic Training Scheme was piloted in 2014, building on positive results of the First-Year Advising programs in the Faculty of Humanities and Social Sciences at La Trobe University. The innovative scheme was designed as a targeted, integrated academic skills and mentoring program embedded within the compulsory first year Bachelor of Arts foundation studies subjects. The program was born out of the need to support an increasingly diverse student body with varying academic literacies and confidence levels. Postgraduate academic mentors worked one-on-one with first-year students identified as at risk of academic failure and dropping out of the Bachelor of Arts to develop academic skills and enhance the first-year experience. The provision of a personalised service to those students most at risk brought improvements in student confidence levels and overall academic achievement and success.

Biography

Hannah Schürholz is a literary critic and Learning and Teaching scholar, who completed her PhD in 2012 on self-harm and femininity in Tim Winton's novels at La Trobe University. She works as associate lecturer for the Hallmark Program in La Trobe's Learning Focus Area Hub – a program for high-achieving students on undergraduate research. Her current research interests include self-harm, depression, death and suicide in contemporary postcolonial texts, as well as teaching and support strategies for both under- and high-achieving students.

Sarah Midford is a Lecturer in Interdisciplinary Foundation Studies in the School of Humanities and Social Sciences at La Trobe University. Sarah has a research and teaching background in the classics and has taught disciplinary and interdisciplinary subjects for the last ten years. Sarah currently has curriculum design and development projects in online open education (iTunes U), the first year experience and success and retention. Sarah's other research focuses on cultural connections between antiquity and the modern world.

Juliane Roemhild is a lecturer in English at La Trobe University. Juliane's areas of research are centered around women's writing, in particular the feminine middlebrow and literary Modernism. Her first book, Femininity and Authorship in the Novels of Elizabeth von Arnim (Fairleigh Dickinson) was published in 2014. She also has an ongoing interest in the literary relationships between Germany and England and has published on W.G. Sebald.

Sara is a lecturer and Interdisciplinary Foundation Studies Coordinator at La Trobe University in Melbourne where she has been teaching, mainly in sociology, since 2006. She is currently coordinating two first-year interdisciplinary subjects for the Bachelor of Arts. Sara's research is in cultural sociology and higher education pedagogy, with a particular focus on the first year experience and student retention. She is co-author of the introductory sociology textbook Sociology in Today's World 3rd edition.

10B REFERRED PAPER

Identity theory as a theoretical framework to understand attrition for university students in transition

Robert Whannell, Patricia Whannell
University of New England

There have been extensive research done with a view to explaining the processes of transition into tertiary study and the factors that may associated with student attrition. This paper consolidates the authors' research in relation to the transition of students into adult and tertiary bridging programs and undergraduate university study and presents an alternative approach to the use of objective conditions, such as financial challenges and first-in-family status, in explaining the attrition phenomenon. Identity theory is used as the basis to develop a theoretical framework that will assist educators working in these areas to engage more fully with and assist students to develop the academic and scholarly identity necessary to sustain appropriate and effective academic behaviours during the transition into tertiary education.

Biography

Dr Robert Whannell is currently employed as a Lecturer in the School of Education at the University New England in Australia. He coordinates a range of pre-service teacher education units in mathematics and science education and researches in these areas. He was previously a lecturer in a tertiary bridging program from 2006 to 2011 where he researched the factors that influenced the outcomes for non-traditional students making the transition into tertiary education.

Patricia Whannell was a lecturer in a tertiary bridging programing program for a number of years. She has been involved in the delivery and coordination of core academic skills courses. She has most recently been employed at the University of New England as a lecturer in Health Education. Her primary research interest is investigating the development of academic self-efficacy in students in transition.

10C REFERRED PAPER

Sustaining an institutional first year experience strategy: a distributed leadership approach

Jo McKenzie and Kathy Egea
Institute for Interactive Media and Learning, University of Technology, Sydney

Sustainable first year experience (FYE) strategies require systematic approaches that engage academic and professional staff across the institution in improving the student experience. This paper describes a distributed leadership approach to implementing a FYE strategy aimed at improving student success and retention. The approach involves coordination at central and faculty levels, along with university-wide and faculty learning communities for academic and professional staff, first year grants and resource development. The paper outlines the range of activities and analyses them in terms of criteria for distributed leadership, including involvement of people, supportive processes, professional development and availability of resources, combined with the values of trust, a culture of respect, recognising a variety of change inputs and collaborative relationships (Jones et al., 2012). Evidence from coordinator reflections based on these criteria and values is used to illustrate the aspects of the strategy that are working well, and those that need attention.

Biography

Associate Professor Jo McKenzie is Director of the Institute for Interactive Media and Learning at the University of Technology, Sydney. She has responsibility for curriculum, learning and teaching development, including online and face-to-face learning environments, academic language and the first year experience strategy. She has been a leader or team member on eight completed OLT grants. She has 25 years experience in higher education and her research focuses on change in university teachers' understandings and practices.

Dr Kathy Egea is a senior lecturer with over 20 years experience in higher education. As UTS FYE coordinator, she co-leads the FYE strategy designed to embed sustainable good practice strategies in first year curriculum and co-curriculum support. Kathy has encouraged academic and professional collaboration in FYE, achieved through regular large FYE forums, FYE grants and faculty FYE coordinator teams. Her aim is to build learning community that meet, share ideas, network and create collaborative partnerships in FYE.

10D NEW IDEAS AND EMERGING INITITIVIES

Putting transition at the centre of whole-of-curriculum transformation

Marcus O'Donnell, Margaret Wallace, Anne Melano, Romy Lawson, Eeva Leinonen
University of Wollongong

This paper describes the development of a model for institution-wide curriculum transformation at the University of Wollongong. Transition – a curriculum-integrated approach that enables a smooth, supported shift into and through higher education and a successful transition from the university to the world of work and lifelong learning – is one of three key principles at the heart of the UOW Curriculum Model. This paper focuses on transition as a whole-of- curriculum design principle and the way this principle informs the other elements of the UOW Curriculum Model. It aims to extend the concept of "transition pedagogy" developed by Kift and colleagues (2010) and to show how it has been used to inform our larger project of curriculum renewal.

Biography

Dr Marcus O'Donnell, is Senior Scholar Curriculum Transformation in the University of Wollongong's Learning Teaching and Curriculum Unit. A journalism academic by discipline he has a special interest in the power of stories and narrative to build meaning and transform learning. He is the founding editor of the journal Current Narratives and he was a member of the 2012 ALTC project "Graduate Qualities and Journalism Curriculum Renewal: Balancing Tertiary Expectations and Industry Needs in a Changing Environment."

Associate Professor Margaret Wallace, Head, Strategic Curriculum Development, University of Wollongong, has worked as an academic developer and within a Faculty of Health & Behavioral Sciences as an academic and sub-dean. Her research and project work focusses on curriculum-integrated approaches to student academic skill development, particularly where such capabilities can be developed as part of student learning of discipline-specific knowledge. Margaret has been involved in a range of educational leadership projects – sometimes as a participant, mentor or investigator.

Associate Professor Romy Lawson, Director, Learning, Teaching & Curriculum, University of Wollongong, was the Project Leader for the 2012 OLT Hunters and Gatherers: Strategies for Curriculum Mapping and Data Collection for Assurance of Learning Project and recently completed her 2013 OLT National Teaching Fellowship Curriculum Design for Assuring Learning in Business Education – Leading the Way. Romy is the Senior Editor for the Journal of University Learning & Teaching Practice (JUTLP) and a member of the HERDSA Executive.

Professor Eeva Leinonen, Deputy Vice Chancellor Academic, University of Wollongong came to Australia from King's College London where she was Vice-Principal (Education) and Professor of Clinical Linguistics. She chaired the King's-Warwick Project to enhance teaching and learning, student engagement, and widen student participation agendas. She was previously Deputy Vice-Chancellor at the University of Hertfordshire. Eeva has an academic background in linguistics and psychology and has extensive experience in higher education in the United Kingdom, Europe and internationally.

10E NEW IDEAS AND EMERGING INITITIVIES

‘Create a Better Online You’: Designing online learning resources to develop undergraduate social media skills

Megan Pozzi
Queensland University of Technology

‘Create a Better Online You’ (CBOY) is an emerging initiative from QUT Library. CBOY focusses on developing the social media skills of undergraduates at QUT. While many students will have encountered ‘cybersafety’ training in primary or secondary school, a comprehensive environmental scan revealed little in the way of social media resources targeted at undergraduates. In particular, there was little to no focus on the ways in which social media could be used strategically to develop a positive online reputation and enhance chances of employability post tertiary education. The resources created as part of CBOY are the result of a literature review, environmental scan, and discussions with staff and students at QUT. Following the comprehensive environmental scan, it appears that CBOY represents one of the first free, openly accessible, interactive resources targeting the social media skills of undergraduates.

Biography

Megan Pozzi is an Academic Skills Adviser at the Queensland University of Technology. A former high school English and Drama teacher, Megan is passionate about social media and young people and her thesis focussed on the strategies used by grade eight girls to create identity in Facebook status updates. She won QUT’s 3 Minute Thesis Competition in 2013 and is a Community Correspondent for ABC Local Radio. Her interests are sociology, social media, and literacies. Find Megan on Twitter @megfern87

10F NEW IDEAS AND EMERGING INITITIVIES

How can we move them from unconscious incompetence? Using rapid e-Learning to develop an interactive online academic writing program to optimise student engagement

Tina Fleming, Shalini Watson
Faculty of Business and Law, Edith Cowan University

The Academic Skills Centre of the Faculty of Business and Law at Edith Cowan University (FBL ECU) has traditionally offered Writing Plus, a program designed to assist with transitioning new students into the rigours of academic writing at tertiary level. While program enrolees have found it beneficial, a recurrent problem has been its low voluntary uptake. Additionally, this offering has only been available in a face-to-face workshop format, which has been inequitable for off campus students. Given these factors, a decision was made to develop an equivalent online program contextualised to the disciplines of Business and Law: Writing Plus Online. Production of the program entailed the use of the rapid e-learning methodology given tight timeframes and resource constraints. This decision provided the option of incorporating pedagogical agents (computerised student and teacher personas) to convey essential academic writing skills in innovative ways (through question and answer scripts). It is envisaged that participation in this program will build the student’s writing self- efficacy which is likely to impact favourably on student engagement and retention.

Biography

Mrs Tina Fleming is a Learning Advisor in the Faculty of Business and Law at Edith Cowan University (ECU). She has extensive experience in teaching English and English as an Additional Language at secondary and tertiary level. Tina coordinates the Writing Plus Program in the Faculty of Business and Law and has been actively involved in the development and implementation of the English Language Proficiency Measure and Post Entry Language Assessment at ECU.

Ms Shalini Watson is a Learning Advisor in the Faculty of Business and Law at Edith Cowan University (ECU). Sha is currently a PhD candidate and her research investigates learning designs using animated pedagogical agents to improve academic writing competence and self-efficacy, and reduce writing anxiety. She has a Cambridge Certificate in English Language Teaching to Adults (CELTA) and is due complete a Graduate Diploma in Psychology from the University of Southern Queensland this year.

10G NEW IDEAS AND EMERGING INITITIVIES

University Embeddedness: Validating a new means for predicting retention and curbing dropout

Paul Kremer (1) & Mark Symmons (1,2)
Monash University (1) Australian Institute of Psychology (2)

Student retention is a significant issue for the higher education sector. There is need for a tool that can reliably identify students at risk of dropout or before their performance begins to deteriorate. Borrowing a relatively new concept from organisational psychology that has been found to reliably determine how "enmeshed" or "embedded" an employee is within their employment, the "university embeddedness" concept was tested using data from an online survey. Structural Equation Modeling revealed some encouraging results in support of future development of the new construct, however certain hurdles remain.

Biography

Paul Kremer is a PhD candidate with research interests extending beyond his thesis in psychology. These interests include, research relating to student transition, retention, social-emotional competence and embeddedness.

Dr Mark Symmons has an eclectic range of research interests that now includes transitions issues with the award of an OLT project in 2014.

1:30PM – 2:00PM
PARALLEL SESSION 11

Room	P1	P2	P3	M4	M3	M2	M1
Parallel Session 11	**11A**	**11B**	**11C**	**11D**	**11E**	**11F**	**11G**
1:30pm - 2:00pm	2014 Office For Learning And Teaching Strategic Priority Commissioned Projects - 21st Century Student Experience	First in family students - what they say about being at university	Maintaining student engagement in a multidisciplinary allied health communication skills course	A Student-Centred Approach to Support, Reward and Recognition of Student Peer 'Learnership'	What to study? Supporting prospective student enrolment choice	Bachelor Explorer: Giving VET students time to explore bachelor study and transition successfully	Curriculum Review: Through the FYE lens
		Ann Luzeckyj, Charmaine Graham, Sharron King, Ben McCann	*Zoe Hazelwood*	*Jennifer Tredinnick, Victoria Menzies, Cherry Van Ryt*	*Andrea Parks, Julie Mills, Delene Weber*	*Jacquie Delord*	*Prema Ponnudurai*
		Flinders University, UniSA College, University of South Australia, University of Adelaide	*Queensland University of Technology*	*Queensland University of Technology*	*University of South Australia*	*Australian College of Applied Psychology*	*Taylor's University*

11A

2014 Office For Learning And Teaching Strategic Priority Commissioned Projects - 21st Century Student Experience

The Australian Government Office for learning and teaching has commissioned five national projects to investigate the 21st Century student experience. Together these five projects are investigating a range of challenges which include:

- How are students' learning experiences connected to their whole student experience?
- How do students' backgrounds correlate to the student experience they want and need?
- How does the student experience differ for undergraduate and postgraduate students?
- How can universities keep up with student demands that change quickly?
- How can universities identify and address the needs and wants of current students in order to give them the desired and appropriate student experience?

The five projects are:

Project ID	Title	Name
SP14-4595	Student engagement in university decision-making and governance- towards a more systemically inclusive student voice	Project Leader Professor Sally Varnham (UTS)
SP14-4599	Engaging postgraduate students and supporting higher education to enhance the 21st century student experience	Project Co-Leaders Associate Professor Linda Crane & Dr Shelley Kinash (Bond)
SP14-4602	Shaping the 21st century student experience at regional universities	Project Co-Leaders Professor Karen Nelson & Ms Kylie Readman (USC)
SP14-4618	Innovative perspectives and approaches for enhancing the student experience	Project Leader Professor Hamish Coates (Melbourne)
SP14-4624	Student Experiences of Threshold Capability Development with Intensive Mode Teaching	Project Leader and Manager Associate Professor Sally Male (UWA)

Two of these projects have now confirmed they will be presenting at this Conference.

Student engagement in university decision-making and governance- towards a more systemically inclusive student voice - Professor Sally Varnham

This presentation discusses an OLT Strategic Priority Commissioned Project being led by Professor Sally Varnham , Faculty of Law and Chair of the Academic Board from 2011-2014, University of Technology Sydney.

The project aims to consider the development of more systemic inclusion of student voice in decision making and governance in Australian universities. Drawing on experience with formal provision for student participation in university governance and decision making in UK and European universities, the project aims to investigate current policy and practice in Australian universities regarding student representation on governance bodies and mechanisms for active student engagement in decision making. It will identify good practices and test those practices within a range of participating Australian universities spanning public, private, city and regional institutions.

This presentation will discuss the initiatives identified in recent research in the UK and Europe and their potential application in Australian universities. There is anecdotal evidence that informal adoption of similar approaches in at least some Australian institutions is proving beneficial. Identifying the benefits of embedding student engagement practices both here and abroad will illustrate the impact that findings from this research are likely to have for student engagement and university governance and ultimately for both the university sector and student leadership.

Shaping the 21st century student experience at regional universities – Professor Karen Nelson

National data indicates that students enrolled at regional universities have less positive outcomes than those of their peers enrolled in capital city universities. Measures such as lower participation, less favourable progression and completion rates, higher levels of attrition and poorer graduate destination outcomes are often juxtaposed with positive scores in other measures such as sector-wide surveys of student satisfaction.

This eight institution project, led by USC, seeks to understand the 21st century student experience of the diverse undergraduate student populations of regional universities, to identify how equitable outcomes for these students can be achieved in comparison to their urban counterparts. All six RUN member institutions (USC, UNE, SCU, CQU, USQ, FedUni) are participating in the project along with Charles Sturt and James Cook Universities. Each partner University has contributed a project team member, who as well as contributing to the project at a national level, performs the role of institutional project leader within their institution. The first stage of the project will aggregate and analyse existing data sets to discover new information and themes. Institutional project team leaders will then be responsible for overseeing the development of a case study to highlight one or more of the identified themes and related key practices in a series of case studies and vignettes. Project deliverables, including any resources developed during the project, will be made available to the sector for immediate take-up and use through a project web site.

This discussion will provide an update on project progress and focus on what is known by examining existing institutional and national data sets with respect to Kahu's (2013, 2014) model of student engagement.

Partner University	Reference Group Member	Institutional Project Leader
Charles Sturt University	Prof Andrew Vann (Chair)	Ms Liz Smith
CQUniversity	Prof Hilary Winchester	Prof Denise Wood
Federation University	Prof Marcia Devlin	A/Prof Nina Fotinatos
James Cook University	Prof Sally Kift	Dr Kathryn Meldrum
Southern Cross University	Prof William MacGillivray	Prof Janet Taylor
University of New England	Prof Alison Sheridan	Ms Alicia Zikan
University of Southern Queensland	Mr Carl Rallings	Prof Jill Lawrence
University of the Sunshine Coast	Prof Birgit Lohmann	A/Prof Jennifer Rowe
Independent Reference Group Members: Ms Debra Farelly (Charles Darwin University); Dr Craig McInnes (PhilipsKPA); Dr Caroline Perkins (RUN)		
Project Manager: Dr Ian Stoodley (USC) Project Evaluator: Dr Garry Allen (RMIT)		

11B REFERRED PAPER

First in family students – what they say about being at university

Dr Ann Luzeckyj, Charmaine Graham, A/Prof Sharron King, A/Prof Ben McCann
Centre for University Teaching, Flinders University, UniSA College, University of South Australia, Faculty of Arts, University of Adelaide

Exploring what students say in semi-structured, open-ended interviews provides a rich and personal understanding of their encounters with the university. The opportunity to discuss the experiences of First in Family (FiF) students as they progress through their degree or reach its end allows us to gain insight into their reasons for attending university, their determination to stay and what they believe helped them succeed. This paper discusses the three main themes related to the FiF student experience we uncovered as a result of a detailed literature review and through our interviews. These themes are, their 'journey' into and through higher education; their position as 'student' which includes the demographic aspects as well as their own concepts of themselves as students; and, the 'networks' they have used and developed to succeed at university. The students' insights may be used to encourage and help future FiF students to complete their studies.

Biography

Associate Professor Sharron King is the Academic Director and Deputy Head of UniSA College. The College provides a Foundation Studies Program and a range of Diplomas as enabling pathways to university degrees. Sharron's research interests focus primarily on first year students and their transition to university, as well as student health and well-being and widening access to university for students who face educational disadvantage.

Charmaine Graham has over 15 years' experience working in human resource management and employment law in Australia and the UK. She is currently completing her final year of Bachelor of Psychology (Honours) and is involved in a number of research areas including the mental well-being of university students; access and equity in higher education and student experiences.

Ben McCann is Associate Professor of French Studies and Director of Student Experience in the Faculty of Arts at the University of Adelaide. Ben works with staff to support student transition to university and improve curriculum design and pedagogies to enable closer alignments with the University's retention priorities. His role also involves developing appropriate mechanisms for cohort tracking and identification of 'at risk' students. Ben was the co-leader of an OLT-funded project on Staff and Students Expectations and Experience (2009-2012).

Ann Luzeckyj is Senior Lecturer in Higher Education, First Year Undergraduate Teaching Advisor in the Centre for University Teaching at Flinders University. Ann provides support, resources and advice to staff who work with first year undergraduate students. She also undertakes research and has been involved in a number of grants related to aspects of first year teaching and learning. Ann's other duties include supporting sessional teaching staff and coordinating the Flinders Foundations of University Teaching program.

11C REFERRED PAPER

Maintaining student engagement in a multidisciplinary allied health communication skills course

Zoe J. Hazelwood School of Psychology and Counselling,
Queensland University of Technology

Effective communication is an important graduate capability for allied health students but there are few opportunities for students to engage with these skills in a dedicated manner at an undergraduate level. This paper reported on the use of active learning and relevance-building strategies to maintain student engagement in a multidisciplinary allied health communication skills course at an Australian university. Students (N = 736) completed an engagement survey during the first and final lecture. While most degree programs reported no difference in engagement across semester, nursing/paramedic students reported a significant decrease in student engagement. A perceived lack of disciplinary relevance may account for student disengagement in this group, illustrating the challenge of delivering an authentic learning experience whilst engaging students from diverse degree programs.

11D REFERRED PAPER

A Student-Centred Approach to Support, Reward and Recognition of Student Peer 'Learnership'.

Jennifer Tredinnick, Victoria Menzies, Cherry Van Ryt
Queensland University of Technology

The benefits for university graduates in growing skills and capabilities through volunteering experiences are gaining increased attention. Building leadership self-efficacy supports students develop their capacity for understanding, articulating and evidencing their learning. Reward and recognition is fundamental in the student's journey to build self-efficacy. Through this research, concepts of reward and recognition have been explored and articulated through the experiences and perceptions of actively engaged student peer leaders. The research methodology has enabled a collaborative, student-centred approach in shaping an innovative Rewards Framework, which supports, recognises and rewards the learning journey from beginning peer leader to competent and confident graduate.

Biography

Jennifer Tredinnick is Coordinator – Volunteer Development and Management, Student Success & Retention. Jennifer is responsible for supporting staff to implement strategies that build peer leader capacity through support, reward and recognition. A key priority of her work is to oversee the ongoing development of volunteers' skills and graduate capabilities through their peer learning journey. Jennifer has extensive experience in education and project development of youth and community education initiatives, with specific interest in young people's voice, volunteering and active citizenship.

Victoria Menzies is Coordinator - Peer Programs Strategy, Student Success & Retention at QUT. Applying a distributed leadership model that partners with stakeholders from across the university, Victoria leads a team that designs and implements programs and initiatives to increase the quality, range and reach of peer-to-peer learning opportunities. Victoria has extensive experience as an educator and researcher in schools and Higher Education. Her research interests centre on learning environments and strategies that promote learner engagement and develop graduate capabilities.

Cherry Van Ryt is the Peer Programs Support Officer, Student Success and Retention at QUT. In this role she is responsible for providing operational support to program coordinators in the planning, preparation and implementation of peer-to-peer learning programs across the university. Cherry has extensive experience in education, community development and program/project management. She is interested in facilitating effective ways to build supportive frameworks for collaboration and program delivery to improve student learning outcomes.

11E NEW IDEAS AND EMERGING INITITIVIES

What to study? Supporting prospective student enrolment choice

Andrea Parks, Julie Mills, Delene Weber
University of South Australia

Research has shown that university students often withdraw in their first year due to a change in career direction, enrolment in an unsuitable program of study or in a program not relevant to career goals. This paper describes work in progress to research the support needed by prospective students to help them determine what to study at university as it hypothesises that existing support services do not fully respond to the needs of prospective students in this regard. It will therefore explore the ways in which Year 12 students make decisions about what to study at university, and how universities, high schools and government organisations engage with prospective students. Knowledge gained from this study will enrich our understanding of the prospective student experience and support the establishment of a framework for tertiary institutions to use to design student development strategies for prospective students.

Biography

Ms. Andrea Parks is a PhD Candidate at the University of South Australia. She completed a MEd in Leadership and Management from Flinders University in 2012 where her research on prospective students began. Prior to immigrating to Australia, Andrea worked for 12 years at two Canadian community colleges as registrar and in student advising and enrolment management roles. This experience has strongly influenced her research interest to explore new ways for tertiary institutions to support and understand student enrolment, retention and success.

Professor Julie Mills is Head of the School of Natural and Built Environments at the University of South Australia. Prior to commencing at UniSA, she worked for 15 years as a structural engineer in private industry. She is known nationally and internationally for her expertise in project-based learning and gender inclusive curriculum, has received national and university teaching awards and grants, and has co-authored two books. Her research interests are diverse and include Engineering Education, Women in Engineering and Structural Engineering.

Associate Professor Delene Weber is acting Associate Head of the School of Natural and Built Environments. She has been lecturing in undergraduate programs for 20 years, with a specialty in environment education and community engagement. She has received national and university awards for her teaching, including an ALTC award for field based learning. She has a strong interest in improving teaching and learning, in the development of graduate qualities, and embedding soft skills in tertiary studies.

11F NEW IDEAS AND EMERGING INITITIVIES

Bachelor Explorer: Giving VET students time to explore bachelor study and transition successfully

Jacquie Delord
Australian College of Applied Psychology

Raising awareness of study at a bachelor level among VET students and supporting students who decide to transition are key goals for ACAP. A new module called Bachelor Explorer addresses these goals by providing a place for VET students to explore bachelor study in a low-risk environment. If students do decide to transition into higher education, Bachelor Explorer provides resources and activities for the development of academic skills. Bachelor Explorer also stays with transitioned students as a repository of resources to aid in their continued development. Gamification will be a key element in engaging students with the Bachelor Explorer module. The development, implementation and evaluation of the module will inform collective knowledge of what works, and what doesn't, in supporting VET to HE transition.

Biography

Learning can be hard work, but it should also be fun. For many students, the inherent motivation that comes from a combination of hard work and fun is masked by stress during their transition into study. I'm looking at ways to 'onboard' students better – by showing them in more intuitive ways how to operate in their new environment. A key part of this is providing more practice and feedback than we can usually provide to individual students, using technology.

11G NEW IDEAS AND EMERGING INITITIVIES

Curriculum Review: Through the FYE lens

Prema Ponnudurai
School of Liberal Arts and Sciences, Taylor's University

The prominence of First Year Experience (FYE) in Higher Education (HE) is gaining momentum in Asia as it focuses on becoming a global educational hub. Studies suggest that for students to succeed in HE, they have to be engaged in curricula that supports their first year needs. Therefore, the objective of this paper was to review the current attrition trends, outline steps for FYE implementation in the curriculum and emphasizes the need for identifying shifts before implementing FYE initiatives. This paper synthesizes two governing FYE theories; Kift (2008) and Tinto (2012) in reviewing the curricula using the key components of Transitional skills, Academic and Social initiatives. This will be the bases of an in-depth discussion on the current trends in FYE and incorporating them into the curricula.

2:10PM – 2:40PM
PARALLEL SESSION 12

Room	P1	P2	P3	M4	M3	M2	M1
Parallel Session 12	**12A**	**12B**	**12C**	**12D**	**12E**	**12F**	**12G**
2:10pm - 2:40pm	OLT 21st Century Commissioned Projects continued…	Talking about the elephant in the room: Improving fundamental assessment practices	Why Belonging Still Matters: Student Success Beyond Generic Employability Skills	Inquiry-based learning to improve student engagement in a large first year biology topic	Are open badges the solution to a lack of student engagement with vital co-curricular learning material?	Personas of Students Accessing a Peer-Facilitated Support for Learning Program	Facebook: a basis for forming a peer learning community for nursing students in a bioscience unit
		Betty Gill	*Natalie Araujo, Rachel Wilson, Bronwyn Clarke*	*Masha Smallhorn, Jeanne Young, Narelle Hunter, Karen Burke da Silva*	*Sarah Jansen, Anita Dewi, Allie Ford, Damian Gleeson*	*Mangalam Sankupellay, Christoph Niesel, Richard Medland, Erica Mealy*	*Sally Schaffer, Victoria Menzies*
		University of Western Sydney	*RMIT University*	*Flinders University*	*Monash University*	*Queensland University of Technology*	*Queensland University of Technology*

12

12B REFERRED PAPER

Talking about the elephant in the room: Improving fundamental assessment practices

Betty Gill
University of Western Sydney

This paper reports on an institution wide strategy to improve first year assessment practices. Assessment is central to the student experience and to informing their developing conceptions of themselves as students. Despite this central importance, much national and international literature raises questions about the fitness-for-purpose of assessment practices in higher education. The reported strategy was developed in response to analysis of student feedback, which suggested, like the literature, substantial opportunity for improvement. Student feedback on their assessment experience was validated by an audit of first session assessment and used to inform the strategy. A significant improvement in quantitative and qualitative measures of student satisfaction across routine data sources is provided to demonstrate impact. This supports a conclusion that the first year student experience can be impacted by the systemic application of a small number of fundamental good practice assessment strategies which are outlined.

Biography

Assoc Professor Betty Gill is the Associate Pro Vice-Chancellor, Education at the University of Western Sydney. Betty is chair of the university's Student Experience & Engagement Committee, the peak strategic University body charged with development and coordination of an institution-wide strategic framework for enhancement of the student experience and engagement across the student lifecycle. She is also the institutional leader of the Student Transition, Retention & Success (STaRS) project commenced in 2013.

12C REFERRED PAPER

Why Belonging Still Matters: Student Success Beyond Generic Employability Skills

Natalie Araujo, Rachel Wilson, Bronwyn Clarke
School of Media and Communication, RMIT University, Melbourne, Australia

Drawing on 2014 pilot initiatives from The Belonging Project, a four-year research project at RMIT University in Melbourne, Australia, this paper argues for more humanistic and holistic approaches to employability. It maintains that in theorizing and implementing employability models educators must not lose sight of holistic understandings of student success. While generic skills in numeracy, literacy, and communication are important, the foundation of employability must always be a sense of belonging that enables increased self-awareness, confidence, and connection throughout all stages of the student lifecycle. This paper proposes a model for employability that focuses not only on key generic skills, but also on capturing and supporting existing diversity in the classroom, appropriately scaffolded professionally embedded curriculum and relevant assessment, and ensuring all students have access to peak global professional experiences.

Biography

Dr. Natalie Araujo (Postdoctoral Research Associate, RMIT University) Natalie served as the Research Officer on RMIT's Belonging Project from 2013-2015. She holds a PhD in Social Anthropology and JD in Law. Natalie has ten years of experience in teaching, curriculum design, and policy development. She served on the board of directors of education focused non-profit organizations and the committees of peak sector organisations including the American Association of University Women.

Ms. Rachel Wilson (Lecturer, RMIT University). Rachel has extensive experience in creative industry disciplines and is an Academic Team Leader for RMIT's Belonging Project. She has a number of teaching awards including a team 2008 ALTC citation. Rachel served as President of the peak discipline body Australian Screen Production Education and Research Association from 2010-2011 and on the executive committee from 2008-2012. During this time she helped to establish the Australian Council of Deans and Directors of Creative Arts.

Ms. Bronwyn Clarke (Lecturer and Programs Director, RMIT University). Bronwyn works in Learning and Teaching across a range of undergraduate programs at RMIT. Her research areas include best practice models for selection and curriculum for the development of students' professional identity. Bronwyn is a leader for RMIT's LTIF project "First Things First" and RMIT's Belonging Project, and a team member of the OLT project "Developing Graduate Employability". She is a former committee member of the DIA and AGDA's education committees.

12D NEW IDEAS AND EMERGING INITITIVIES

Inquiry-based learning to improve student engagement in a large first year biology topic

Masha Smallhorn, Jeanne Young, Narelle Hunter, Karen Burke da Silva
School of Biological Sciences, University of Flinders

The science laboratory has traditionally been used as a platform to apply the content gained through the lecture series. These activities have exposed students to experiments which test the concepts taught but which often result in a predicted outcome. This limits the opportunity for students to develop critical thinking and analysis skills. To improve the engagement and learning outcomes of our large first year biology cohort, the laboratories were redeveloped. Superlabs were run with 100 students attending weekly sessions increasing the amount of contact time from previous years. Laboratories were redeveloped into guided-inquiry, and educators facilitated teams of students to design and carryout an experiment. To analyse the impact of the redevelopment on student satisfaction and learning outcomes, students were surveyed and multiple choice exam data was compared before and after the redevelopment. Results suggest high levels of student satisfaction and a significant improvement in student learning outcomes.

Biography

Masha Smallhorn is an Education-Focussed Academic in the School of Biological Sciences at Flinders University. She is the practical coordinator of the first year topic Molecular Basis of Life and the second year topic Genetics, Evolution and Biodiversity. Masha is interested in how the hands on activities of the laboratory direct student learning.

Jeanne Young is an Education –Focussed Academic and First Year Academic Counsellor for the School of Biological Sciences at Flinders University. Jeanne is the practical coordinator for the first year topic Evolution of Biological Diversity and the Practicum/Computer Laboratory Coordinator for the second year topic Experimental Design and Statistics. Jeanne is interested in how the development of interactive educator facilitated, student driven activities support student learning and transition of first and second year university students.

Narelle Hunter is an Education-Focussed Academic in the School of Biological Sciences at Flinders University. She is the supervised study coordinator for first year biology and coordinator of the first year topic Biology and Society. Narelle is interested in student transition and how students develop critical literacy within the sciences. Narelle is a Faculty of Science and Engineering Scholar and has developed a MOOC to use in conjunction with the topic Biology and Society to facilitate the development of critical thinking skills.

Karen Burke Da Silva is the first year director of studies within the School of Biological Sciences and the Associate Dean Academic within the Faculty of Science and Engineering at Flinders University. Karen is actively involved in Science education at the tertiary level and has been both a lead and co-investigator of several OLT grants. Karen also has played a significant role in transition and the first year experience and academic leadership, in South Australia, particularly amongst education focused staff.

12E NEW IDEAS AND EMERGING INITITIVIES

Are open badges the solution to a lack of student engagement with vital co-curricular learning material?

Sarah Jansen, Anita Dewi, Allie Ford and Damian Gleeson
Monash University Library, Monash University, Melbourne, Victoria, Australia.

Open badges are icons linked to digital artifacts that provide evidence of achievement. They are common in a number of online gaming and review contexts, and are emerging in U.S. and U.K. tertiary education sectors as motivators and rewards for learning. We investigated Australian student perceptions of badges linked to an online co-curricular activity in a first-year allied health unit. Students completed an academic integrity tutorial, with the option to complete an additional task to claim a digital badge, and were surveyed regarding their perceptions of online badges. Five key themes emerged: badges as motivation to achieve, badges linked to internal sense of achievement, ability to demonstrate achievement to others, learning while undertaking the badged activity and general positive reception of badges. This combination of tutorial and badged activities appears to promote student reflection, discussion and engagement with co-curricular materials that could ultimately enhance achievement.

Personas of Students Accessing a Peer-Facilitated Support for Learning Program

Mangalam Sankupellay, Christoph Niesel, Richard Medland, Erica Mealy
Science and Engineering Faculty, Queensland University of Technology

STIMulate is a support for learning program at the Queensland University of Technology in Brisbane, Australia. The program provides assistance in mathematics, science and information technology for undergraduate students. This paper develops personas - archetypal users - that represent the attitudes and motivations of students that utilise STIMulate (in particular, the IT stream). Seven different personas were developed based on interviews gathered from Peer Learning Facilitators (PLF) who are experienced students that have excelled in relevant subject areas. The personas were then validated by a PLF focus group. Developing the personas enabled us to better understand the characteristics and needs of the students using the STIMulate program, enabling a more critical analysis of the quality of the service provided.

Biography

Dr Mangalam Sankupellay is an associate lecturer and researcher in the computer human interaction discipline at the Electrical Engineering and Computer Science School, Queensland University of Technology. Mangalam is currently the Assistant Learning Support Coordinator for STIMulate, QUT's peer-learning support for learning program. Mangalam's current research focus on peer learning and computer supported collaborative learning.

Christoph Neisel holds a BA and Master of Interaction Design from UQ. He has worked in a variety of roles at QUT for the last 3 years, currently focused around tutoring, research, course development and the STIMulate program. His interests lie heavily in the field of HCI and Usability Experience.

Dr Richard Medland is a lecturer at the Queensland University of Technology, Learning Support Coordinator for STIMulate, and graduate of the Urban Informatics Research Lab. Richard leads with a cross-disciplinary team that develops practical approaches supporting learning. In recent research, Richard focused on opportunities arising where people, place, and technology meet.

Dr Erica Mealy is an early career researcher and lecturer with QUT's School of Electrical Engineering and Computer Science in the areas of Human computer interaction, Software Development environments, and ICT education at university and high school levels. Erica was the assistant coordinator for the IT stream of STIMulate, QUT's Peer-assisted learning program before moving back into research/lecturing. Erica's main research focus is identification of users/user groups and design of interfaces, software and support programs tailored to those users/groups.

Facebook: a basis for forming a peer learning community for nursing students in a bioscience unit

Sally Schaffer, School of Biomedical Sciences & Victoria Menzies, Learning and Teaching Unit,
Queensland University of Technology

First year nursing students commonly find bioscience to be challenging. A Facebook community site was established to support and engage these students. The site was facilitated by virtual peer mentors and the unit coordinator. The high participation rate and the strong recommendation to future students indicated that the site successfully enabled student interaction and engagement with their learning. The students found it to be a readily accessible network and valued the useful resources and learning strategies provided by their peers. The sharing of both learning challenges and successful learning practices can help students build a sense of belonging and an understanding of academic practices and behaviours that can contribute to their learning success at university.

Biography

Sally Schaffer is an associate lecturer at QUT teaching physiology, anatomy and pathophysiology to allied health students. Sally has worked as a casual tutor and lecturer at universities in Brisbane for 18 years. Sally has been a member of the "Bioscience Initiatives in Teaching" group at QUT since 2011 and is actively involved in the development and enactment of strategies to support accelerated nursing students in their first year of study. Sally received a Vice-Chancellor's Performance Award in 2012.

Victoria Menzies is Coordinator - Peer Programs Strategy, Student Success & Retention at QUT. Applying a distributed leadership model that partners with stakeholders from across the university, Victoria leads a team that designs and implements programs and initiatives to increase the quality, range and reach of peer-to-peer learning opportunities. Victoria has extensive experience as an educator and researcher in schools and Higher Education. Her research interests centre on learning environments and strategies that promote learner engagement and develop learner capabilities.

2:50PM – 3:20PM
PARALLEL SESSION 13

Room	P1	P2	P3	M4	M3	M2	M1
Parallel Session 13	**13A**	**13B**	**13C**	**13D**	**13E**	**13F**	**13G**
2:50pm - 3:20pm	OLT 21st Century Commissioned Projects continued…	Modelling psychological factors for predicting the success of non-traditional students	Do lower entry-level students benefit most from engagement-centered teaching in a compulsory first year mathematics subject?	Practices to enhance peer program implementation integrity to safeguard peer leaders and learners	Extending co-curricular activities to reinvigorate student campus life	Matching the background of demonstrators' with those of their students: does it make a difference?	Laying Solid Foundations: Designing Compulsory First-Year Interdisciplinary Subjects for the Bachelor of Arts
		Daniel Griffiths, Jason Lodge	*Emma Gyuris, Yvette Everingham*	*Victoria Menzies, Jennifer Tredinnick, Cherry Van Ryt*	*Susanne Croft*	*Les Kirkup, Meera Varadharajan, Michael Braun, Andy Buffler, Fred Lubben*	*Sara James, Juliane Roemhild, Sarah Midford, Hannah Schürholz*
		Charles Sturt University, University of Melbourne	*James Cook University*	*Queensland University of Technology*	*Universal College of Learning*	*University of Technology, University of Cape Town*	*La Trobe University*

13

13B REFERRED PAPER

Modelling psychological factors for predicting the success of non-traditional students

Daniel Griffiths, Jason M. Lodge
School of Psychology, Charles Sturt University
ARC Science of Learning Research Centre & Melbourne Centre for the Study of Higher Education, University of Melbourne

Psychological factors underpinning student success have received some attention in the higher education literature but remain relatively unexplored. The present study utilised structural equation modelling to construct a model that integrates psychological factors and predicts measures of student success, namely student satisfaction and grade point average. Fifty-six participants from a population of non-traditional university students completed an online survey, which predominantly consisted of self-report measures based on those created in light of previous theory. The final model was deemed an acceptable fit of the data, and suggested that that (a) Lizzio's (2006) Five Senses Framework predicts student satisfaction, (b) preference for particular clusters of cognitive styles predict grade point average, and (c) the Five Senses Framework predicts preference for cognitive styles. The results of this study provide evidence for the need to incorporate numerous psychological factors into the design of transition and support programs.

Biography

Daniel Griffiths is an honours student at Charles Sturt University and a Sessional Lecturer and Tutor at the University of Notre Dame Australia. He teaches undergraduate behavioural science units as well as bridging units in tertiary learning skills and mathematics. Daniel is interested in the relationship between cognitive, emotional, and socioeconomic factors and practice and policy of tertiary institutions.

Jason M. Lodge, PhD is a psychological scientist and Research Fellow in the Science of Learning Research Centre and Melbourne Centre for the Study of Higher Education, University of Melbourne. Jason's research concentrates on the application of the learning sciences and educational technology to higher education. Specifically, he investigates the cognitive and emotional factors that influence learning and behaviour and how research findings from the learning sciences can be used to enhance learning design, teaching practice and the student experience.

13C REFERRED PAPER

Do lower entry-level students benefit most from engagement-centered teaching in a compulsory first year mathematics subject?

Emma Gyuris, Yvette Everingham
James Cook University

In Australian universities there has been increase in the proportion of students entering with low numerical skills. Yet, science disciplines require increasingly sophisticated mathematical and computational methods. This misalignment is especially challenging in highly diverse student cohorts. We investigated how an engagement-focused delivery of a first year quantitative skills subject altered (i) students' affective attributes, (ii) their appraisal of their own learning and (iii) how these measures related to student achievement for lower and higher entry- level student groups. We found no change between the start and the end of semester in students' affective attributes. Further, our results (i) suggest that students improved their judgement of their understanding and skills by the end of the semester and (ii) encourage ongoing development and evaluation of engagement-focused teaching strategies to lift the performance of lower entry- level students.

Biography

Emma Gyuris' teaching focuses on the impact of human actions on the natural environment. Her research ranges from the behaviour and ecology of sea turtles and the impact of tourism on sea birds and more recently on the human dimensions of conservation as it relates to the tourism and coal mining industries. She has a longstanding involvement and interest in evidence-based learning and teaching in the STEM disciplines.

Yvette Everingham is a practicing statistician, with a deep concern about anxiety and lack of confidence displayed by students toward mathematics. She has created a novel, multidisciplinary, award-winning first year mathematics subject introducing students to modelling natural systems. Her research interests include enhancing the resilience of tropical agricultural productivity in a changing climate as well as analysing and interpreting complex datasets on wildlife behaviour and conservation.

13D – NEW IDEAS AND EMERGING INITITIVES

Practices to Enhance Peer Program Implementation Integrity: Safeguarding Peer Leaders and Learners

Victoria Menzies, Jennifer Tredinnick & Cherry Van Ryt
Queensland University of Technology

The powerful influence of peers on fellow students' learning engagement and their ability to foster self-efficacy is well recognised. A positive learner mindset can be fostered through establishment of guided meaningful relationships formed between peers. Recognising the value of peer connections in shaping the student learning experience, peer programs have been widely adopted by universities as a mechanism to facilitate these connections. While potentially beneficial, a lack of knowledge and inexperience by program implementers can lead to program outcomes being compromised. To mitigate this risk, QUT has established university wide systems and benchmarks for enacting peer programs. These measures aim to promote program implementation integrity by supporting and developing the knowledge and capabilities of peer leaders and program coordinators. This paper describes a range of measures that have been instigated to optimise the quality of programs and ensure outcomes are mutually constructive and beneficial for all stakeholders.

Biography

Victoria Menzies is Coordinator - Peer Programs Strategy, Student Success & Retention at QUT. Applying a distributed leadership model that partners with stakeholders from across the university, Victoria leads a team that designs and implements programs and initiatives to increase the quality, range and reach of peer-to-peer learning opportunities. Victoria has extensive experience as an educator and researcher in schools and Higher Education. Her research interests centre on learning environments and strategies that promote learner engagement and develop learner capabilities.

Jennifer Tredinnick is Coordinator – Volunteer Development and Management, Student Success & Retention. Jennifer is responsible for supporting staff to implement strategies that build peer leader capacity through support, reward and recognition. A key priority of her work is to oversee the ongoing development of volunteers' skills and graduate capabilities through their peer learning journey. Jennifer has extensive experience in education and project development of youth and community education initiatives, with specific interest in young people's voice, volunteering and active citizenship.

Cherry Van Ryt is the Peer Programs Support Officer, Student Success and Retention at QUT. In this role she is responsible for providing operational support to program coordinators in the planning, preparation and implementation of peer-to-peer learning programs across the university. Cherry has extensive experience in education, community development and program/project management. She is interested in facilitating effective ways to build supportive frameworks for collaboration and program delivery to improve student learning outcomes.

13E NEW IDEAS AND EMERGING INITITIVIES

Extending co-curricular activities to reinvigorate student campus life

Ms Susanne Croft
Universal College of Learning (UCOL), New Zealand

Endeavouring to provide an opportunity to increase student leadership, student voice and peer support, conversations between the Student Experience Team (SET) and the Association of Students at UCOL (AS@U) led to an exciting outcome. Students have become proactively involved in naming and finding solutions to meet their unmet needs on campus. The results show an increase in student confidence, belonging, peer support and a willingness to become involved in campus life. Inspired by transition pedagogy (Kift, Nelson & Clarke, 2010), praxis as a philosophical stance (Freire, 1970) and the New Zealand Union of Students Association (NZUSA) report on Using Student Voice to Improve Quality (Alkema, McDonald & Ryan, 2013b), the Mandela Initiative was developed as an action research pilot project. This presentation will introduce the work, methodology and results to date of the pilot project.

Biography

Susanne Croft (BEd (Adult Ed), Dip AT&L, Cert SocWk Distn) is the Leader Student Success at the Universal College of Learning (UCOL) in Palmerston North, New Zealand. She has worked extensively in the Health, Education and Community sectors in community development, adult education and action research. At UCOL Susanne focuses on student success and transition pedagogy over three campuses; addressing barriers to success both individually and strategically, responding with co-curricular workshops

13F NEW IDEAS AND EMERGING INITITIVIES

Matching the background of demonstrators with those of their students: does it make a difference?

Les Kirkup, Meera Varadharajan, Michael Braun, Andy Buffler and Fred Lubben
Faculty of Science, University of Technology,
Department of Physics, University of Cape Town, South Africa

Routine end-of-semester student satisfaction surveys revealed assistant laboratory demonstrators in first year classes rated more highly than their more experienced principal demonstrator counterparts. The rating appeared to correlate with assistant demonstrators' backgrounds. This finding prompted a project involving academics and students from the University of Technology Sydney (UTS) and the University of Cape Town (UCT) focusing on students' and demonstrators' experiences in first year physics laboratories. In particular, the project aims to examine the extent to which the congruence of the background, attitudes and interests of students and demonstrators impacts upon student engagement and achievement. Through the examination we are intent on gaining insights into approaches demonstrators can adopt to maximise student engagement and that will inform the induction and professional development of demonstrators. We report on the background to, and context of, the project, why it was undertaken, approaches adopted to explore student and demonstrator experiences and some preliminary findings.

Biography

Les Kirkup is a professor in the School of Mathematical and Physical Sciences at UTS. Many of his educational development activities have focused on enhancing the student experience in laboratories. His contributions to teaching and learning nationally have been recognised by the award of national fellowships, the latest being, in 2011, an ALTC National Teaching Fellowship. In recognition of his contribution to physics education in Australia, Les was awarded the AIP Education Medal in 2014.

Meera Varadharajan is a Project Officer in the Faculty of Science at the University of Technology Sydney, examining students' and demonstrators experiences in first year Physics laboratories. She is also an Associate of the Faculty of Arts and Social Sciences in the same University as well as a part-time research assistant. She has worked on a number of projects relating to teacher education. Her recently completed thesis examined second career teachers' school experiences from a phenomenological and interpretive perspective.

Michael Braun is a senior lecturer in the School of Mathematical and Physical Sciences at the University of Technology Sydney, course director and coordinator of casual academic staff. He has published widely in the area of medical physics and has a long standing interest in physics education. He is currently a co-investigator in a Office for Learning and Teaching grant examining the effect of matching laboratory demonstrators' backgrounds with those of their students.

Andy Buffler is a Professor in Physics and Head of the Department of Physics at the University of Cape Town. He uses radiation sources at iThemba LABS national laboratory for both basic research and applications. Professor Buffler also researches into tertiary physics education, with emphasis on the role of models and visualization in physics teaching and learning, laboratory work, and students' understanding of measurement and uncertainty. His educational activities were recognised with a Distinguished Teacher Award at UCT in 2002.

13G NEW IDEAS AND EMERGING INITITIVIES

Laying Solid Foundations: Designing Compulsory First-Year Interdisciplinary Subjects for the Bachelor of Arts

Dr Sara James, Dr Juliane Roemhild, Sarah Midford, Dr Hannah Schürholz
La Trobe University

In 2014, the Faculty of Humanities and Social Sciences, La Trobe University introduced two compulsory foundation subjects for the Bachelor of Arts as part of a fundamental degree and curriculum reform. These interdisciplinary first-year subjects have been specifically designed to combat attrition rates by easing the transition period for students. They address academic and pastoral challenges by introducing the increasingly diverse student body to tertiary study. Accordingly, these foundation subjects teach the fundamentals of academic work, introduce students to the scope of their degree and include a number of measures for cohort building and increasing student confidence.

Biography

Sara James is a lecturer and Interdisciplinary Foundation Studies Coordinator at La Trobe University in Melbourne where she has been teaching, mainly in sociology, since 2006. She is currently coordinating two first-year interdisciplinary subjects for the Bachelor of Arts. Sara's research is in cultural sociology and higher education pedagogy, with a particular focus on the first year experience and student retention. She is co-author of the introductory sociology textbook Sociology in Today's World 3rd edition.

Juliane Roemhild is a lecturer in English at La Trobe University. Juliane's areas of research are centered around women's writing, in particular the feminine middlebrow and literary Modernism. Her first book, Femininity and Authorship in the Novels of Elizabeth von Arnim (Fairleigh Dickinson) was published in 2014. She also has an ongoing interest in the literary relationships between Germany and England and has published on W.G. Sebald.

Sarah Midford is a Lecturer in Interdisciplinary Foundation Studies in the School of Humanities and Social Sciences at La Trobe University. Sarah has a research and teaching background in the classics and has taught disciplinary and interdisciplinary subjects for the last ten years. Sarah currently has curriculum design and development projects in online open education (iTunes U), the first year experience and success and retention. Sarah's other research focuses on cultural connections between antiquity and the modern world.

Hannah Schürholz is a literary critic and Learning and Teaching scholar, who completed her PhD in 2012 on self-harm and femininity in Tim Winton's novels at La Trobe University. She works as associate lecturer for the Hallmark Program in La Trobe's Learning Focus Area Hub – a program for high-achieving students on undergraduate research. Her current research interests include self-harm, depression, death and suicide in contemporary postcolonial texts, as well as teaching and support strategies for both under- and high-achieving students.

STARS INVITED PANEL

4:00PM – 5:10PM
STARS INVITED PANEL

The Invited Panel Session will conclude the formal presentations for STARS 2015. At this session, each of the invited STARs of the tertiary sector will share with delegates their personal thoughts concerning the messages and insights gained from the conference experience. The Panel Session will provide delegates with the opportunity to respond and share their views in order to consolidate learnings. Delegates will be challenged to give thought to their intended activities and actions in their own settings based on their experiences at the conference.

PANEL MEMBERS

Convenor

Professor Ron Oliver
Edith Cowan University in Western Australia

Ron Oliver is Deputy Vice-Chancellor (Teaching, Learning and International) and Professor of e-learning at Edith Cowan University in Western Australia. Throughout his teaching career he has used emerging technologies to engage and motivate his students and has a particular interest in learning and the need for relevance and engagement in curricula. He has been an active researcher and publisher in the area of instructional technologies and elearning for the past thirty years, and has experience in the design, development, implementation and evaluation of a diverse range of technology-facilitated learning settings.

Ron has been recognised for his innovative teaching and research with learning technologies through a number of awards including: Australian Award for University Teaching (1997); Australian Learning and Teaching Council Fellowship (2006); Fellowship of the Association for the Advancement for Computer in Education (2007); and Fellowship of the Australasian Society for the Use of Computers in Learning in Tertiary Education, (2009).

Panel Members

Professor James Arvanitakis
University of Western Sydney

Professor James Arvanitakis the Head of The Academy at the University of Western Sydney where is also a lecturer in the Humanities and a member of the University's Institute for Cultural and Society. James has spearheaded the establishment of The Academy and its principles of future proofing education, inter-disciplinarity and ethical leadership.

His research areas include citizenship, resilience, piracy and the future of universities. James is a regular media commentator, and has his own segment on FBI Radio.

James was a former banker and advocate for free trade, but having witnessed child and indentured labour, has worked to develop sustainable, socially just and equitable economic policies, working as a human rights activist throughout the Pacific, Indonesia and Europe.

After being internationally recognised for his innovative teaching style, in 2012, James was awarded the Prime Minister's University Teacher of the Year Award.

His latest book is an edited collection titled Piracy: Leakages from Modernity, and is due to be released in August 2014.

In 2007, James was part of the inaugural Ally network at UWS.

Professor Marnie Hughes-Warrington
Australian National University

Prior to her position at ANU, Professor Hughes-Warrington was the Pro Vice-Chancellor (Learning and Teaching) at Monash University. Trained in the fields of history, philosophy and education at Oxford and the University of Tasmania, she has also worked at the University of Washington, Seattle and at Macquarie University.

Professor Hughes-Warrington is a passionate teacher of history. She brings great experience in creating and renewing curricula and encourages students to see themselves as agents of global change.

Professor Hughes-Warrington has played a global role in shaping how we think about history and teaching. She is the author of six books, and has been awarded national and international grants totalling $16M.

Her achievements include:

- Prime Minister's Award for University Teacher of the Year (2008)
- the Australian Learning and Teaching Council (ALTC) Teaching Excellence Award in Humanities and the Arts (2008)
- concurrent ALTC and ARC grants

Professor Sally Kift
James Cook University

Sally Kift is Deputy Vice-Chancellor (Academic) at James Cook University (JCU) and President of the Australian Learning and Teaching Fellows (ALTF). Prior to commencing at JCU in May 2012, Sally was a Professor of Law at Queensland University of Technology, where she also served as Law Faculty Assistant Dean, Teaching & Learning (2001-2006) and QUT's foundational Director, First Year Experience (2006-2007). Sally is a national Teaching Award winner (2003) and national Program Award winner (2007). She was awarded a Senior Fellowship by the Australian Learning and Teaching Council (ALTC) in 2006 to investigate the first year experience (FYE) and is currently an ALTC Discipline Scholar in Law.

Sally has published widely on teaching quality and improvement, legal education, student engagement, transition and the FYE and has received numerous national and international invitations to deliver keynote addresses, workshops, and seminars on these and related issues. She has a substantial record of attracting grant and consultancy income and is frequently asked to sit on higher education review and appointment panels, to evaluate teaching excellence, grant outcomes, curriculum renewal across the disciplines and to advise on whole-of-institution approaches to the FYE.

Professor Karen Nelson
University of the Sunshine Coast

Karen Nelson is the Pro Vice-Chancellor (Students) at the University of the Sunshine Coast. Prior to joining USC in April 2014 she was Director, Student Success and Retention at Queensland University of Technology (QUT) and prior to that from 2008, she was the QUT Director, First Year Experience. Karen's PhD is in organisational information and knowledge management and she has held a number of traditional academic roles in her discipline including the designing, coordinating and teaching subjects and programs at undergraduate and postgraduate levels. She has supervised twelve higher degree research students to completion.

Karen's research focuses on student engagement in higher education, the first year experience and institutional information and knowledge management practices of relevance to these topics. She has led a series of national learning and teaching research projects and presents and consults nationally and internationally in these areas. Her current research focuses on developing a Maturity Model for Student Engagement, Success, and Retention (http://studentengagementmaturitymodel.net/), and disseminating the outcomes of her recently completed project Safeguarding Student Learning (https://safeguardingstudentlearning.net/). Karen was also a partner in a third project Effective Teaching and Support of Students from Low Socioeconomic Backgrounds (http://www.lowses.edu.au/) and is involved in disseminating that work with project team members.

Professor Beverley Oliver
Deakin University

Professor Beverley Oliver was appointed Deputy Vice-Chancellor (Education) at Deakin University in January 2013, after commencing as Pro Vice-Chancellor (Learning Futures) in late 2011. Professor Oliver leads Deakin's ambitious education strategy. Her portfolio comprises reform and management of the student learning experience. Her portfolio comprises Deakin University Library, Deakin Learning Futures, DeakinPrime, Deakin at Your Doorstep, Centre for Research in Assessment for Digital Learning Evidence and strategic initiatives, including:

- Deakin's University-wide course enhancements, 2012-2105, which will see graduate employability feature prominently in all courses
- Design of digital learning and teaching spaces and their integration into all students' experiences – whether campus-linked or cloud-linked
- Contemporary professional development for all Deakin's teaching and teaching support staff
- DeakinConnect, the University's open learning space for MOOCs
- Redeveloping the online student evaluations of teaching

The OLT recently awarded the strategic national project Curate, credential and carry forward digital learning evidence to a team led by Professor Oliver, in partnership with Curtin University.The project will connect Australian institutions with international innovators and industry in the use of tools such as digital badging that enable all students to curate rich evidence of learning.

Professor Oliver's leadership has been recognised with ALTC Citations in 2008 (individual) and 2010 (team) and two ALTC Fellowships, in 2010 and 2011. She publishes in a range of teaching and learning areas.

Beverley taught and worked at Curtin University from 2001 until 2011. She is editor of the Journal of Learning and Teaching for Graduate Employability (http://otl.curtin.edu.au/scholarship_teaching_learning/jtlge.cfm).

SATURDAY

SATURDAY 4 JULY 2015		
Room	M11	M12
9:30am - 11:00am	Writing for Conferences MasterClass	**Submitted Workshop 4** **Building capacity for student leadership** *Jane Skalicky, University of Tasmania, Jacques Van Der Meer, University of Otago, NZ, Sally Rogan, University of Wollongong, Sally Fuglsang, University of Tasmania, Ralph Pereira, Curtin University, Phillip Dawson, Deakin University, Robert Nelson, Monash University, Kristin Warr, University of Tasmania*
11:00am - 11:30am	Morning Tea	
11:30am - 1:00pm	SIG - Peer Programs	**Submitted Workshop 5** **Understanding learning skills as a threshold concept: Designing learning experiences to facilitate first year students' success** *Jill Lawrence, USQ, Pamela Allen, University of Tasmania, Theda Thomas, Australian Catholic University, Joy Wallace, Charles Sturt University, Bronwyn Cole, University of Western Sydney, Lynette Sheridan Burns, University of Western Sydney, Adrian Jones, Latrobe University, Jennifer Clark, University of New England*
1:00pm - 1:45pm	Lunch	
1:45 - 3:15pm	SIG - Threshold Concepts	**Submitted Workshop 6** **Mentoring Programmes and Philosophical Alignment** *Antony Nobbs, AUT University*
3:15pm - 3:45pm	Afternoon tea	

9:30AM - 11:00AM

Writing for conferences: Strategies for Success

Professor Karen Nelson
Pro Vice-Chancellor (Students) University of the Sunshine Coast

Associate Professor Rachael Field
Queensland University of Technology

Are you wondering if there are things you can do to maximise your chances of having your paper, abstract or poster accepted? Or is writing for academic conferences new to you? Experienced higher education researchers and conference co-chairs, Professor Karen Nelson and Associate Professor Rachael Field, will facilitate this workshop. Learn from them about how to enhance your conference submissions.

The workshop will engage you in activities focused on helping you to:

- Understand the criteria that are typically used to determine the suitability of conference submissions
- Take account of conference themes and descriptions to target your work to the conference's main focus
- Incorporate existing theoretical, empirical and practice-based literature to demonstrate your knowledge of the field and put your paper in context
- Describe your work according to academic conventions
- Choose the best presentation type for your work: paper, short paper or poster
- Make the most of feedback for improvement. Bring along your ideas for your next conference submission and get advice from experts and peers on maximising your chance of a successful submission.

SUBMITTED WORKSHOP 4

Building capacity for student leadership

Jane Skalicky
University of Tasmania

Jacques Van Der Meer
University of Otago, NZ

Sally Rogan
University of Wollongong

Sally Fuglsang
University of Tasmania

Ralph Pereira
Curtin University

Phillip Dawson
Deakin University

Robert Nelson
Monash University

Kristin Warr
University of Tasmania

The past decade has seen a proliferation of student leadership programs in higher education as institutions seek to engage students in curricula and co-curricular experiences that enhance their learning and contribute to their own and others' retention and success at university. This workshop will engage participants in considering a framework for student leadership that seeks to provide researchers and practitioners with a comprehensive yet easily applied method of describing student leadership programs, as well as of identifying strengths and gaps for further improvement in building quality programs and student leadership capability.

11:30AM – 1:00PM

Special Interest Group – Peer Programs

Equipping peer leaders with the skills and capabilities required to perform their role: the challenge for universities to deliver quality-assured, scalable and timely leader training.

Building on previous Peer Programs SIGs the discussion this year will explore the challenge for universities in delivering quality-assured and timely peer leader/mentor training that ensures students are equipped with the necessary knowledge and capabilities required to perform their role safely and effectively.

The powerful influence of peers in shaping the student learning experience and promoting learner self-efficacy is well recognised (Astin, 1993; Kuh, 2003, Glasser, Hall & Halperin, 2006; Pascarella & Terenzini, 2005; Zephke, 2013). Through providing guided, supportive and purposeful opportunities for students to connect, universities are in a position to influence student engagement and retention. If appropriately designed and directed these experiences provide rich learning opportunities and benefits for all learners enabling them to become confident, capable and contributing learners. To ensure programs are mutually constructive and beneficial for all stakeholders, peer leaders and the students they support, peer leaders routinely undertake targeted training. The intention of this training is to mitigate risk and ensure a positive learning through developing peer leader's knowledge, skills and competencies necessary to perform their role.

Universities are tasked with the challenge of how to resource and deliver scalable, quality-assured, standardised and timely training for peer leaders that develops the required knowledge, skills and capabilities to perform their role. Delivery of training is highly human resource intensive requiring sufficient skilled staff with expertise and availability to deliver the training. Similarly, students' personal time commitment impacts on their availability creating scheduling challenges. Confounding these challenges is the need for program coordinators to routinely deliver training across physically separated campuses. Adding to this challenge is the issue that students routinely take on multiple roles across a range of programs creating an issue around students having completed the same or similar training content for different roles. This duplication demeans the value of the training; however more importantly, it sends an institutional message about the level of respect given for student leader, their role within the university and the importance of training. Hence an additional challenge is how to provide ongoing training/professional develop that develops the students skills and capabilities of students throughout their peer leader journey.

This session will explore the possibility of the online environment as a mechanism to address the challenges of providing flexible, scalable, quality-assured baseline and ongoing training for peer leaders.

Group discussions will include:

- Benchmarking peer leader skills and capabilities
- Quality-assurance practices and strategies
- Flexible and scalable training models & practices

Convenors

Victoria Menzies
Queensland University of Technology

Victoria Menzies is a Senior Lecturer and the Coordinator – Peer Programs Strategy at the Queensland University of Technology. Applying a distributed leadership model that aims to develop the capabilities of staff and students to lead and implement programs, Victoria leads a team who work collaboratively with stakeholders from across the university to design, pilot, implement and evaluate programs and initiatives. Programs are developed collaboratively with students, academic and professional coordinators to provide targeted approaches to addressing students' specific learning support needs. Since instigating the strategy in 2011, QUT has seen a significant expansion in the scale, range and reach of programs that has ensured students have access to a range of programs that meet their particular learning needs and preferences. Peer Programs forms a facet of QUT's broader First Year Experience and Retention Strategy, and specifically responds to the Widening Participation agenda focusing on improving the success and retention of low-income and disadvantaged students. Victoria has extensive experience as both an educator and researcher in schools and Higher Education. Her research interests centre on learning environment and strategies that promote student engagement through collaborative learning. Victoria has led a range of projects centred on pedagogical processes and environments that improve the student learning experience and facilitate academic success.

Jane Skalicky – BEd (Hons), PhD
University of Tasmania

Jane Skalicky is the Associate Director, Student Life and Learning at the University of Tasmania. Jane leads a team of academic and professional staff, including student leaders, working across all UTAS campuses to provide language and academic skill development, academic transition programs, career development, student advice and support, as well as a range of peer learning and engagement programs for all degree enrolled students – both domestic and international; and including on campus and online. Jane also contributes to strategic initiatives and policy development that advance student learning, engagement and experience within the context of faculties, centres, and institutes and at the institutional level.

Jane has held management positions in both education and industry. Jane's teaching and coordination experience spans thirty years and at a tertiary level includes mathematics education for pre-service teachers, academic staff development, and training and supporting student peer leaders. In 2009, Jane was awarded a Vice Chancellor's Citation for Outstanding Contribution to Student Learning.

SUBMITTED WORKSHOP 5

Understanding learning skills as a threshold concept: Designing learning experiences to facilitate first year students' success

Jill Lawrence
USQ

Pamela Allen
University of Tasmania

Theda Thomas
Australian Catholic University

Joy Wallace
Charles Sturt University

Bronwyn Cole
University of Western Sydney

Lynette Sheridan Burns
University of Western Sydney

Adrian Jones
Latrobe University

Jennifer Clark
University of New England

This workshop focuses on designing activities that help students learn how to learn, engage and achieve in the first year at university. The workshop will address the conference themes of students, transition and achievement by exploring how academics can enable first year students to develop more effective learning skills. It applies the findings/learnings of an Office of Learning and Teaching (OLT) Project, Renewing First Year Curricula in the Social Sciences and the Humanities, which asked "What skills and knowledge do students need to learn in their disciplines in first year in order to meet the discipline Threshold Learning Outcomes (TLOs) in their final year"? The OLT Project has used the notion of 'threshold learning concepts' (Land, Cousin and Meyer, 2005) to identify the foundational ideas that students need to master in order to progress in learning their chosen discipline of study.

We develop this notion to argue that the very idea of 'university' learning' is itself a threshold concept that students need to grasp, alongside the concepts specific to their chosen discipline, if they are to succeed. Just as the foundational concepts of the discipline of history, for example, may not be immediately obvious to first year students and may need to be made explicit to them, so too the aspects of university learning itself may not be clear to students and may need to be elucidated. This workshop will take the lead from the findings of the OLT project to argue that learning skills are a threshold concept. It will apply the Project's discipline threshold skills strategies to the first year more generally to assist academic staff to design engaging learning experiences so that students learn how to learn and achieve in their first year at university.

1:45PM – 3:15PM

Special Interest Group – Threshold Concepts

In conversation with Professor Jan Meyer

We are very privileged this year to be joined in this SIG by Professor Erik Meyer, one of the originators, along with Ray Land, of the notion of a Threshold Concept. Erik's bio can be read [here], and the abstract for his Keynote address to the conference can be found [here]. In this SIG you are invited to engage in conversation with Erik about the concepts he has explored in his keynote address and more broadly about how the Threshold Concepts Framework relates to your teaching practice.

Convenor

Jenny Kaighin
Assoc Dip Welfare Studies Monash Uni; Grad Dip Arts (Aboriginal Studies) UniSA; Master of Arts (Justice Studies) QUT; Grad Cert Education (Higher Education) Queensland University of Technology

Jenny Kaighin is a lecturer in Social Work and Human Services in the Faculty of Health QUT. Jenny came to academia following almost 20 years as a youth work practitioner. Jenny's teaching reflects the years of practice wisdom and the lessons learned from the people she engaged with. Jenny's passion for teaching lies in building learning environments that encourage and celebrate diversity, reflection, challenge and growth. As a First Year educator Jenny's primary aim is to build a solid foundation and to help students develop a sense of fit both as a student and as a future practitioner. Jenny's research interests lie in the scholarship of teaching, particularly in the areas of engagement, reflective writing and developing teaching strategies that reflect the realities of the social work and human services professions. Jenny has convened the Threshold Concepts SIG since 2013.

SUBMITTED WORKSHOP 6

Mentoring Programmes and Philosophical Alignment

Antony Nobbs
AUT University

Is there more involved than just meeting needs? Our mentoring programmes are measurably successful. They help address the key educational issues of student success and student retention. But do they need to do more than that? How are our mentoring programmes involved in transforming the educational landscape? Do they support or challenge systems of structural injustice within our institutions? Do we design our mentoring programmes with the longer term welfare of our student co-horts in mind? These are significant questions which this collaborative workshop will seek to address.

LOCATIONS

Welcome to STARS
Eureka 89, Level 89, Eureka Tower, 7 Riverside Quay Southbank

STARS Dinner
Showtime Events Centre, Shed 11, 61 South Wharf Promenade

CONFERENCE VENUE

Crown Convention Centre
8 Whiteman Street, Southbank

UNISTARS.ORG

#UNISTARS

© Copyright 2015 Jason Thomas Events Pty Ltd