STARS

STUDENTS TRANSITIONS ACHIEVEMENT RETENTION & SUCCESS

29 JUNE - 2 JULY 2016

PAN PACIFIC

PERTH

PROCEEDINGS

WELCOME

Karen Nelson
University of the Sunshine Coast

Rachael Field
Bond University

Dear Friends and Colleagues

It is with much pleasure that on behalf of the STARS Organising Committee we welcome you to the 2nd STARS Conference! This year the Committee is also celebrating our 10th year of working together for the sector to bring you the FYHE and more recently the STARS conferences. At the 2nd STARS Conference we continue our focus on student learning experiences in the tertiary sector and beyond through the themes: Students, Transition, Achievement, Retention, and Success. Over the course of our time together in Perth, these themes will frame our exploration of good practice in tertiary curriculum, programs, practice and culture; and they will support our considerations of how our institutions are creating environments that enable students, in all their diversity, to realise their potential through post-secondary education.

In welcoming you to this year's Conference and in keeping with the spirit of Reconciliation, we respectfully acknowledge the traditional owners of the land on which we meet. The Noongar people of the south-western area of Western Australia have lived in this region for at least 45,000 years. We pay our respects to all the Noongar language groups, their Elders - past, present and emerging - and we acknowledge their strong connections to this country. At this conference we aspire to continue some of their traditional ways by coming together to learn and to pass on our stories.

Perth is the home of five of Australia's best universities, and this year we have been very well supported in organising this conference by Friends of STARS from each of the five universities. Special thanks go to our local champion, WA sub-committee chair & STARS Fellow Ron Oliver (Edith Cowan). Ron's team has included Sue Bolt (Edith Cowan), Lisa Goldacre (Notre Dame – Australia), Pamela Martin-Lynch (Murdoch), Bea Tucker (Curtin) and Judy Skene (Western Australia). Particular thanks to Pamela for once again has volunteering to coordinate the session chairing activities. This is such an important contribution to the conference and ensures the whole event runs to schedule. Thanks Dr Pam, you're a legend! 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 STARS Fellow Sally Kift (James Cook) for her outstanding leadership in championing learning, teaching and the student experience since our last Conference in 2015. Sally, we very much appreciate all the time and contributions you have made to making this STARS Conference, and our previous Conferences, the success they have been.

The efforts of all the Friends of STARS arise from a genuine and sustained commitment to student learning and the student experience. For contributing your time and ideas, for giving up your precious personal time, and for fitting this work in on top of your already busy lives and jobs, we sincerely thank you.

In particular, a very big thank-you to Jason Thomas, 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 are very proud to work with him.

We also wish to acknowledge and thank our sponsors for their valuable contribution towards the success of STARS: UCROO, the National Centre for Student Equity in Higher Education, and YourTutor. The contributions of Friends of STARS and sponsors allows us to focus on creating opportunities to share scholarship, good practice, inspirational innovations and student-centred knowledge.

The STARS conference of 2016 offers an exciting and informative series of refereed papers, good practice reports, presentations about emerging initiatives, posters, special interest groups and workshops. This year we are delighted to welcome our keynote speakers, Professor Barney Glover, Chair of Universities Australia and Vice-Chancellor and President of Western Sydney University; and Associate Professor Brydie-Leigh Bartleet,

Queensland Conservatorium Griffith University and 2014 Australian University Teacher of the Year. We are also very pleased that Professor Ron Oliver Deputy Vice Chancellor (Teaching and Learning) at Edith Cowan University will reprise his role as panel facilitator, this year of the first all-student STARS panel. On our panel we welcome: Jonny Heir (Western Australia) focusing on students, Claire Simms (Murdoch) speaking on transitions, Chris Gill (Curtin) addressing the issue of achievement, Kimberly Smith (Notre Dame Australia) speaking on retention, and Nandita Tuteja (Edith Cowan) speaking about success. Our student panel are focusing on sharing the factors that led to their success and we thank them for being so willing to bring their insights to STARS.

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 create positive student experiences an opportunity to showcase and disseminate innovative research, and excellent teaching and student support practices. 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 Australian HERDC E1 criteria are met by the papers accepted in this category.

In addition to the papers that will be presented during the concurrent sessions, we also have a series of longer interactive sessions, which include special interest groups (SIGs), workshops and a yarning circle. Our Conference program includes eleven STARS SIGs this year. Three of this year's SIGs specifically focus on first year tertiary experiences including: First Year Experiences, First in Family Students and Implementing First Year Ideas and Resources in Practice. The remaining eight SIGs focus on Capstone, Coursework Postgraduate Experiences, Identity and Psychological Wellbeing, Residences, Nursing Discipline, Peer Programs, Threshold Concepts and Student Equity. 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 post-secondary education.

We hope 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 at the registration desk, and relaxing with you over drinks and dinner!

Finally, to the Friends of STARS – thank you for your ongoing support of this initiative and for your trust and faith in the Organising Committee. The number of submissions and registrations for this year's conference were once again very high 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

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CONFERENCE INFORMATION

STARS CONFERENCE COMMITTEE

Professor Rachael Field (Co-Chair)
Bond University

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

Professor Sally Kift
James Cook University

Jason Thomas
Jason Thomas Events

WESTERN AUSTRALIA LOCAL ORGANISING COMMITTEE

Professor Ron Oliver
Edith Cowan University (Chair)

Dr Sue Bolt
Edith Cowan University

Associate Professor Lisa Goldacre
University of Notre Dame

Associate Professor Bea Tucker
Curtin University

Dr Judy Skene
University of WA

Dr Pamela Martin-Lynch
Murdoch University

SOCIAL FUNCTIONS

Welcome to STARS

Date: Thursday 30 June 2016

Time: 5:00pm – 7:00pm

Venue: Pan Pacific Hotel

Dress: Smart Casual

Refreshments and Canapés will be served

Conference Networking Dinner

Date: Friday 1 July 2016

Time: 7:00pm – 10:30pm

Venue: Royal Perth Yacht Club | Buses will depart the Pan Pacific Hotel Foyer at 6:30pm, and return from 10pm.

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.

Greg recently graduated from high school and is about to embark on his university journey.

Greg has a Surface Pro 4 and a Galaxy S6.

As a teenager, Greg enjoys using apps like Snapchat, Instagram and Whatsapp (he's over Facebook because Mum & Dad have accounts now).

Q1. What will Greg think of university technologies when he gets there?

Q2. What does Greg expect when using websites and apps?

If you think you know what Greg wants, come see us at the UCROO booth. A prize for the best answers will be awarded at the end of the Conference.

www.ucroo.com

OUR SPONSORS

We are excited to have the support of the following Sponsors for the 2016 Conference and for their valuable contribution towards the success of STARS.

UCROO

It's 2016. Students expect to be connected all the time. Connect them with UCROO.

UCROO is a web and mobile application that integrates with your existing systems (LMS, SIS, etc.) to add a thriving 'online campus' where students can connect, collaborate and support each other.

Academic institutions in Australia and the U.S. use UCROO to:

- Enhance peer-to-peer interaction, support and sense of belonging
- Increase student discussion and social learning around coursework
- Capture student activity and flag unsatisfied and at-risk students
- Deliver communications via push notifications (and reduce email load)
- Increase connection with student support services
- Improve mentor program management and interaction
- Better connect students with student organisations and events

UCROO can also be utilised to connect students with other systems (LMS, email, timetable, etc.) and can now be white-labelled to become your university social network.

As a long-term sponsor of STARS, UCROO provides discounted subscription fees to universities with delegates at the Conference.

Visit the UCROO booth to find out more.
www.ucroo.com

Contact Us: **Chase Williams, University Director** Email: **chase@ucroo.com**
Phone: **0403 571 564** Web: **www.ucroo.com**

NCSEHE | National Centre for Student Equity in Higher Education | Curtin University

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 gap' 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.

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

yourtutor.edu.au

Expert, after-hours study support online, and at scale

YourTutor extends your University's student support to reach more students every day with personalised, expert study help online. Whether distance or on-campus, students get the study help they need right when they need it - even late at night or on weekends. With YourTutor, you can ease their transition to University study, improve performance, and increase satisfaction and completion rates.

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Help your students complete their journey with the best academic outcome, and provide the support your first-year students expect of a world-class student experience, with YourTutor.

"Thank you for being encouraging. I appreciate that you point out the good as well as what needs improvement. I've been telling people about this wonderful service. I believe your feedback is the reason I didn't quit my course at census date."

- Lee, Bachelor of Education student

Contact Us: Web: **www.yourtutor.edu.au/stars2016**

PROGRAM

Key

RP – Refereed Paper
GPR – Good Practice Report
EI – Emerging Initiatives
WS – Submitted Workshop

WEDNESDAY 29 JUNE 2016			
8:00am	**Registration open**		
	Goldsworthy	**Hamersley North**	**Hamersley South**
9:00am - 10:30am	**First Year Experience SIG**	**Yarning Circle Indigenous Student Success: Who's "business" is it? Sharing our experiences**	**WORKSHOP 1 Creating Engaged Learners and Digital Citizens**
	Kathy Egea, Neela Griffiths, Jo McKenzie	*Bianca Hill*	*Brad Garner*
10:30am - 11:00am	Refreshment break (SIG & Workshop Participants only)		
11:00am - 12:30pm	**First in Family SIG**	**Capstone SIG**	**WORKSHOP 2 Flip your class the HE way: Introducing the 'Higher Expectation Framework': A dynamic approach for teaching adult learners.**
	Sarah O'Shea	*Nicolette Lee*	*Trixie James*
12:30pm - 1:00pm	Refreshment break (SIG & Workshop Participants only)		
1:00pm - 2:30pm	**Residences SIG**	**Coursework Postgraduate Experience SIG**	**WORKSHOP 3 The pleasures and pitfalls of peer based initiatives: unpacking challenging real world scenarios in a peer learning environment.**
	Jo McRae	*Linda Crane & Gary Hamlin*	*Georgina Barratt-See, Sarah Graham*
2:30pm - 3:00pm	Refreshment break (SIG & Workshop Participants only)		
3:00pm - 4:30pm	**Implementing First Year Ideas and Resources in Practice**	**Student Equity SIG**	**WORKSHOP 4 The Learning Design Canvas Workshop**
	Ann Luzeckyj	*Nadine Zacharias*	*Jody Fenn*

*Program subject to minor change

THURSDAY 30 JUNE 2016							
7:30am	**Registration Opens**						
9:00am - 9:15am	**Welcome & Conference Opening**						
Room	**Golden Ballroom**						
9:15am - 10:15am	**Keynote Session 1**	**Professor Barney Glover** *Vice-Chancellor and President, Western Sydney University. Chair of Universities Australia*					
10:15am - 10:20am	**Conference notices**						
10:20am - 11:10am	Morning Tea including Poster Session						
Room	**South**	**Centre**	**North**	**Hamersley**	**Goldsworthy**	**East**	**West**
Parallel Session 1	**1A - RP**	**1B - RP**	**1C - GPR**	**1D - EI**	**1E - EI**	**1F - EI**	**1G - EI**
11:10am - 11:40am	Changing practices to better support first-year Health Science students	Ideas, concerns and expectations – a "whole of institution" approach to navigating transitions and mapping the student journey	'It is the best thing you can do at uni': How volunteering as an AIME mentor enhances university students' learning and positively impacts their community	Why reinvent the wheel when you can Pinterest? A collation of academic language and learning resources across Australia	The 'university place' and its influence on Aboriginal and Torres Strait Islander students	Attribution, referencing and commencing HE students as novice academic writers: Giving them more time to 'get it'	Digital approaches to embedding employability: A pilot study in Health degrees.
	Gerard F. Hoyne, K. McNaught	*Emily Mcintosh*	*Valerie Harwood, Paul Chandler, Sarah O'Shea, Sam McMahon and Amy Priestly*	*Joseph Yeo*	*Maria M. Raciti, Jennifer Carter, Kathryn Gilbey*	*John Hamilton*	*Vanderlelie, J., Harris-Reeves, B., Pearson, A.*
	University of Notre Dame	*University of Bolton*	*University of Wollongong and AIME Institute*	*University of Technology Sydney*	*University of the Sunshine Coast, University of Southern Queensland*	*Victoria University*	*Griffith University*
	10 minute change over						

Room	South	Centre	North	Hamersley	Goldsworthy	East	West
Parallel Session 2	**2A - RP**	**2B - RP**	**2C - GPR**	**2D - EI**	**2E - EI**	**2F - EI**	**2G - EI**
11:50am - 12:20pm	Ahead of the curve: a proactive approach to supporting student retention in a shifting academic landscape	Amplifying Student Learning through Volunteering: The Experiences of Students Volunteering in a Community Literature Festival	The Implementation of an Academic Excellence Society as a Targeted Retention Strategy	Mindfulness, Resilience and Insight: Embedding Contemplative Education Across the Curriculum	Simple techniques for a more inclusive curriculum	Shining the spotlight on regional students' experiences	Co-teaching - Can it be used to improve teacher engagement in higher education?
	Ann Lefroy, Michelle Wheeler, Jessica Gill, Janine Rix, Lauren McNaught, Alison Hilton	*Amanda McFadden, Kathleen Smeaton*	*Natalie Oostergo*	*Marcus O'Donnell, Sarah Tillot, Lotte Latukefu*	*Mary Dracup, Tanya King, Juliet Austi*	*Karen Nelson, Kylie Readman, Ian Stoodley*	*Julianne Crowley, Arpana Dhar, Georgina Fyfe*
	Murdoch University	*Queensland University of Technology*	*Griffith University*	*University of Wollongong, University of Wollongong, Excelsia College*	*Deakin University*	*University of the Sunshine Coast*	*Curtin University*
12:20pm - 1:20pm	Lunch						

Room	South	West
12:40pm – 1:10pm	**Light and easy: 5-STAR insights into after-hours study behaviour** Find out how your students study after hours. YourTutor is sharing five insights into Australia's first-year students.	**UCROO Lunchtime Session** How to Increase Student Engagement and Support in the Digital Age

Room	South	Centre	North	Hamersley	Goldsworthy	East	West
Parallel Session 3	**3A - RP**	**3B - RP**	**3C - GPR**	**3D - EI**	**3E - EI**	**3F - EI**	**3G - EI**
1:20pm - 1:50pm	Two Higher Education Metaphors: From Spoon-feeding to Life-long Learning	Aspire UWA: A case study of widening access in Higher Education	Reache North West – Applying transition pedagogy principles to Refugee Healthcare Professionals and International Medical Students/Graduates	Mentoring programs and equity groups: The Australian story	Supporting transition to tertiary education - an eBook of bioscience and pharmacology for nursing students	PASSport to the Cloud – Results of a Peer-Assisted Study Sessions (PASS) Online Pilot Program	Improving Inner City Campuses - Using Community Gardens to Create Places from Empty Spaces
	Miguel Gil	*Judy Skene, Louise Pollard, Helen House*	*Duncan Cross*	*Susan Beltman, Kate Ala'i, Shamim Samani*	*Sheila A. Doggrell, Sally Schaffer*	*Chris Lim, Fiona Anderson, Robyn Mortimer*	*Peter Andrinopoulos, Shoaib Gill, Tristana Sidoryn, Olexij Straschko*
	Victoria University, Melbourne	*The University of Western Australia*	*University of Bolton*	*Curtin University*	*Queensland University of Technology*	*Deakin University*	*University of South Australia*
	10 minute change over						

*Program subject to minor change

Room	South	Centre	North	Hamersley	Goldsworthy	East	West
Parallel Session 4	**4A - RP**	**4B - RP**	**4C - GPR**	**4D - EI**	**4E - EI**	**4F - EI**	**4G - EI**
2:00pm - 2:30pm	Preparing Culturally and Linguistically Diverse Preservice Early Childhood Teachers for Field Experience	Development Of An Online Orientation Tool For First Year Science Students: Transitioning For Success	Comparisons between indigenous and non-indigenous secondary students transitioning to health-related tertiary education: Findings from a New Zealand longitudinal study	Partners by design: a case study in inclusive pedagogy	Capture and Keep FYE: Lecture recordings are not a game	Opportunity through online learning: improving student access, participation and success in online undergraduate studies	Walking the Tightropes
	Melinda Miller, Amanda McFadden, Ann Heirdsfield	*Bijeta Kumar, Bibhya Sharma*	*Ruth Crawford, Janet Turvey*	*Mary Dracup, Petra Brown, Juliana Ryan, Corinna Ridley, Christine Oughtred*	*Nicole Masters, Ann Parkinson, Colleen Kneale, Theresa Ashford, Goksu Dines, Ashley Fisher*	*Cathy Stone*	*Jennifer Lawrence, Jonathan Powles*
	Queensland University of Technology	*University of the South Pacific*	*Eastern Institute of Technology*	*Deakin University*	*University of the Sunshine Coast*	*The University of Newcastle, Curtin University*	*University of Canberra*
	10 minute change over						
Parallel Session 5	**5A - RP**	**5B - EI**	**5C - GPR**	**5D - EI**	**5E - EI**	**5F - EI**	**5G - EI**
2:40pm- 3:10pm	Pre-commencement interviews to support transition and retention of first year undergraduate students	Making sense of knowledge: Supporting students in the quest for employment	Calling all students! Five lessons learnt from two years of MonTRACK	Study Hacks: a creative initiative for student partnership in higher education	Put yourself in their shoes: academic literacies course design	Collaborative Pathways to Education and Employment: An Emerging Initiative at the University of Wollongong	Gamifying adult literacy learning with apps: Reflections on the 'state-of-the-art' to the 'state-of-the-actual'
	Denise Wood, Gillian Gray-Ganter, Robyn Bailey	*Heather Pate*	*Judith Little, Kellie Rayment*	*Lauren Woodlands, Alison Jaquet, Jocelyne Bouzaid, Elise Lawrence, James Yates*	*Linda Thies, Corinna Ridley*	*Annie Werner, Anne Snowball, Keirin McCormack*	*Erica Southgate, Shamus P. Smith*
	Central Queensland University	*Edith Cowan University*	*Monash University*	*Queensland University of Technology*	*Deakin University*	*University of Wollongong*	*The University of Newcastle, and Curtin University*
3:10pm - 3:40pm	Afternoon Tea						

Room	South	Centre	North	Hamersley	Goldsworthy	East	West
Parallel Session 6	**6A - EI**	**6B - RP**	**6C - GPR**	**6D - EI**	**6E - EI**	**6F - EI**	**6G - EI**
3:40pm - 4:10pm	Intentional Assessment Design: A Reflection on a Student Partnership in Law *Rachael Field* *Bond University*	LSES students and the theory of trusting networks: A whole of institution approach for Student Services. *Christie J. White* *University of Southern Queensland*	Five years of FYE: Evolution, outcomes and lessons learned from an institutional program *Jo McKenzie, Kathy Egea* *University of Technology Sydney*	Fostering Positive Cross-Cultural Student Experiences in Transnational Education *Hannah Wilkinson, Madeline Hermawan, Jessica Murray* *The University of Western Australia*	Who sets the agenda? A new perspective on student experience, transition and engagement *Emily McIntosh, Duncan Cross* *University of Bolton*	Raising equity and diversity awareness within a Faculty of Engineering *Tessa Sillifant, Catherine Dunphy* *University of Auckland*	Finding common ground – Insights from an emerging students helping students community of practice *Corinna Ridley, Dawn Jones, Kate Artz, Lynn Milburn* *Deakin University*
	10 minute change over						
Parallel Session 7	**7A - EI**	**7B - EI**	**7C - EI**	**7D - EI**	**7E - EI**	**7F - EI**	**7G - EI**
4:20pm - 4:50pm	Start Smart - an early round offer engagement event for non-school leavers *Cheryl Burgess, Karen Newson* *The University of Newcastle*	Mastering Transition: Exploring postgraduate coursework student's 'first experiences'. *Nicola Parker, Lesley Townsley* *University of Technology Sydney*	Between and beyond 'Risk' and 'Excellence': Massey's Academic Standing model for all students' success *Anna V. Rogers and Andrea Mackay* *Massey University*	Exploring belonging beyond disciplinary boundaries: Creating space for connection and community *Cris Clucas* *The Australian National University*	Traction or transactions - the metrics of engagement *Rhonda Leece, Edward Campbell,* *University of the Sunshine Coast, University of New England*	Developing the citizen scholar: graduate proficiencies and the future of universities *James Arvanitakis, David J Hornsby* *Western Sydney University and University of the Witwatersrand*	Fascinating Attention: Digital literacies in the FACE of digital distractions *Marcus O'Donnell, Warren Summers* *University of Wollongong, Independent Scholar*
5:00pm - 7:00pm	Welcome Reception						

*Program subject to minor change

FRIDAY 1 JULY 2016							
8:50am	**Welcome**						
Room	**Golden Ballroom**						
9:00am - 10:00am	**Keynote Session 2**	**Associate Professor Brydie-Leigh Bartleet** *Director of the Queensland Conservatorium Research Centre, Griffith University* *2014 Australian University Teacher of the Year*					
10:00am - 10:30am	Morning Tea						
Room	**South**	**Centre**	**North**	**Hamersley**	**Goldsworthy**	**East**	**West**
Parallel Session 8	**8A - EI**	**8B - EI**	**8C - GPR**	**8D - EI**	**8E - EI**	**8F - EI**	**8G - EI**
10:30am - 11:00am	Using video annotation technology to support a reflective journal	Are you ready to play the science game? Melding maths skills for transition into university science	Your university needs you! – Utilising course and campus-specific senior students in orientation sessions.	Professional clinical communication skills development: An online interactive 'tool box'	"May the coconut tree bear much fruit" – QUT's 'niu' framework for outreach and retention with Pasifika students	Using a 'Placement Portfolio' to support Health Science students' learning and preparedness for an industry placement.	The Success of Indigenous Students of the Australian National University
	Kelley Burton	*Helen Middleton*	*David Roach*	*Anita Dewi, Barbara Yazbeck*	*Andrew Fa'avale, Gabrielle O'Brien, Alison Green, Julie McLaughlin*	*Elizabeth Abery*	*Fiona Petersen*
	University of the Sunshine Coast	*Murdoch University*	*Western Sydney University*	*Monash University*	*Queensland University of Technology*	*Flinders University*	*Tjabal Indigenous Higher Education Centre, Australian National University*
	10 minute change over						
Parallel Session 9	**9A - RP**	**9B - RP**	**9C - GPR**	**9D - EI**	**9E - EI**	**9F - EI**	
11:10am - 11:40am	Addressing social and emotional learning: fostering resilience and academic self-efficacy in educationally disadvantaged learners transitioning to university	The advantages to students, staff and the university in the strategic development of networks and connections within a first year tutoring team	Student centred retention - an institutional approach to engaging students	Teaching in Focus: The value of implementing a program-specific teaching support project for staff wellbeing and student success	Towards integrated online transition: Creating spaces for learners to become independent, connected and successful	Using scalable mindset interventions to promote university persistence and achievement	
	Joanne Lisciandro, Angela Jones, Karin Strehlow	*Lee-Anne Bye, Peter Jenner, Gregory Nash, Steven Crawley*	*Linda Wilkes*	*Jessica Shipman Gunson, Elizabeth Abery, Lindsay Krassnitzer, Christopher Barton, Ivanka Prichard, Eileen Willis*	*Lyn Doolan, Drew Roberts*	*Berni Cooper, Caroline Rueckert*	
	Murdoch University	*University of the Sunshine Coast, University of Melbourne*	*Western Sydney University*	*Flinders University*	*Deakin University*	*Queensland University of Technology*	
	10 minute change over						

*Program subject to minor change

Room	South	Centre	North	Hamersley	Goldsworthy	East	West
Parallel Session 10	**10A - RP**	**10B - EI**	**10C - RP**	**10D - EI**	**10E - EI**	**10F - EI**	
11:50am - 12:20pm	"I'm excited!" Student expectations prior to starting their first year at university	Portal to the STARS – a practical resource package for staff teaching first year students	No design without Indigenous design: Extending First Year Architecture and Design Students' understanding of Indigenous Australia	Towards a best practice university transition program	Transitioning from the Student Voice to Student as Change Agents	Mentoring the Mentor – Assisting student mentors to identify, document and articulate the skills they develop in order to enhance their graduate career prospects.	
	Ella R. Kahu, Karen Nelson, Catherine Picton	*Ann Luzeckyj, Andrea Rankin*	*Joanne Peterson Kinniburgh, Alexandra Crosby, Michael Hromek*	*Leslie Theaker, Martin Ratcliff*	*Romy Lawson, Courtney Shalavin, Christopher Khatouki*	*Kasia Quail*	
	University of the Sunshine Coast	*Flinders University*	*University of Technology Sydney*	*Murdoch University*	*Edith Cowan University, University of Wollongong*	*Deakin University*	
12:20pm - 1:20pm	Lunch						

Room	South	West
12:40pm – 1:10pm	**Light and easy: 5-STAR insights into after-hours study behaviour** Find out how your students study after hours. YourTutor is sharing five insights into Australia's first-year students.	**UCROO Lunchtime Session** Online Education Delivery + Millennial Technology Expectations

Room	South	Centre	North	Hamersley	Goldsworthy	East	West
Parallel Session 11	**11A - EI**	**11B - EI**	**11C - EI**	**11D - EI**	**11E - RP**	**11F - EI**	
1:20pm - 1:50pm	Staff partnerships in supporting university students: A holistic approach	Learning analytics - hearing the student voice	The role of higher education in facilitating social mobility	Joining the dots: Curriculum mapping to increase student engagement in an interdisciplinary Health Sciences program	Students' attrition and retention in higher education: A conceptual discussion	Using university enrolment data to identify underperforming students	
	Jennifer Allen, Gail White	*Jennifer Heath, David Fulcher*	*Ian Cunninghame, Sue Trinidad*	*Pen Roe, Jessica Shipman Gunson, Elizabeth Abery*	*Daniel Doh, Kwadwo Adusei-Asante*	*Glen W. Bates, Matthew Farrugia, James S. Williams*	
	University of Newcastle	*University of Wollongong*	*National Centre for Student Equity in Higher Education*	*Flinders University*	*Edith Cowan University*	*Swinburne University of Technology*	
	10 minute change over						

Room	South	Centre	North	Hamersley	Goldsworthy	East	West
Parallel Session 12	**12A - EI**	**12B - RP**	**12C - GPR**	**12D - EI**	**12E - EI**	**12F - EI**	
2:00pm- 2:30pm	Using CHAID to shade students from the temptation of attrition	A framework for first year curriculum design and pedagogy: intersecting the Threshold Learning Outcomes, disciplinary knowledge and the first year pedagogy principles	Supporting student transition: embedding reading practices into the first year Science curriculum	Conceptualising a social marketing approach to widening participation in Australian higher education	Improving retention and academic achievements of African students in higher education through community development	A Journey to our core: An emerging initiative to refresh the BA	
	Salah Kutieleh and Ewa Seidel	*Jill Lawrence, Pamela Allen, Theda Thomas, Joy Wallace, Jennifer Clark, Adrian Jones, Bronwyn Cole, Lynette Sheridan Burns*	*Yvonne C. Davila, Neela Griffiths*	*Maria M. Raciti, Cathy Cupitt, Diane Costello, Lynne Eagle*	*Kwadwo Adusei-Asante, Isaiah Awidi, Daniel Doh*	*Margaret Forster*	
	Flinders University	*University of Southern Queensland, University of Tasmania, Australian Catholic University, Charles Sturt University, University of Adelaide, Latrobe University, Western Sydney University*	*University of Technology Sydney*	*University of the Sunshine Coast - National Centre for Student Equity in Higher Education, Curtin University, James Cook University*	*Edith Cowan University*	*Massey University*	
2:30pm - 3:00pm	Afternoon Tea						
Room	**Golden Ballroom**						
3:00pm - 4:00pm	**Student Panel: Factors that have influenced my success at University.**						
	Facilitator: Professor Ron Oliver						
	Edith Cowan University						
4:00pm - 4:15pm	**Close / 2017 Announcement**						
7:00pm	Conference Dinner						

SATURDAY 2 JULY 2016

Meetings on 5 - Level 5			
Room	**Meeting Room 4**	**Meeting Room 5**	**Meeting Room 6 & 7**
9:30am - 11:00am	**Transitions, Identity and Psychological Wellbeing SIG**	**WORKSHOP 5 Enhancing the student experience: Developing the 'One stop shop'.** →	
	Lydia Woodyatt	*Kim Cartwright*	
11:00am - 11:30am	Refreshment break (SIG & Workshop Participants only)		
11:30am - 1:00pm	**Nursing Descipline SIG**	**WORKSHOP 6 Transition Support for Students from Refugee Backgrounds in Higher Education** →	**Peer Programs SIG**
	Jan Thompson	*Sonal Singh*	*Victoria Menzies*
1:00pm - 1:30pm	Refreshment break (SIG & Workshop Participants only)		
1:30pm - 3:00pm	**Threshold Concepts SIG**	**WORKSHOP 7 What's Uni Like? Deconstruction of a successful MOOC** →	
	Jenny Kaighin	*Josu Abrego-Sanz*	
3:00pm - 3:30pm	Refreshment break (SIG & Workshop Participants only)		

WEDNESDAY

WEDNESDAY 29 JUNE 2016			
8:00am	**Registration open**		
	Goldsworthy	**Hamersley North**	**Hammersley South**
9:00am - 10:30am	**First Year Experience SIG**	**Yarning Circle Indigenous Student Success: Who's "business" is it? Sharing our experiences**	**WORKSHOP 1 Creating Engaged Learners and Digital Citizens**
	Kathy Egea, Neela Griffiths, Jo McKenzie	*Bianca Hill*	*Brad Garner*
10:30am - 11:00am	Refreshment break (SIG & Workshop Participants only)		
11:00am - 12:30pm	**First in Family SIG**	**Capstone SIG**	**WORKSHOP 2 Flip your class the HE way: Introducing the 'Higher Expectation Framework': A dynamic approach for teaching adult learners.**
	Sarah O'Shea	*Nicolette Lee*	*Trixie James*
12:30pm - 1:00pm	Refreshment break (SIG & Workshop Participants only)		
1:00pm - 2:30pm	**Residences SIG**	**Coursework Postgraduate Experience SIG**	**WORKSHOP 3 The pleasures and pitfalls of peer based initiatives: unpacking challenging real world scenarios in a peer learning environment.**
	Jo McRae	*Linda Crane & Gary Hamlin*	*Georgina Barratt-See*
2:30pm - 3:00pm	Refreshment break (SIG & Workshop Participants only)		
3:00pm - 4:30pm	**Implementing First Year Ideas and Resources in Practice**	**Student Equity SIG**	**WORKSHOP 3 The Learning Design Canvas Workshop**
	Ann Luzeckyj	*Nadine Zacharias*	*Jody Fenn*

*Program subject to minor change

9:00AM – 10:30AM

First Year Experience SIG

The FYE SIG is for academics and professional staff involved in creating, leading, and sustaining change in student transition within their institution with the aim of sharing these evidence-based practices and developing a community of practice on FYE across the sector. The SIG draws from the sector and our evidence-based practices to address student transition, achievement, retention and success. For example, how do we engage academics (and student support staff) to develop intentionally designed curriculum to scaffold student learning in the first year of undergraduate university study? What evaluation practices do we use to demonstrate evidence of the success of these programs? In particular, it aims to share the experience of (1) academics who work at a university, overall faculty level, or subject level on successful student transition into undergraduate university education and (2) professional student support staff (eg Library, PASS, academic skills, careers) who work directly with academics specifically for students in transition into university. If there is sufficient interest, it is envisaged that the community continues online with further sharing of practice and discussion groups.

Focus for the 2016 SIG

The 2016 SIG will introduce the distributed leadership framework (OLT project: Jones, et al, 2012, https://emedia.rmit.edu.au/distributedleadership/node/2) to demonstrate its capacity to act as a tool for evaluating our practice as FYE leaders within our institution, identify areas that are working well or need support, thereby ensuring sustainable and successful student transition. The distributed leadership framework is a matrix that links four dimensions (trust, respect, participative change and collaborative relationships) against four criteria (stakeholders, supportive processes, professional development and resource availability). In the workshop, it is planned to draw on both the UTS experience and that of the attendees to apply the framework to their practices and to discuss how it has the potential to improve current FYE leadership practice resulting in sustained student success, achievement and retention.

Convenors

Dr Kathy Egea
UTS

Dr Kathy Egea is the First Year Experience Coordinator at UTS, a university wide academic role to co-lead and implement the UTS FYE strategy, lead the faculty FYE coordinator team, develop academic resources for casual academic staff, build a university-wide community of practice on first year transition, and create opportunities for partnerships for both academic and student support staff. Distributed leadership underpins the success of the UTS FYE strategy. The FYE team won the university Teaching and Learning award for Widening Participation in 2014, has published and presented on the FYE strategy both within Australia and overseas at FYE conferences.

A/Prof Jo McKenzie
UTS

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.

Neela Griffiths
UTS

Neela Griffiths is a member of the Academic Language and Learning (ALL) Group at UTS. ALL developers at UTS are allocated to faculties where they work collaboratively with disciplinary academics on integrating domain specific and contextualised academic language and literacy, communication and professional practices into the curriculum. Neela's practice in the Faculty of Science enacts the Distributed Leadership model of the UTS FYE strategy through her active participation on multiple FYE grants. Neela has been awarded a UTS and OLT T & L citation for her cross-disciplinary collaborative work. She is currently a team member on an OLT grant investigating 'Strengthening the evidence base for English language practices in higher education'. Neela has published and presented on the outcomes of her FYE participation in Australia and overseas.

Yarning Circle
Indigenous Student Success: Who's "business" is it? Sharing our experiences

Bianca Hill
Faculty of Law, QUT

In 2012, the Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People final report recommended universities adopt a whole-of-university approach for supporting Aboriginal and Torres Strait Islander student success (Department of Education, 2012, 64). Historically, this responsibility has been placed on the Indigenous Support Units (ISUs) (Department of Education, 2012, xii) and therefore reduced the responsibility of faculties, schools and divisions of universities in this area. However, in 2012 the QUT Faculty of Law has employed an Indigenous Project Officer using Widening Participation Funds (HEPPP) to provide in-Faculty support to Aboriginal and Torres Strait Islander law and justice students to promote their success. This circle hopes to bring together conference participants to share stories; discuss models of participation and retention (Penchenkina, Kowal and Paradies, 2011); and possible future directions for supporting Indigenous Student success across institutions.

Biography

Bianca Hill is an Indigenous Project Officer with the Queensland University of Technology's Faculty of Law. Bianca has worked in higher education for over eight years in various roles including Indigenous Education Units and in Faculty as well as academic and professional roles. In her role, Bianca aims to develop programs, strategies and initiatives to support Aboriginal and Torres Strait Islander law and justice students throughout their undergraduate studies. These activities are student-centred and guided by feedback from students. Bianca has designed and implemented a culturally-specific orientation program as well as activities to support students within the faculty. She believes in empowering students with the knowledge to help them achieve their potential. Bianca is an Aboriginal woman and descendant of the Kabi Kabi and Wakka Wakka peoples and has qualifications in law.

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WORKSHOP 1
Creating Engaged Learners and Digital Citizens

Brad Garner
Indiana Wesleyan University USA

We are living in an age where digital technology is ubiquitous…apps, mobile devices, eBooks, MOOCs, Open Source, the Cloud. For students, this rapidly changing digital landscape will be a way of life through their school careers and into the workplace. In their lives, being digitally savvy and maintaining an openness to lifelong learning will increasingly be a prerequisite for success. This workshop session will focus on the ways in which digital learning experiences can be matched with academic content so that students become active and engaged digital citizens. Participants are encouraged to bring along a computer or tablet (although this is not a prerequisite) and be prepared for a digital learning experience. Participants will also be provided with a digital document containing step-by-step directions for all of the presented strategies and techniques.

Biography

Brad Garner serves as Director of Faculty Enrichment in the Center for Learning and Innovation at Indiana Wesleyan University (IWU) and leads faculty development efforts on his campus. Prior to moving into higher education, he worked in a in K-12 public school setting where he worked as a classroom teacher, school psychologist, and administrator. Garner is a frequent presenter at conferences and workshops and has authored several publications including Teaching Millennial Learners (2007) and Creating Digital Citizens (2016).

11:00AM – 12:30PM

First-in-Family Student SIG

About

First-in-family students make up a significant proportion of the university population within Australia. The most recent statistics indicate that over 50% of Australian HE students are the first in their families to attend university (Spiegler & Bednarek, 2013). However, international research on this group indicates that this student cohort collectively do not perform to the same level academically as their second or third generation peers (HEFCE, 2010; NCES, 2012). Within Australia, higher rates of attrition have been recorded for students whose parents have not completed high school (19%) compared to those who had a parent with a diploma qualification or higher (12%) (McMillan, 2005). Arguably this risk is further increased as first-in-family status is not currently recognised as an equity categorisation yet these students frequently fall into multiple equity groupings (O'Shea, 2015).

This new STARS Special Interest Group (SIG) in 2016 seeks to develop a community of practise for those who are interested in both supporting and engaging first-in-family students. The SIG would be of interest to researchers, teaching staff, outreach and equity practitioners as well as those working in broader university student support services. The focus is both to explore what is currently happening for this significant student cohort but also, importantly, to consider how we can better retain and support this cohort moving forward.

Session Structure

This inaugural meeting will firstly provide a forum to explore how various institutions are currently engaging with this student cohort. Participants will be encouraged to share existing strategies targeted at first-in-family learners as well as their own ideas, concerns and imaginings related to this group.

There will be opportunity for discussion and reflection particularly as this relates to how institutions can: a) implement targeted support strategies that account for the learning contexts of these students; b) explore strategies for connecting with families and community of first-in-family students and c) share plans or future initiatives in this field. SIG attendees are encouraged to come prepared to reflect upon their personal interest in (or passion for) this student group and also to share current practices or initiatives designed to support and engage these learners.

Convenor

A/Prof Sarah O'Shea
Australian National Learning and Teaching Fellow (OLT); Program Coordinator: Adult, Vocational and Higher Education, University of Wollongong

Sarah has worked in the higher education sector for nearly twenty years; currently she is a teaching/research academic at University of Wollongong. In 2015, Sarah was awarded an Australian Government (OLT) National Teaching Fellowship, to support her work with students who are first in their families to come to university. Sarah's drive to impact on student engagement is underpinned by a teaching philosophy that recognises how access to education can have transformative repercussions both individually and within the wider social stratum. This work is also intrinsically informed by her own journey, which includes teaching across a variety of adult education contexts, providing academic skills support to diverse student populations before moving into an academic role to further research output. This diverse background has provided Sarah with a unique insight into the nature of the university student experience and prompted her PhD (2009), which qualitatively explored how female learners, all of whom were first in their family to attend university, managed their transition into this environment, amongst many competing demands. Broadly, Sarah's research focuses on student access, engagement and participation within the university sector. Her work has been published nationally and internationally, in the last five years this has included three books (two currently in-press[1]), four book chapters and nineteen peer-reviewed articles. Her research advances understanding of how under-represented student cohorts navigate transition into the university environment, manage competing identities and negotiate aspirations for self and others. Sarah has led research in the field including a multi-institutional OLT grant (with OUA & UON) investigating approaches to engaging and retaining first-in-family learners (www.firstinfamily.com.au) She is also currently concluding an ARC Discovery Project (with Profs Harwood (Lead CI) & Chandler) exploring the various impacts of a national university mentoring program (AIME) upon the educational futures of young Indigenous learners and the knowledge sets of student mentors (O'Shea et al, 2015)

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[1] Harwood, V., Hickey Moody, A., McMahon, S., & O'Shea, S., (in-press, 2016). The Politics of Widening Participation: Making Educational Futures. Oxford: Routledge.

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Capstone SIG

The final year of a student's course is a critical period, representing the achievement of a major life goal and heralding the beginning of a new chapter as they transition to a post-graduation identity (Bailey et al, 2012; Gardner & van der Veer, 1998; Lee, 2014). Capstones are typically seen as an opportunity for students to bring together, apply and extend their prior learning in ways that reflect and enhance their capacity to act purposefully, whatever their individual futures (Lee & Loton, 2016; Rowles et al, 2004). Capstones are one of what Kuh (2008) describes as 'high-impact educational practices'.

Although the term 'capstone' has only relatively recently been in use in Australia, most disciplines are familiar with the concept of such a culminating and transitional event in the student experience, often as a final year project, thesis, placement or simulation. Each of these approaches brings particular challenges, but are bound by common principles that drive complex, multi-dimensional, authentic experiences and require a wide range of mature personal and professional capabilities, such as self-efficacy and self-awareness, judgement, curiosity, creativity and resilience (Healey et al, 2013; Magolda, 2004).

Regardless of the role of capstones, in recent years, the Australian Higher Education sector has shown significant interest in transition as related to employability. Indeed, the 2012 Australasian Survey of Student Engagement (AUSSE) results provide impetus to the debate on the role of higher education in employability, with only one quarter of later year students reporting that they felt their courses developed their collaborative and real world problem-solving skills. Only slightly more believed their experiences had contributed very much to their development of work-related knowledge and skills (ACER 2012).

These statistics have provided some of the impetus for the current debate on the role of higher education in employability, and how best to provide students with opportunities to connect their academic experiences to their future capability needs.

As such, the 2016 capstone special interest group meeting will provide an opportunity for those involved or interested in capstone design and delivery to share questions, ideas and resources, and to explore the notion of education for employability through the final year of the student experience, and particularly as embedded in capstone experiences. The focus of this year's session will therefore be on contemporary practices and challenges around:

- Using capstones in the assessment of program level learning outcomes
- How capstones can be leveraged for employability skills development
- Using capstones to propel students successfully into post graduate life

Convenor

Professor Nicolette Lee
Australian National Senior Teaching Fellow (OLT); Executive Director (Learning and Teaching), Victoria University

Nicolette Lee has worked in the higher education sector for 20 years, and is currently the Executive Director (Learning and Teaching) at Victoria University, Melbourne. In 2013, she was awarded an Office for Learning and Teaching National Senior Teaching Fellowship for a two year program of national and international work on Capstones Across Disciplines. By 2015, the Fellowship network included over 300 academic staff from across the world, over 700 staff from 90 institutions had taken part in one or more activities, and the website resources had received over 40,000 visits. The Fellowship and research reports are currently available from the OLT website and the Capstone Network website (www.capstonecurriculum.com.au).

Alongside a number of national grants, Nicolette has held a number of senior academic positions and been responsible for major curriculum renewal programs at two institutions. Over the past decade, she has taught a number of discipline-based and interdisciplinary capstones and transitional programs, and been involved in the development of many more across disciplines as diverse as health and social sciences, philosophy, business and IT. Drawing on her experience as a student and a teacher in diverse discipline and institutional contexts, her research is driven from a philosophy of students as partners and producers of the educational experience. As a result, it is primarily focused on the practical needs of educators and covers a range of educational topics, particularly assessment, pedagogy, curriculum structures and learning environments.

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WORKSHOP 2

Flip your class the HE way: Introducing the 'Higher Expectation Framework': A dynamic approach for teaching adult learners.

Trixie James
Academic Learning Services Unit, CQUniversity

Within the context of an adult learning environment, the approach to teaching differs from practices used within the secondary school setting. This workshop will explore a new teaching framework that was designed after trialling and experiencing a Flipped Model Classroom. The Higher Expectations Framework is a structured approach to thinking, planning and actioning, and is an innovative and engaging model that makes the class environment a safe place where students feel empowered to step out of their comfort zone and become more engaged with the content. The classroom focus shifts from an instructor-lecture model to a student-centered dynamic that encourages active learning and deeper knowledge acquisition. Designed around adult learning principles (Knowles, 1978), brain-based learning principles (Caine, 2005; Wolfe, 2010) and self-efficacy theory (Bandura, 1995), this andragogical approach enhances meta-learning, encourages higher levels of student engagement, and increases participation where students take ownership of their personal learning.

Biography

Trixie James lectures within the STEPS program at CQUniversity on the Bundaberg Campus. Trixie's research interests centre on the support and engagement of under-represented adults in the tertiary sector, with special interest in student engagement, quality teaching practices and positive psychology. She completed a Masters of Learning Management in Executive Leadership with a minor thesis that investigated enabling students' successful transition into undergraduate studies. Her research has been shared in the Netherlands and at various conferences within Australia.

1:00PM – 2:30PM

Residences SIG

About

The 2016 Residences Special Interest Group will provide a forum to explore good practice in Student Engagement. The sessions will explore transition practices for commencing student residents and strategies targeted at resident transition and engagement.

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. We need to make the move from seeing residences as housing to seeing residences as educational environments (Parameswaran & Bowers, 2014).

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). 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).

Focus areas for the 2016 Special Interest Group:

- "Starting their journey" – successful transition strategies for commencing students; from pre-enrolment through to arrival, orientation week and commencement of classes.
- "Good Practices on Residential Student Engagement"

There will be opportunity for discussion and reflection as to

- – Targeted strategies for residential orientation and transition to university
- – Strategies to compliment university orientation and university services
- – Plans and initiatives in student engagement for domestic and international students
- – How best to enhance the overall experience of Australia's international students living in university-managed accommodation

The Residences SIG will provide insight into developments in a range of settings, including Australian universities and residences in the UK. It is planned to utilise Charles Sturt University and University of Adelaide experiences as case studies for discussion of how to improve current practices for Student Transition, Achievement, Retention and Success. Participants are encouraged to come prepared to share their practices and initiatives, and to explore ideas and resources for implementation in their own setting. The session will include time for discussion.

Co-Convenors

Joanne McRae
Manager, Student Initiatives, Residence Life, Charles Sturt University

Joanne 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.

Jorge Contreras
Project Officer Student Engagement, Student Accommodation Service, The University of Adelaide

Jorge Contreras is the Student Engagement Officer at The University of Adelaide-Student Accommodation Service. Jorge is responsible for the development, co-ordination and reporting on the effectiveness of the Student Engagement Plan across the University of Adelaide managed student accommodation portfolio, including the residences at The University of Adelaide Village, Mattanya, Floor of Residence and Roseworthy Residential Campus.

Jorge completed a Bachelor in Administration at University of Puerto Rico (USA) and spent 4 years working for large government organisations. After returning to school and earning his Master of Business Administration from The Monterrey Institute of Technology (MEXICO), he was invited to be a guest lecturer at the UVM- Laureate International Universities. His research interests include human resources, international management, marketing and student engagement in University-managed student accommodation.

His career has also involved a balance of activities in the accommodation sector including hotels, serviced apartments and student residences in Mexico, USA, Hong Kong and Australia.

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Coursework Postgraduate Student Experience SIG

Definitions of the student experience have been refined to now encompass the broad world of the student, inclusive of their experiences, inside and outside the classroom, on and off the campus, in their social, personal and work engagements (Benckendorff, Ruhanen, and Scott, 2009). Understanding, embodying and measuring the student experience has become increasingly important as an indicator of education quality correlated to student engagement, retention, attrition and high level learning outcomes (Radloff, Coates, Taylor, James, & Krause, 2012; Orr, Yorke, & Blair, 2014; Tinto, 1997; Willcoxson, Manning, & Winder, 2011). About a decade ago seminal work in Australia identified the need for a "systematic, joined-up, whole-of-institution or whole of student" approach to the management of the first year experience in higher education and led to development of the third generation transition pedagogy (Kift & Nelson 2005, Kift, 2015). Research and reporting on the national First Year Experience Questionnaire from the Centre for the Study of Higher Education (Krause, Hartley, James, & McInnis, 2005) emphasised the importance of the first year experience in student retention and satisfaction, further guiding educator focus on the experience of first year students. The importance of this work was reinforced, in Australia, with the Bradley report (Bradley, Noonan, Nugent, Scales, 2008) and subsequent government reforms supporting demand driven funding highlighting and substantial increases in participation rates in tertiary education.

Importantly, while the call to arms with respect to the need for the third generation transition pedagogy has been answered for the undergraduate student population (Kift, 2015), the first year experience of students in the postgraduate sector has received minimal attention. At first glance this might not seem to be important; however the growth agenda that has seen the undergraduate market approach saturation has had an even more startling impact on growth in the postgraduate sector, particularly in postgraduate course work programs. In fact enrolment numbers in postgraduate programs, particularly postgraduate coursework programs have been increasing for some time. The proportion of students enrolled in these programs compared to undergraduate programs more than doubled over the 30 years prior to 2013 from 11 to 22 per cent of student enrolments (Norton & Cherastidtham, 2014) with the increase in recent years being greater than other postgraduate programs including Masters by Research, Doctorate by Coursework, and Doctorate by Research programs (Kiley, 2013). However, despite these comparatively large increases, there is limited understanding of the issues affecting students within coursework postgraduate programs. This compromises our ability to support the growing numbers of these students through educational strategies that enhance their chances of success.

Within this context, the session facilitators have been leading an OLT funded project "Engaging postgraduate students and supporting higher education to enhance the 21st century student experience". This project was designed specifically to explore coursework and research postgraduate student experience in varying contexts across Australia (see http://postgraduatestudentexperience.com). One of the key preliminary findings from the project is that postgraduates, like undergraduates, experience many barriers and emotions associated with transitions. Only 15% of staff and student participants in the project expressed positivity towards the first year postgraduate student experience with the majority expressing the view that these needs are not being sufficiently addressed and improvements are required.

Session description

The session will emphasise needs of the underserved coursework postgraduate sector with respect to student experience during transition(s). It will be of interest to all those working with postgraduate students, including those who coordinate postgraduate subjects/programs and those who have leadership positions at school/faculty/university level.

We will begin by briefly sharing insights from the OLT project that describe postgraduate coursework student's transition experiences. The majority of the session will be hands-on and practical. Working together, the participants will:

(i) identify which of the student experiences are true in their contexts – and add others identified through discussion

(ii) share strategies that they currently employ to support postgraduate coursework students through their transition

(iii) explore the validity of the concept that curriculum is the glue that holds the first year postgraduate coursework student experience together

By the end of the session participants should be confident in a set of strategies that they can apply within their own setting, knowing that these are framed within the large body of work exploring first year experience and contextualised for postgraduate students.

Facilitators

Associate Professor Linda Crane
Associate Dean, Learning and Teaching in the Faculty of Health Sciences and Medicine at Bond University

Linda is Associate Dean, Learning and Teaching in the Faculty of Health Sciences and Medicine at Bond University. In this role she provides oversight for program design and learning and teaching strategies within the faculty. Major foci of work have been generating career pathways for students and leading initiatives in active and blended learning to increase student satisfaction with their experience and learning outcomes. Linda's recent interests have focussed on the OLT funded projects Supporting graduate employability from generalist disciplines through employer and private institution collaboration, and Engaging postgraduate students and supporting higher education to enhance the 21st century student experience.

Associate Professor Gary Hamlin
Associate Dean Student Affairs in the Faculty of Health Sciences & Medicine at Bond University

Gary is currently the Associate Dean Student Affairs in the Faculty of Health Sciences & Medicine at Bond University where he was previously the Deputy Head and Curriculum Lead in the School of Medicine (2010-2013). Prior to this, Gary was at James Cook University for 14 years where he played key roles in the establishment of the Bachelor of Pharmacy, Bachelor of Medicine/Bachelor of Surgery, Bachelor of Veterinary Science, and led the curriculum renewal project for the Bachelor of Biomedical Science. Gary is an active health educator with experience on Australian Medical Council accreditation teams. His involvement in program development has nurtured interests in curriculum design, assessment and the student experience all of which he contributes to the OLT funded project Engaging postgraduate students and supporting higher education to enhance the 21st century student experience.

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WORKSHOP 3

The pleasures and pitfalls of peer based initiatives: unpacking challenging real world scenarios in a peer learning environment

Georgina Barratt-See, Sarah Graham
University of Technology Sydney

This workshop draws on experiences of the peer based initiatives particularly at the University of Technology Sydney. The benefits of peer based initiatives are well documented, providing both support to the students who are the recipients as well as the peers who are mentoring, supporting and guiding them (see Dawson et al, 2014; Colvin and Ashwin, 2010). The extremely satisfying task of coordinating these initiatives however, has a number of challenges, requiring careful planning, coordination, facilitation and recruitment. The purpose of this workshop will be to use the ANZSSA Guidelines for Best Practice of Peer Mentoring Programs (ANZSSA, 2015) to work with the participants on a number of real world based vignettes, loosely based on peer learning program situations encountered in the last 7 years. Through the analysis of these vignettes, the participants will explore how to manage these challenges in a productive, positive, friendly and empathic way.

Biography

Georgina Barratt-See has managed the ALTC citation winning U:PASS (UTS Peer Assisted Study Success) program at the University of Technology Sydney for almost 8 years, supporting 50 subjects with 100 leaders. She has also worked in coordinating and supporting peer mentoring programs since 2007, at both UNSW and UTS. In 2009 and then 2013-14, she worked with a committee of peer mentoring practitioners firstly developing and then refining the ANZSSA Guidelines for Best Practice in Peer Mentoring Programs.

3:00PM – 4:30PM

The Implementing First Year Ideas and Resources in Practice SIG

There is no doubt that the role of academic and professional staff in universities (higher education workers) is changing and staff are becoming busier (Ferman, 2002; Hemer, 2014; Kenny & Fluck, 2014). Student numbers, including those from a diverse range of backgrounds, are continuing to grow (Pitman & Vidovich, 2010) alongside requirements to improve their learning experiences (Australian Government, 2009). Therefore accessing and utlising quality resources that guide the development of curriculum and pedagogy that helps meet the needs of today's students while easing the burden on staff are increasingly important. Examples of the kinds of resources that may be used by staff include Kift's (2009) transition pedagogy principles, Devlin et al's (2012) recommendations for working with low socioeconomic students, and King et al's (2015) recommendations for supporting first in family (FiF) students. The Implementing First Year Ideas and Resources in Practice SIG provides a forum where academic and professional staff can explore some of the many and varied resources that are available and discuss how they are used by practitioners across the First Year in Higher Education Community.

Since it began in 2014 participants in the SiG have explored a range of resources and ideas that can help them work with their students. Past SIG participants have looked at materials produced as part of the following OLT projects: "Effective teaching and support of students from low socio-economic status backgrounds: Resources for the Australian higher education sector" (Devlin, et al., 2012); the Factsheets produced through the "First Year Student Expectations and Experiences" project (Brinkworth, et al., 2012) and the NCSEHE funded, Exploring the Experience of Being First in Family at University, Key findings brochures (King, et al., 2015). A number of practical strategies such as getting to know each other ice-breaker activities and techniques for dividing students into mixed ability groups have also been demonstrated within the SIG.

Building on feedback from the last two years the 2016 SIG attendees will again explore ideas and resources they may consider implementing in their own work places. Time will be set aside to ensure participants have an opportunity to discuss their own concerns, solutions and resources but given the increasing prominence of discussions regarding "data", this year the SIG will consider the following questions:

- How can you use the data your institution collects in relation to the student demographics to you to help you in your role?
- How can you consider using Learning Analytics to better support your students?
- Why are these questions relevant to teaching first year cohorts?

In summary, the intention of this SIG is to is identify ways to support busy staff who are striving to help Students as they Transition into university and through their first year so these students acquire the skills and abilities to Achieve their desired goals, be Retained and Succeed through to graduation. In achieving this outcome it also provides a venue for a broad discussion about supporting our diverse first year cohorts as well as promoting the many resources that are available to assist us to enhance the university experiences for all our students.

Convenor

Dr Ann Luzeckyj
Senior Lecturer in Higher Education: First Year Undergraduate Teaching Advisor, Centre for Innovation in Learning and Teaching, Flinders University

Dr Ann Luzeckyj is Senior Lecturer in Higher Education: First Year Undergraduate Teaching Advisor in the Centre for Innovation in Learning and Teaching at Flinders University. Ann works with staff to investigate and trial approaches in curriculum development, teaching and assessment with a focus on those which support the diverse needs of students new to university. As part of her role, Ann undertakes research; co-facilitates a Community of Practice; administers a small grant scheme and develops and delivers workshops (and other resources) in relation to first year undergraduate teaching and learning. Ann has been both a lead and co-investigator on a number of research projects related to teaching and learning. These include: the Office for Learning and Teaching (OLT) funded "First Year Student Expectations and Experiences" project (2009 – 2012); an OLT funded Extension Grant related to the aforementioned project (2013 -2014)); a National Centre for Student Equity in Higher Education (NCSEHE) funded grant titled, "Exploring the Experience of Being First in Family at University" (2014 – 2015); and an OLT funded grant titled "Helping First-Year Students Flourish Through Languages: Integrating Positive Psychology, Transition Pedagogy and Content and Language Integrated Learning (CLIL) Principles" (2016).

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Student Equity SIG

This new Special Interest Group on Student Equity will provide a forum to explore how universities have designed, implemented, evaluated and improved student equity programs since the introduction of the Higher Education Participation and Partnership Program (HEPPP) in 2010. The aspiration for the SIG is that discussions will lead to:

- Improved sharing of existing and emerging evidence of what works to increase participation by students from equity groups, including evaluations of HEPPP-funded initiatives
- More strategic approaches to institutional student equity programs which are based on an institution's equity performance, informed by evidence and aligned with wider institutional priorities
- Collaborations to conduct cross-institutional research, present innovations and disseminate findings from research and practice.

The SIG covers the STARS topics by focussing on students who belong to one or intersecting equity groups and considering the effectiveness of existing institutional student equity approaches in the light of research evidence and a changing policy context. This conversation covers the student lifecycle from a student's aspirations to choose university as their path to realising (desired) career outcomes.

Session structure

The 2016 session of the Student Equity SIG is an opportunity to take stock of achievements and challenges to date at the institutional and sector levels and to assess the sustainability of current approaches to student equity in a changing policy and funding environment. Participants will have an opportunity to share their strategies and experiences in assessing the success of their HEPPP-funded initiatives and making a case to university leaders that, and how, a comprehensive student equity program needs to continue despite anticipated funding cuts.

This discussion will be complemented by a national picture of how Australian universities have responded to the HEPPP. The group will be encouraged to explore how the strengths of these approaches can be leveraged and weaknesses addressed in the reform process necessitated by any reductions in the funding envelope. Finally, the SIG offers a platform to consider lobbying efforts to ensure that a national and significant equity program remains post-2016.

Convener

Dr Nadine Zacharias
2016 Equity Fellow (National Centre for Student Equity in Higher Education)

Nadine is an equity practitioner with research expertise in the fields of equity policy and program management, inclusive teaching and learning in higher education and gender equity in employment. In 2016, she is an inaugural Equity Fellow sponsored by the National Centre for Student Equity in Higher Education (NCSEHE) to undertake a strategic student equity research project of national significance. In her substantive position, she is Director, Equity and Diversity at Deakin University and in that function has responsibility for the University's student equity program and partnerships, equity policy and programs as well as access and inclusion services.
Nadine's Fellowship project aims to bridge the gap between policy and practice to create a better understanding of how equity policy in Australia is implemented, what works and why. It will investigate the impact of the HEPPP on equity policy, practice and thinking and ask whether HEPPP is the best possible funding mechanism to achieve greater participation and success of diverse learners.

The Fellowship brings together Nadine's interests in social justice, business practice, and public policy. Nadine is a boundary crosser and relishes the energy and insights generated by exploring issues from multiple perspectives and synthesising possible strategies into workable solutions. She fiercely believes in the transformative power of education and recognises that structures of disadvantage and opportunity intersect with personal agency and capacity in complex ways to bring about change.

Nadine has recently completed a cross-institutional research project on the effectiveness of equity scholarships funded by the NCSEHE with QUT and the University of Sydney as research partners (https://www.ncsehe.edu.au/effective-scholarships-equity-students/). She was the Chair of the 2015 Equity Practitioners in Higher Education Australasia (EPHEA) conference in Geelong and EPHEA President in 2012/13.

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WORKSHOP 4
The Learning Design Canvas Workshop

Jody Fenn
Edith Cowan University

The Learning Design Canvas workshop provides a way for educators to respond to the needs of their students, understand who they are and what works for them, and build the appropriate strategies required for success. Whether you are a learning designer, lecturer, course coordinator or head of school The Learning Design Canvas enables you to organise complex information into 7 distinctive areas. The Canvas provides individuals and teams the ability to work quicker and smarter in identifying gaps in course delivery. The canvas provides visual cues such as student personas and presents a big picture understanding of your organisations dependencies and relationships. The Canvas acts as an anchor for further conversation about the design of learning and teaching and allows an agile approach to change.

THURSDAY

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9:15AM – 10:15AM

Keynote Presentation

Professor Barney Glover
Vice-Chancellor and President, Western Sydney University
Chair of Universities Australia

'Perspectives on access, participation and success in Australian higher education - Policy imperatives and emerging challenges'

This presentation will explore the current challenges to widening access and participation in Australian universities with a particular focus on current areas of policy uncertainty and emerging constraints. The impact of key policy settings at the national level including the expansion of the demand driven system and responses to the review of admission processes will be considered. The potential policy changes and their likely impacts under a new government will be discussed. A brief case study of successful strategies at Western Sydney University will be provided to highlight the benefits of a highly focused long term commitment at a regional level to building participation and success.

Biography

Professor Barney Glover, the fourth Vice-Chancellor of Western Sydney University (WSU), a distinguished academic leader, an accomplished mathematician and mathematics educator and an experienced Vice-Chancellor, assumed his position at WSU in January 2014. Professor Glover's recent appointment as Chair of Universities Australia, his Ministerial appointment as the Australian Government representative on the University of the South Pacific University Grants Committee; board membership of the Museum of Applied Arts and Science Trust; and of the Australian American Fulbright Commission; are a testament to his esteemed career to date. This includes significant expertise and experience at the most senior levels of university management and substantial business leadership credentials. He has also been on the boards of a range of corporate organisations and several state and national centres covering areas such as health and medical research, energy, mineral exploration, and telecommunications.

Before relocating to the Northern Territory in 2009 to take up appointment as the Vice-Chancellor of Charles Darwin University (CDU), Professor Glover held a number of senior roles in various universities including: Deputy Vice-Chancellor, Research at the University of Newcastle; Pro Vice-Chancellor, Research and Development at Perth's Curtin University of Technology and a number of senior positions at the University of Ballarat in Victoria. Professor Glover holds a PhD in Applied Mathematics and has worked on both the east and west coasts of Australia.

POSTER SESSION

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10:20AM – 11:10AM POSTER SESSION

P01 Student engagement in reviewing formal course feedback: Expectations and realities
Amanda Henderson, Samantha Edwards, Jennifer Rowe
University of the Sunshine Coast

P02 Introducing the 'Higher Expectation Framework': An approach to teaching adult learners in a fun and engaging environment
Trixie James
CQUniversity

P03 Early intervention, transition and engagement – interventions to improve the Bolton student journey
Emily McIntosh
University of Bolton

P04 The voices of transitioning diploma-entry nurses: "How the university can help us".
Sally Schaffer, Sheila A. Doggrell and Mark Symmons
QUT and Monash University

P05 Deakin Hallmarks: a work-integrated assessment strategy for recognising outstanding achievement of graduate capabilities using digital credentials
Trina Jorre de St Jorre and Liz Johnson
Deakin University

P06 Facilitating transitions to self-directed learning – embedding learning skills development in a first year content unit
Natalie M Warburton and Simone Volet
Murdoch University

P07 Does seeking professional communication literacy support improve oral English proficiency during clinical skill assessment among nursing students?
Yenna Salamonson, Paul Glew, Lucie Ramjan, Joan Lynch, Bronwyn Everett
Western Sydney University, Ingham Institute for Applied Medical Research

P08 Why Faculties Need to Support "Academically At Risk Students": A Faculty of Law Experience.
Sonya Law
QUT

P09 Examining Resilience and Grit among Students in Midwifery & Nursing Programs: The ERGATE Project
Holly Priddis, Yenna Salamonson, Athena Sheehan, Jane Koch, Joan Lynch, Elizabeth Curtis, Rachel Gregory-Wilson
Western Sydney University

P10 A responsive and interactive tool to foster best practices in academic integrity
Sang-Eun Oh, Joseph Yeo
University of Technology Sydney

P11 Developing and Supporting Student Leadership
Raphael Pereira, Jacques van der Meer, Jane Skalicky, Kristin Warr, Sally Fuglsang, Sally Rogan, Phillip Dawson, Robert Nelson
Curtin University, University of Otago, University of Tasmania, University of Tasmania, University of Tasmania, University of Wollongong, Deakin University, Monash University

P12 Capture and Keep: lecture slide and resource template to engage 1st year Biology students
Ann Parkinson, Colleen Kneale, Theresa Ashford, Goksu Dines, Nicole Masters
University of the Sunshine Coast

P13 La Trobe's How to Improve Your Grades initiative
Julie Harbert, Sarah Cox
La Trobe University, College of Science, Health and Engineering, La Trobe University

P14 Improving student engagement and retention at the University of Sydney
Rebecca Johinke & Karen Walker
The University of Sydney

P15 Engaging Students from a Collaborative Partnership in Sri Lanka.
Duncan Cross
University of Bolton

P16 More Pain Than Gain: Effort-Reward Imbalances Within a University Student Population
Cameron Williams, Suzanne Dziurawiec
Murdoch University

P17 Opportunity Knocking: Expanding Undergraduate Professional Practice – Integration of WIL and Laboratory Health and Safety Best Practice
M. Sarah-Jane Gregory, Christopher L. Brown, Michael L. Williams, Christopher Merritt, Alan R. White & Kathryn F. Tonissen
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Nicole Crawford and Susan Johns
University of Tasmania

P19 First in family conversations: The good, the bad and the truth
Belinda Cameron, Andrea Davis, and Morgan Farquharson
University of Southern Queensland

P20 Improving Student Learning in Science and Medicine Using Team-Based Learning Approaches
Maria B Parappilly, Richard J Woodman and Sherry Randhawa
Flinders University

P21 Building Bridges - Building student confidence and success – a team approach
Kim Cartwright, Ryan Keen, Shona Burton, Vanessa Reher
Griffith University

P22 An Overview of the UTS Peer Network: The Benefits of an Orientation Specific Peer Support Program
Sarah Graham
University of Technology Sydney

P23 Griffith Sciences PLUS: a life-cycle approach to developing employability
Gayle Brent-Buchbach, Richard John, John Robertson, Georgina Sanger, Alison White
Griffith University

P24 A higher education that values and fosters interdisciplinary collaboration as future faculty development in Japan
Akinori Yamabe
The University of Tokyo

P25 SET4ANU: Helping new students transition to the Australian National University
Chidartha Kathirgamarajah
The Australian National University

P26 Graduate Learning Outcomes Group Formation Game
Julia Savage
Deakin Learning Futures, Deakin University

P27 Impact Of Transition Assistance On Distance Education Students In Terms Of Retention And Progress
Peter Greening
Charles Sturt University

P28 Attaining Threshold Concepts: Implementing Variation Theory of Learning in First-year Finance
Toomas Truuvert and Danny Liu
Macquarie University

P01 POSTER

Student engagement in reviewing formal course feedback: Expectations and realities

Amanda Henderson, Samantha Edwards, Jennifer Rowe
School of Nursing, Midwifery & Paramedicine, University of the Sunshine Coast

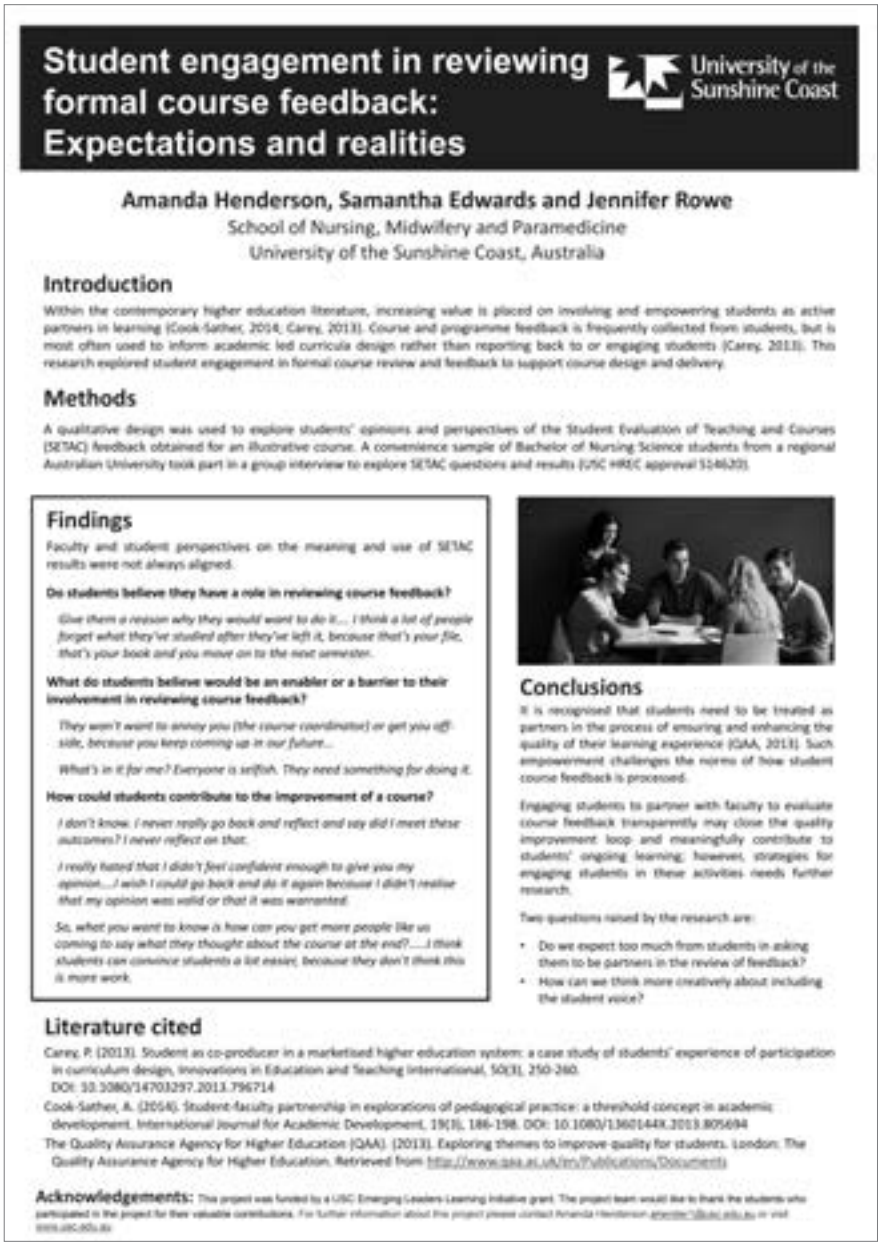
Within the contemporary higher education literature, increasing value is placed on involving and empowering students as active partners in learning (Cook-Sather, 2014; Carey, 2013). Course and programme feedback is frequently collected from students, but is most often used to inform academic led curricula design rather than reporting back to or engaging students (Carey, 2013). This research explored student engagement in formal course review and feedback to support course design and delivery.

Biography

Amanda is a Senior Lecturer in the school of Nursing, Midwifery and Paramedicine at the University of the Sunshine Coast. Amanda's teaching portfolio includes undergraduate and postgraduate research subjects and supervision of higher research degree students. Her learning and teaching interests are related to the consumer voice—the student perspective in learning and teaching—student empowerment and the translation of evidence into practice.

Sam is a recently confirmed PhD candidate, in which she is exploring student engagement in professional programs in Higher Education. Sam is a Lecturer in Nursing and Midwifery at USC in the undergraduate programs. Sam also draws upon over 20 years clinical experience in nursing and midwifery.

Jennifer is an experienced researcher in early parenting adjustment and Higher Education (HE). Jennifer has twice collaborated with USC International Project Group in Australian Leadership Award Fellowships to build leadership in Nursing Education in Eastern Indonesian. She has been involved with two OLT funded projects, an extension grant focused on academic leadership development, and as USC Team Leader in a Strategic Priority Grant led by Professor Karen Nelson and Ms Kylie Readman, investigating student engagement in regional universities.



Student engagement in reviewing formal course feedback: Expectations and realities

University of the Sunshine Coast

Amanda Henderson, Samantha Edwards and Jennifer Rowe
School of Nursing, Midwifery and Paramedicine
University of the Sunshine Coast, Australia

Introduction

Within the contemporary higher education literature, increasing value is placed on involving and empowering students as active partners in learning (Cook-Sather, 2014; Carey, 2013). Course and programme feedback is frequently collected from students, but is most often used to inform academic led curricula design rather than reporting back to or engaging students (Carey, 2013). This research explored student engagement in formal course review and feedback to support course design and delivery.

Methods

A qualitative design was used to explore students' opinions and perspectives of the Student Evaluation of Teaching and Courses (SETAC) feedback obtained for an illustrative course. A convenience sample of Bachelor of Nursing Science students from a regional Australian University took part in a group interview to explore SETAC questions and results (USC HREC approval S146203).

Findings

Faculty and student perspectives on the meaning and use of SETAC results were not always aligned.

Do students believe they have a role in reviewing course feedback?

Give them a reason why they would want to do it.... I think a lot of people forget what they've studied after they've left it, because that's your file, that's your book and you move on to the next semester.

What do students believe would be an enabler or a barrier to their involvement in reviewing course feedback?

They won't want to annoy you (the course coordinator) or get you off side, because you keep coming up in our future...

What's in it for me? Everyone is selfish. They need something for doing it.

How could students contribute to the improvement of a course?

I don't know. I never really go back and reflect and say did I meet these outcomes? I never reflect on that.

I really hated that I didn't feel confident enough to give you my opinion.....I wish I could go back and do it again because I didn't realise that my opinion was valid or that it was warranted.

So, what you want to know is how can you get more people like us coming to say what they thought about the course at the end?.....I think students can convince students a lot easier, because they don't think this is more work.

Conclusions

It is recognised that students need to be treated as partners in the process of ensuring and enhancing the quality of their learning experience (QAA, 2013). Such empowerment challenges the norms of how student course feedback is processed.

Engaging students to partner with faculty to evaluate course feedback transparently may close the quality improvement loop and meaningfully contribute to students' ongoing learning; however, strategies for engaging students in these activities needs further research.

Two questions raised by the research are:

- Do we expect too much from students in asking them to be partners in the review of feedback?
- How can we think more creatively about including the student voice?

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Acknowledgements: This project was funded by a USC Emerging Leaders Learning Initiative grant. The project team would like to thank the students who participated in the project for their valuable contributions. For further information about this project please contact Amanda Henderson ahender7@usc.edu.au or visit www.usc.edu.au

P02 POSTER

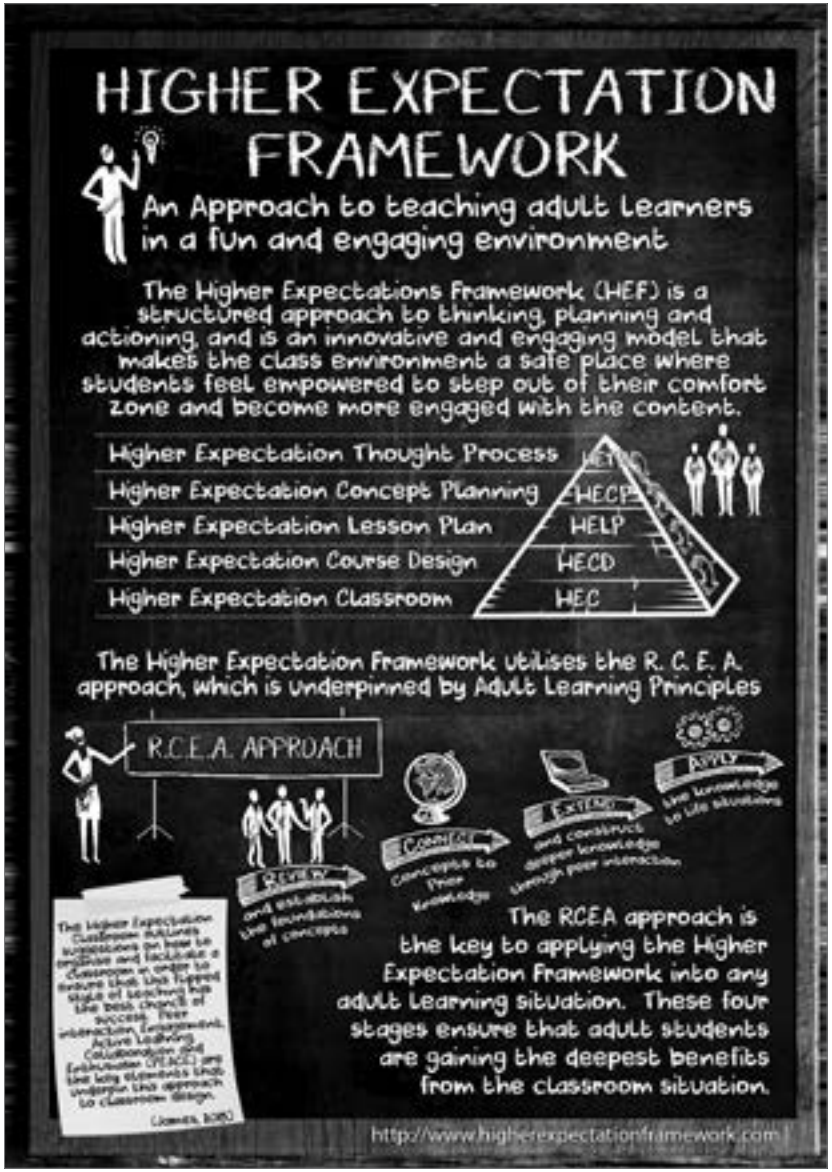
Introducing the 'Higher Expectation Framework': An approach to teaching adult learners in a fun and engaging environment

Trixie James
CQUniversity

The Higher Expectations Framework (HEF) is a structured approach to thinking, planning and actioning, and is an innovative and engaging model for teaching adults. Designed after trialling the Flipped Classroom Model, this framework aims to make the class environment a safe place where adult students feel empowered to step out of their comfort zone and become more engaged with the content. The HEF is an innovative, imaginative and creative approach to teaching adults which is fit to purpose, and grounded in research and scholarship. Underpinned by Adult Learning Principles, Brain-Based Learning Principles, and Self Efficacy Theory, this approach ensures the academic structure of the model is rigourous. Through utilising the RCEA approach, educators are guided through the process of teaching and planning using reflective questioning techniques and guided experience commentary. The goal is to enhance the overall culture of academic learning and teaching in the university setting and beyond, with the vision to stimulate the student experience to see them succeed in their educational journey.

Biography

Trixie James lectures within the STEPS program at CQUniversity on the Bundaberg Campus. Trixie's research interests centre on the support and engagement of under-represented adults in the tertiary sector, with special interest in student engagement, quality teaching practices and positive psychology. She completed a Masters of Learning Management in Executive Leadership with a minor thesis that investigated enabling students' successful transition into undergraduate studies. Her research has been shared in the Netherlands and at various conferences within Australia.



P03 POSTER

Early intervention, transition and engagement – interventions to improve the Bolton student journey

Emily McIntosh
Student Experience Unit, Vice Chancellor's Office, University of Bolton

This poster will showcase details of an umbrella project at the University of Bolton, UK which involves designing and implementing a series of interventions to understand student transition and engagement, with a view to improving the student journey. The project is designed to improve student transition into Bolton by addressing issues around social integration, engagement, early intervention and assessment of needs and pinpointing the times of year when students experience difficulties. It is also concerned with improving the learner experience and the learning environment. Finally, the project will also seek to understand what factors cause students to withdraw from university. It aims to build upon existing research, both locally and nationally, on academic retention, to understand how we can apply transition pedagogy (Kift & Nelson, 2005) in our own context to build an early intervention model which ensures that students "at risk" of low attainment and attrition are able to access support at the earliest opportunity.

Biography

Emily McIntosh is Associate Director, Student Life at the University of Bolton. Emily's research focusses on student engagement, identity and transition. Emily works with the Executive Dean, Student Experience to develop and implement the University-wide Student Experience and Learning, Teaching & Assessment Strategies focussing on student retention, progression and attainment.

University of Bolton
Teaching Intensive Research Informed

Early intervention, transition and engagement – interventions to improve the Bolton student journey

Dr. Emily McIntosh (e.mcintosh@bolton.ac.uk)

Introduction

This poster showcases details of an ongoing, longitudinal, umbrella research project entitled "Early intervention, transition and engagement – interventions to improve the Bolton student journey". The umbrella project comprises six individual projects designed to understand student transition and engagement and to improve the student journey at the University of Bolton, UK. Each of the six projects involve the design and implementation of a specific intervention. The umbrella project is designed to improve student transition by addressing issues around social integration, engagement, early intervention and assessment of needs and pinpointing the times of year when students experience difficulties. It is also concerned with improving the learner experience and the learning environment. Finally the project also seeks to understand what factors cause students to withdraw from university. It aims to build on existing research, both locally and nationally, on academic retention, to understand how we can apply transition pedagogy (Kift & Nelson, 2005) in our own context to build an early intervention and transitional support model which ensures that students "at risk" of low attainment and attrition are able to access support at the earliest opportunity.

Six Engagement & Transition Interventions

The six projects forming part of this umbrella project are: (1) the Bolton student journey mapping project, (2) the "Get Ahead" Summer School project, (3) early intervention and transitional support – an enhanced personal tutoring model, (4) the Social Learning Zone (SLZ) redesign project, (5) understanding "gritty" students and (6) peer learning and engagement project. Each project aims to engage with staff and students who have taken part in these interventions to assess the impact that these have had on student transition, engagement and retention. The data collected from all six interventions will enable the project team to build a rich picture of the multitude of factors that influence and affect university life at Bolton. The information helps us to understand how best to support our students to transition into university life and address the barriers that many face when studying. The data from all six projects will be fed back directly into the operational planning cycle and used to help inform improvements to the student experience across the institution. The data will be shared via research fora, such as conferences, and also contribute to impact case studies.

Methodology

Each project employs a mixed-methods approach to data collection and analysis. Staff and students participate in questionnaires, focus groups and semi-structured interviews for each intervention. The project collects participants' demographic data and focusses on psychosocial factors to yield both quantitative and qualitative data. Questionnaires are used to provide a loose structure for the interviews, where participants were asked to explore further some of their responses to the quantitative and qualitative questions. Interviews are conducted with a cross-section of participants. The data is being transcribed, coded and a thematic content analysis was conducted based on models advocated by Braun & Clarke (2006) and Bryman (2008). For qualitative data, key ideas and words are systematically highlighted, text is then grouped and coded and the codes are later refined. Further analysis consists of exploring and analysing the relationship and patterns between codes before grouping data into themes and sub-themes. Deeper analysis involves interpreting qualitative data and comparing it with the quantitative data to produce the results.

Preliminary Findings

Data collection and analysis is still ongoing. Some of the quantitative results of the Bolton student journey mapping project are featured below (see figure 1). The journey mapping project is integral to the impact of the overall umbrella project and has enabled us to identify the times of year when students are most concerned about particular aspects of their student experience, helping to inform our approach to supporting student transition.

Figure 1 – the time of year when students had particular concerns

Figure 2: Student grit model: languishing to thriving students
(Hannangare, McIntosh & Carson (Manuscript in preparation))

Preliminary findings from the project to understand "gritty" students has helped to inform the student grit model (see figure 2, above).

Informing the Student Experience

The results from all six projects are being used to inform an "early intervention and transitional support" model to address transition and engagement at Bolton, based on a "whole of institution" approach (Kift, 2015) and applying the six principles of transition pedagogy. Preliminary findings suggest that students identify primarily with their school and programme and that they value tutor and peer support. All these elements are integral to the cultivation of grit and resilience. The model promotes a smoother transition to university, enhanced peer learning opportunities and better coordinated tutor support. A more integrated approach to transition is being evaluated and the longitudinal impact of initiatives is being assessed. It is expected that this multi-faceted approach will result in improved retention rates, increased attainment and more meaningful engagement between students and staff at the university.

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P04 POSTER

The voices of transitioning diploma-entry nurses: "How the university can help us".

Sally Schaffer, Sheila A. Doggrell
School of Biomedical Sciences, Faculty of Health, QUT

Mark Symmons
Monash University

As part of an Office of Learning and Teaching (OLT) grant, a focus group was conducted with diploma-entry students transitioning into second year of a Bachelor of Nursing (BN) at QUT. These students wanted some support during their transition, and a workshop will be introduced in orientation week to support them at QUT. The lessons learned from this study will inform development of an online transition course for students beginning university at second year.

The voices of transitioning diploma-entry nurses: "How the university can help us"

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

Abstract:
Diploma students are able to transition into the second year of some Bachelor degrees. A focus group was conducted with diploma-entry students transitioning into a Bachelor of Nursing (BN) at QUT, as part of an Office of Learning and Teaching (OLT) grant. These students wanted some support during their transition and a workshop will be introduced in orientation week to support them at QUT. The lessons learned from this study will also be used to inform development of an online transition course for students beginning university at second year.

Background:
Diploma-entry students entering BN courses are given academic credit to enter at second year level, but they may be unprepared for the rigors of university education (Ralph, Birks, Chapman, Muldoon, & McPherson, 2013). A focus group was conducted with a small cohort of diploma-entry students at a regional campus at QUT as part of a larger project supported by an OLT grant.

Aim:
To assess the diploma students' experiences and preparedness for university and their perceived requirements for support.

Methods:
The focus group was conducted at the end of the second semester in the diploma students' first year at university. Written consent was obtained from all students. There were 33 diploma-entry nursing students in the cohort; five of these students attended the focus group.

Results:
The average age, Grade Point Average (GPA) and results from a first semester introductory bioscience unit and a second semester pharmacology unit, of the students attending the focus group, were not significantly different from those of non-focus group students or the whole cohort (see table). This suggests that the focus group was probably representative of the cohort of diploma-entry nursing students.

References
Ralph, N., Birks, M., Chapman, Y., Muldoon, N., & McPherson, C. (2013). Contemporary Nurse 43(2): 225-236.

Table

	Focus group N = 5	Non-focus group N = 28	Complete cohort N = 33
Age (years)	42.2 ± 4.3	35.5 ± 2.2	36.5 ± 2.2
Female (%)	100	85	88
GPA	3.9 ± 0.3	4.6 ± 0.2	4.5 ± 0.2
1st semester bioscience result (%)	62 ± 5	69 ± 2	68 ± 2
2nd semester pharmacology result (%)	59 ± 2.8	62 ± 2.2	62 ± 2.2

Results:
Semi-structured, open-ended questions were used to prompt discussion. In response to "Tell me about your experiences as a diploma student starting at 2nd year": two students felt unprepared for university, whilst two others felt their TAFE experience gave them a bit of a head start; three students commented on the higher expectations at university compared to TAFE and the need to be independent learners. In response to "What would be helpful for diploma students starting at second year level?": four of the students wanted some support in the use of technology and university literacy skills e.g. referencing and assignment writing as well as some nursing and bioscience-specific help before and throughout the semester.

Discussion:
The transition experience, preparedness for university and support requirements varied amongst the students; however there was general consensus that they wanted support during their transition. As a bridging measure, a workshop will be introduced in orientation week to support these students at QUT. The lessons learned from this study will also inform development of an online transition course for students beginning university at second year level.

P05 POSTER

Deakin Hallmarks: a work-integrated assessment strategy for recognising outstanding achievement of graduate capabilities using digital credentials

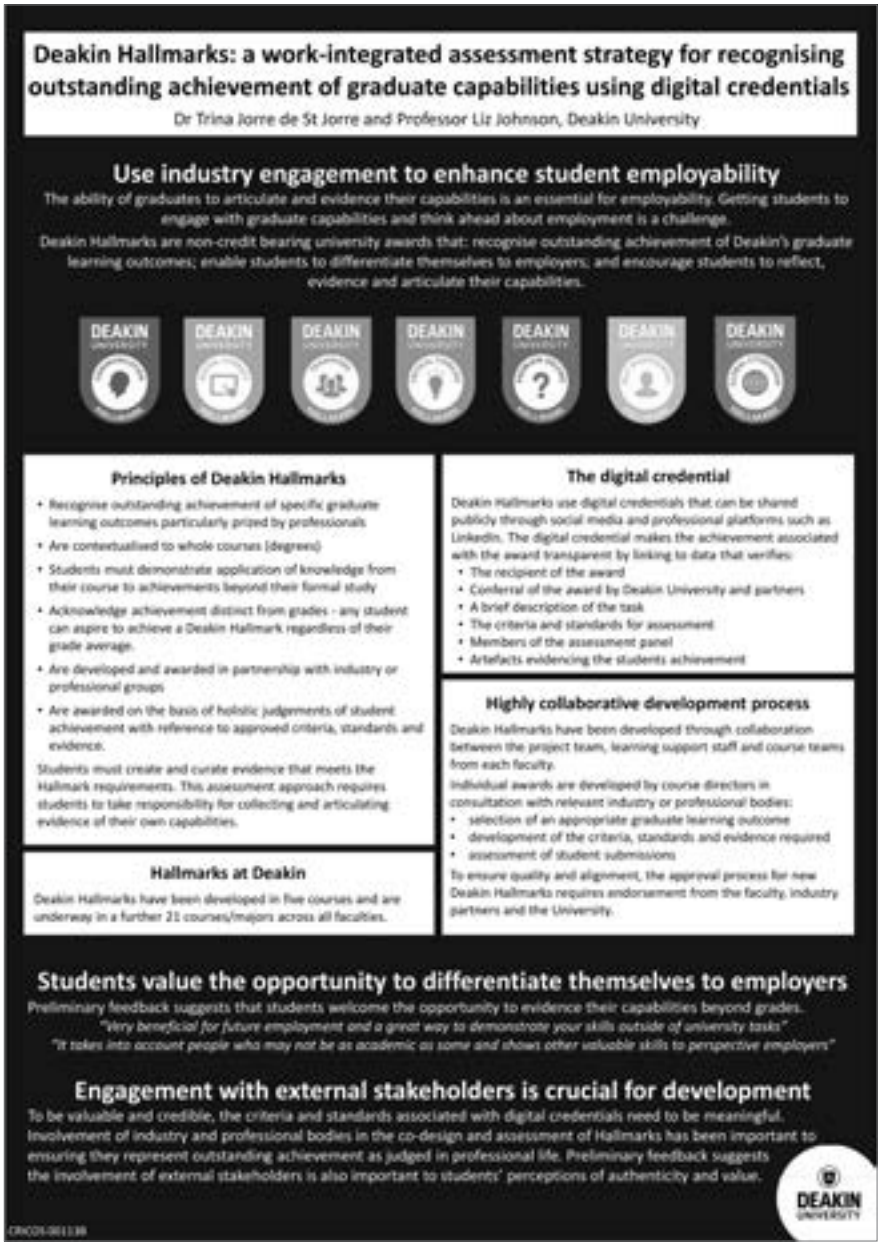
Trina Jorre de St Jorre, Liz Johnson
Portfolio of the Deputy Vice-Chancellor Education, Deakin University

Course-wide (whole degree) approaches to mapping and embedding the development and assessment of graduate capabilities are important to developing the employability of graduates (Oliver, 2013). However, employability is developed over time, through the accumulation of knowledge and skills from a wide range of experiences. Thus, to maximise employability, students should be encouraged to curate evidence and integrate learning experiences from their coursework with other aspects of their lives. Further to this, graduates need to be aware of their skills, understanding and personal attributes so that they can assess and continuously develop their own capabilities, and articulate them to employers, or create opportunities for self-employment or entrepreneurship (Oliver, 2013; 2015). Here we report on a work-integrated assessment strategy designed to engage students in these reflective activities by recognising outstanding achievement through digital credentials.

Biography

Dr Trina Jorre de St Jorre is a research fellow at Deakin University. She is interested in pedagogies that engage and empower students and her research focus is on assuring graduate capabilities and improving employment outcomes.

Professor Liz Johnson is Pro Vice Chancellor, Teaching and Learning at Deakin University and Director of the Teaching & Learning Centre of the Australian Council of Deans of Science (ACDS). Liz has a long-standing interest in graduate learning outcomes and has led large-scale curriculum reform programs at Deakin University and La Trobe University. Liz is an OLT National Teaching Fellow and, through her work with the ACDS, is a leader for university learning and teaching in science and mathematics.



P06 POSTER

Facilitating transitions to self-directed learning – embedding learning skills development in a first year content unit

Natalie M Warburton, Simone Volet
School of Veterinary and Life Sciences and School of Education, Murdoch University

Many students find the transition from teacher guided secondary school to more autonomous tertiary learning challenging and the first year of university study is a critical period of transition for most students123. A capacity for active, self- directed and self-regulated learning is a key determinant of academic success at university45. For example, as curriculum designers, academics develop many resources (lecture summaries, slide presentations, learning objectives, key words) to enhance student learning; however, providing learning resources without instruction on how to use them may negate their value as learning tools. This study6 investigates the efficacy of a novel group assessment task designed to enhance learning skills important for more self-directed forms of learning: capacity to ask appropriate questions, identify appropriate resources, and draw links between different resources. Data collected via questionnaire and written reflections completed by students revealed the extent to which students utilised and evaluated the usefulness of available resources, and highlights emerging awareness of learning behaviours. This study highlights how the development of learning skills via strategic learning activity design embedded within content units has the potential to help first-year students transition to more self-directed forms of learning.

Biography

Natalie Warburton is a senior lecturer of anatomy in the School of Veterinary and Biomedical Sciences at Murdoch University, Western Australia. Her interests lie in transferable skills and the transition to higher education, authentic learning and motivation. Address: School of Veterinary and Biomedical Sciences, Murdoch University, Murdoch 6150, Australia. [email: N.Warburton@murdoch.edu.au]

Simone Volet is a professor of educational psychology in the School of Education at Murdoch University, Western Australia. Her research focuses on the integration of cognitive, metacognitive, motivational and social aspects of learning at university. Address: School of Education, Murdoch University, Murdoch 6150, Australia. [email: S.Volet@murdoch.edu.au]

P07 POSTER

Does seeking professional communication literacy support improve oral English proficiency during clinical skill assessment among nursing students?

Yenna Salamonson, Paul Glew, Lucie Ramjan, Joan Lynch, Bronwyn Everett
School of Nursing & Midwifery, Centre for Applied Nursing Research, Ingham Institute for Applied Medical Research, Western Sydney University

Students with English as an additional language are more likely to experience difficulties communicating with patients and staff during their clinical placement (Crawford & Candlin, 2013). Since 2013, the undergraduate nursing program at WSU included assessment of oral communication competence based on: (i) speaker fluency and coherence; (ii) lexical resource; (iii) grammatical range and accuracy, and (iv) pronunciation using the CLIP tool. This study examined the relationship between seeking Professional Communication Literacy Support (PCAL) and improvement in oral communication. Of the 1669 nursing students assessed in both Semesters 1 and 2 in 2015, the overall mean CLIP scores increased from 15.8 to17.2 ($p<0.001$). Those who sought PCAL were over 1.5 times more likely (Adjusted Odds Ratio: 1.58, 95% CI: 1.26-1.98) to achieve an overall increase in CLIP score in Semester 2, controlling for age, gender, being Australian-born, language spoken at home, being first-in-family in university, and being an international student.

Biography

Yenna Salamonson, Associate Professor in the School of Nursing & Midwifery at Western Sydney University, has committed over 25 years to creating a positive learning experience for students in nursing education. She has co-authored over 140 peer-reviewed papers and numerous conference proceedings. Her program of research includes focusing on supporting the academic performance of nursing students for whom English is an additional language. She has been a recipient of a number of teaching awards.

Paul Glew is a Senior Lecturer, literacy coordinator and early career researcher at Western Sydney University in the School of Nursing and Midwifery. He has worked as a clinical nurse educator and registered nurse, and has experience in managing education programs. His research outcomes include international conference presentations and publications on nursing communication, and 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.

Lucie Ramjan is a Senior Lecturer in the School of Nursing & Midwifery at Western Sydney University. Lucie is committed to educational research (supporting academic performance and numeracy) and mental health research within the School. She recently completed a 12 month funded project and research into a mentorship program for people with anorexia nervosa. Lucie has published over 30 publications and supervises research higher degree students. She received a national teaching award in 2012 for her contributions to student learning.

Joan Lynch is a Lecturer and PhD candidate at Western Sydney University in the School of Nursing and Midwifery. She has worked as a registered nurse in Intensive Care for 20 years, and been a sessional academic for almost 10 years. Her research interests include academic integrity, evidence-based clinical guideline development in adult trauma patients and trauma and critical care nursing. She has presented her work in evidence-based guidelines at international conferences and through publication.

Bronwyn is an Associate Professor in the School of Nursing and Midwifery and the Deputy Director of the Centre for Applied Nursing Research, a joint collaboration between the School and the Local Health District. She has been teaching in the tertiary sector for over 25 years and authored over 40 peer-reviewed publications, including approaches to teaching and learning, assessment in nurse education and academic performance of students.

P08 POSTER

Why Faculties Need to Support "Academically At Risk Students": A Faculty of Law Experience.

Sonya Law
Faculty of Law, QUT

Harper and Creagh's (2014) research revealed that students repeating the same units are more likely to fail than pass. This may result in many students having a failing GPA of below 4 and places them at risk of withdrawing from university. Research into university retention strategies have characterised them as mostly generic and centrally managed (Danaher, Bowser and Somasundaram, 2008, 271), and may not meet the needs of students repeating units. The purpose of this poster, is to stimulate discussion as to the benefits of Faculties investing funds to provide learning support to students identified as "academically at risk" of withdrawing from their course, through the lens of the Mentoring for Academic Progression and Success program (MAPS), a faculty funded peer mentoring program. The mentoring in MAPS is unique, in that it is long term and one on one. The program's impact will be demonstrated using qualitative and quantitative research.

Biography

Sonya is the Peer Program Coordinator at the QUT Faculty of Law and has qualifications in social work, law and justice. She has designed and implemented both the Mentoring for Academic Progression and Success (MAPS) and the Q Step Mentoring programs within the faculty. She believes in working collaboratively with students to help them achieve their potential, and is passionate about making a difference in the lives of all the law and justice students she engages with.

P09 POSTER

Examining Resilience and Grit among Students in Midwifery & Nursing Programs: The ERGATE Project

Holly Priddis, Yenna Salamonson, Athena Sheehan, Jane Koch, Joan Lynch, Elizabeth Curtis, Rachel Gregory-Wilson
School of Nursing and Midwifery, Western Sydney University

Literature reports growing diversity amongst undergraduate bachelor of nursing (BN) and bachelor of midwifery (BMid) students (Carolan-Olah, Kruger, Walter & Mazzarino, 2014; Pitt, Powis, Levett-Jones & Hunter, 2012). For example, research has reported that the majority of BMid students have previous degrees, a history of employment, and families (Green & Baird, 2009). These factors may impact on the ability of the undergraduate to successfully adapt to their role as student, and influence both their expectations and realities of university life.

Biography

Dr Holly Priddis is a registered midwife and a lecturer in the School of Nursing & Midwifery at Western Sydney University. Holly completed her PhD in 2015 examining the experiences of women who sustain severe perineal trauma in NSW. Her program of research includes severe perineal trauma, birth trauma, perinatal mental health and education of undergraduate midwifery and nursing students, specifically exploring the characteristics of the students and their ability to adjust to undergraduate study.

Yenna Salamonson, Associate Professor in the School of Nursing & Midwifery at Western Sydney University, has committed over 25 years to creating a positive learning experience for students in nursing education. She has co-authored over 140 peer-reviewed papers and numerous conference proceedings. Her program of research includes focusing on supporting the academic performance of nursing students for whom English is an additional language. She has been a recipient of a number of teaching awards.

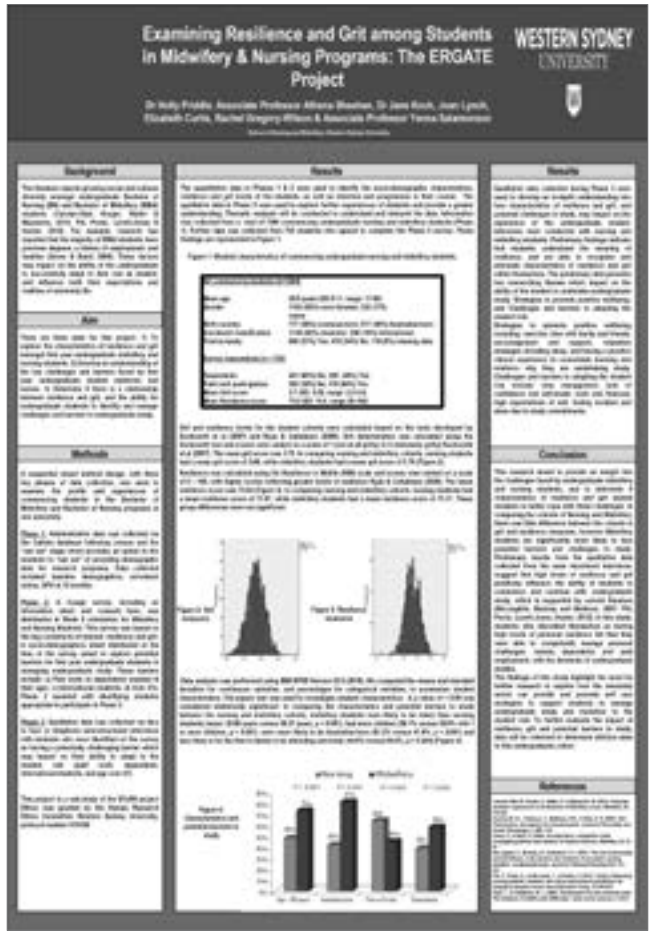
Athena Sheehan is Associate Professor, Director of Academic Programs (Midwifery) at Western Sydney University. She teaches and co-ordinates in both the undergraduate and postgraduate midwifery programs, and supervises Higher Degree Research students. She has been recognised both nationally and internationally for her research in the field of infant feeding and maternal health. With colleagues she recently published the results of a research study that examined the use of simulation workshops for Bachelor of Midwifery students.

Dr Jane Koch, a lecturer in the School of Nursing & Midwifery at Western Sydney University, has been involved with nurse education in both the UK and Australia. She is particularly involved in facilitating an understanding of science in nursing students theoretically and in clinical practice. Her research interests includes supporting nursing students for whom English is a second language, the impact of diversity characteristic on clinical placement experiences of nursing students and students engagement in a blended learning curriculum. She has authored and co-authored peer-reviewed papers and conference presentations.

Joan Lynch is a Lecturer and PhD candidate at Western Sydney University in the School of Nursing and Midwifery. She has worked as a registered nurse in Intensive Care for 20 years, and been a sessional academic for almost 10 years. Her research interests include academic integrity, evidence-based clinical guideline development in adult trauma patients and trauma and critical care nursing. She has presented her work in evidence-based guidelines at international conferences and through publication.

Elizabeth Curtis is currently employed as a Lecturer at Western Sydney University and has been employed in the area of tertiary education for over 7 years and a Registered Nurse for over 9 years. Elizabeth is currently a PhD candidate at the University of Wollongong.

Rachel Gregory-Wilson is an Associate Lecturer in the School of Nursing and Midwifery at Western University, and a sessional academic in the School of Medicine. Rachel's clinical background before entering into academia in 2011 was in Child and Family Health. Rachel recently completed her law degree and is currently undertaking her PhD in law with her research topic focussing on child protection.



P10 POSTER

A responsive and interactive tool to foster best practices in academic integrity

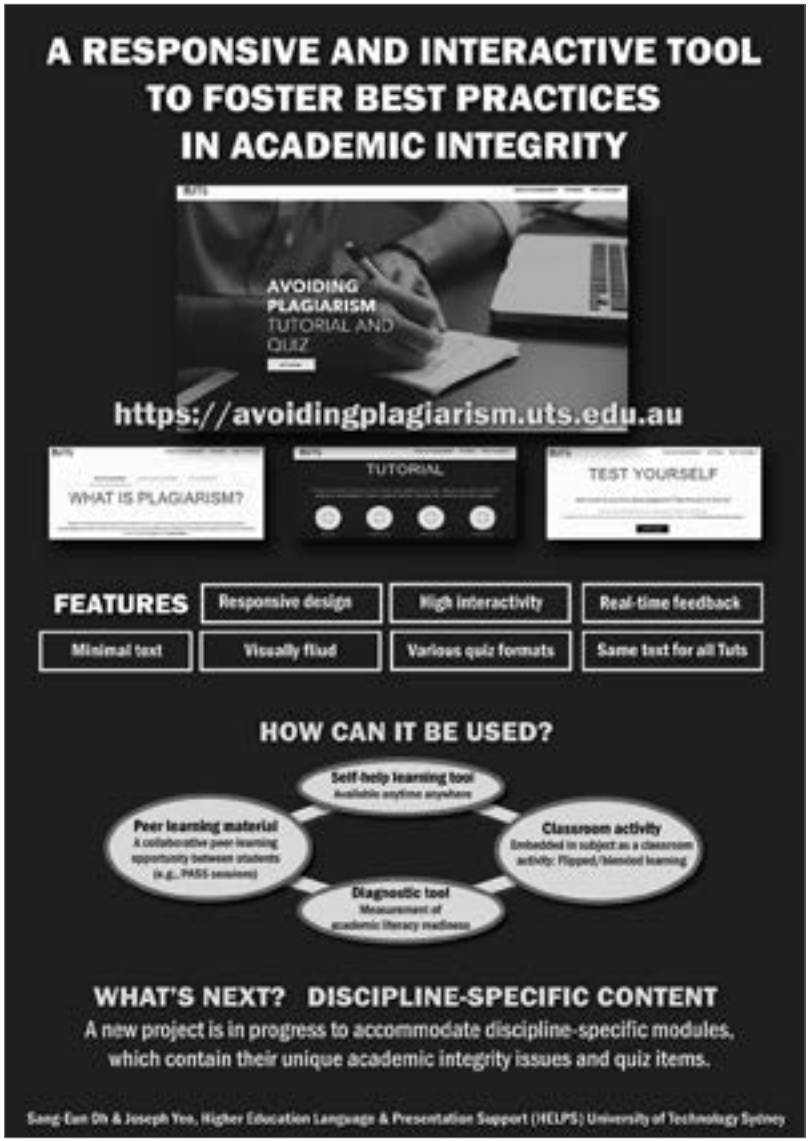
Sang-Eun Oh, Joseph Yeo
University of Technology Sydney

The main reasons for plagiarism are students' poor academic literacy skills and poor understanding of academic integrity (e.g. Devlin & Gray, 2007). With the changing technological landscape, providing mobile-compatible resources is vital to facilitate learning opportunities that are easily accessible to students. In response to increased concerns about plagiarism within the tertiary environment (e.g. Hare, 2014), the academic support unit at the University of Technology Sydney (UTS) conducted a project to develop a web-based tutorial and quiz on avoiding plagiarism that that are accessible on any mobile devices anytime and anywhere.

Biography

Sang-Eun Oh is the Operations Manager/Advisor at UTS HELPS Centre. She has a diverse education background (MA Applied Linguistics, MEd, BPsych Honours & BA English Literature) and more than 20 years of experience in the education sector in Korea, Taiwan and Australia. She is a firm believer in inclusive education and is particularly passionate about facilitating learning through community interaction.

Joseph Yeo is the Senior Advisor at UTS HELPS Centre. Born and bred in Singapore, Joseph came to Australia as an international student, first as an undergraduate student at the University of Adelaide, and then a postgraduate student at the University of Sydney and UTS. Prior to joining UTS, he has worked as a primary school teacher, UNHCR mass communication officer in West and East Timor, graphic designer, ABC news captioner, and learning material developer at Charles Darwin University.



P11 POSTER

Developing and Supporting Student Leadership

Raphael Pereira
Curtin University

Jacques van der Meer
University of Otago

Jane Skalicky, Kristin Warr, Sally Fuglsang
University of Tasmania

Sally Rogan
University of Wollongong

Phillip Dawson
Deakin University

Robert Nelson
Monash University

Developing and supporting leadership in students has long been seen as part of the remit of higher education institutions. The past two decades, in particular, has seen a steady increase, across university campuses worldwide, in the number of leadership development programs (Cress, Astin, Zimmerman-Oster, & Burkhardt, 2001). This proliferation may be due in part to the increasing need for universities to develop their 'competitive edge' in relation to graduate employability, prompting higher education institutions to pay closer attention to the development of graduate attributes, including leadership skills (Lowden, Hall, Elliott, & Lewin, 2011; Osmani et al., 2015).

Biography

Raphael Pereira is the Manager, Peer Learning & Support at Curtin University. Raphael's role in managing the UniPASS/START peer learning program includes: developing strategic aims and alignment; data collection; reporting and research; developing and implementing equity strategy; facilitator training and development; building stakeholder relationships; representing UniPASS internally to faculties and nationally to the peer learning community. Raphael's work has a strong focus on leadership and instructional skills development for peer learning facilitators.

Dr Jacques van der Meer is currently the Associate Dean (Academic & Research) at the University of Otago, College of Education. Prior to this he was the University of Otago's Academic Director of the Student Learning Centre within the Higher Education Development Centre. Jacques is involved in a wide range of institutional projects to enhance the student experience, including, under the direction of the Vice Chancellor, the development of the Otago Leadership Award.

P12 POSTER

Capture and Keep: lecture slide and resource template to engage 1st year Biology students

Ann Parkinson, Colleen Kneale, Theresa Ashford, Goksu Dines, Nicole Masters,
University of the Sunshine Coast

The popularity of recorded lectures amongst students is well documented (Preston et al., 2010; Sloan & Lewis, 2014). There is an ever increasing number of students opting not to attend face-to-face lectures, with streamed or pre-recorded lectures offering greater flexibility and convenience (Preston et al., 2010; Taplin, Kerr & Brown, 2014). In addition, timetable constraints, high demands on large lecture theatres, and increased academic workloads results in courses with large cohorts often relying on lecture recordings to accommodate increased student enrolments (Taplin et al., 2014). Research has shown that many students also use the lecture recordings to compliment face-to-face lectures (Dey, Burn & Gerdes, 2009) and to study for end-of-semester examinations (Preston et al., 2010), with our own experience at USC indicating some students view presentations multiple times.

Biography

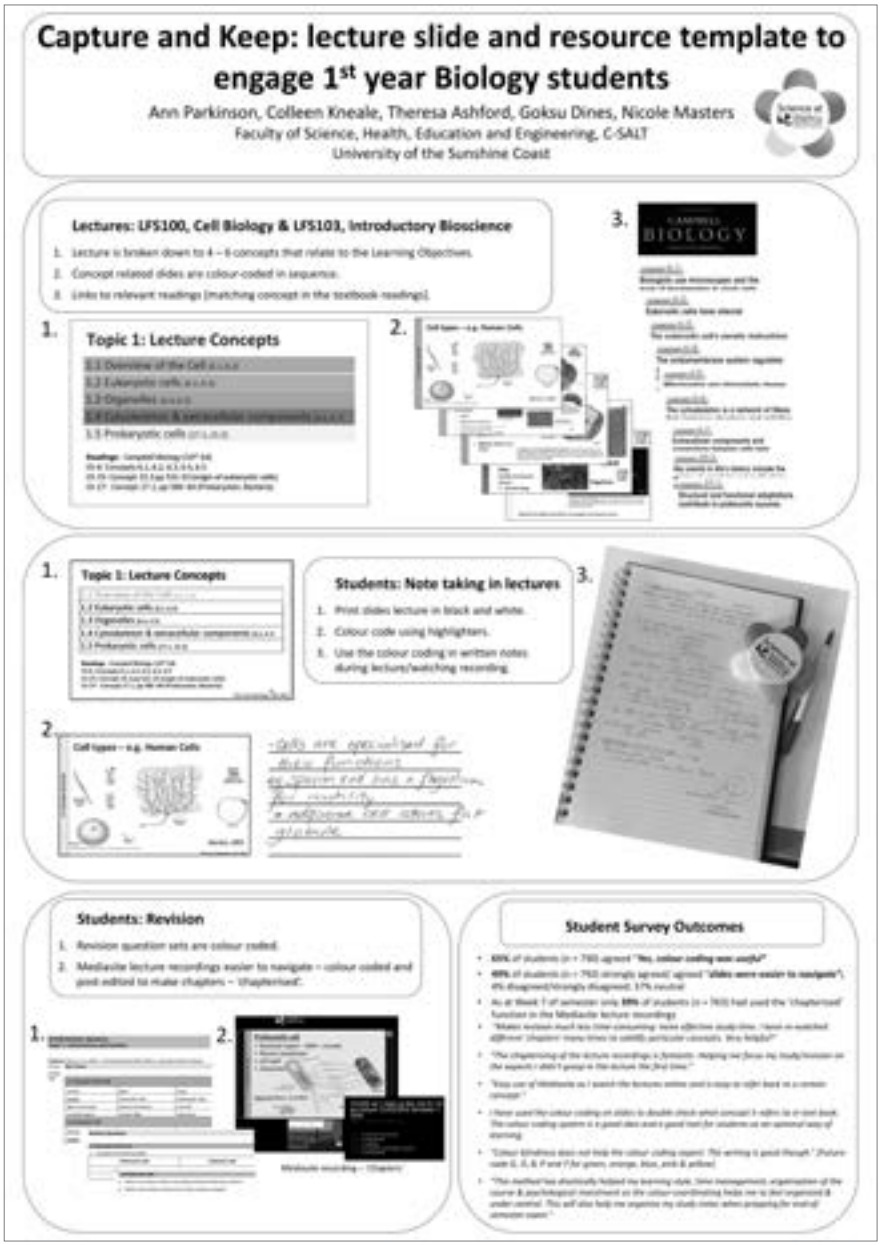
Dr Ann Parkinson is a Senior Lecturer with over 18 years' experience in developing and delivering curriculum across the areas of first year biology and advanced level physiology. Ann is a strong proponent of how visualisation and technology enhanced resources can be used to teach science and enhancing student transition into university studies. Ann has research interests in first year experience and blended learning.

Colleen Kneale is an Associate Lecturer with over 8 years' experience in developing and delivering curriculum across the areas of bioscience, biology, physiology and the enabling programmes for science. Colleen has research interests in first year experience and student engagement.

Theresa Ashford is an Academic Developer for C-SALT focussing on teaching and learning applications in the Faculty of Science, Health, Education and Engineering. Theresa has worked at USC across different project and academic areas for over 9 years.

Goksu Dines is a Learning Designer for C-SALT who provides support and resources to enable staff to source, adopt and create educational technologies for effective teaching and learning.

Dr Nicole Masters is a Lecturer with 5 years' experience in curriculum design and development across first year bioscience, biology and physiology courses. Nicole is an early career academic with a strong interest in student engagement and the first year experience. Nicole has research interests in enhancing student engagement and use of technology enhanced resources.



P13 POSTER

La Trobe's How to Improve Your Grades initiative

Julie Harbert
Transition Advisor, Student Transition, Achievement and Retention (STAR), College of Arts, Social Science and Commerce, La Trobe University

Sarah Cox
Transition Advisor, Student Transition, Achievement and Retention (STAR), College of Science, Health and Engineering, La Trobe University

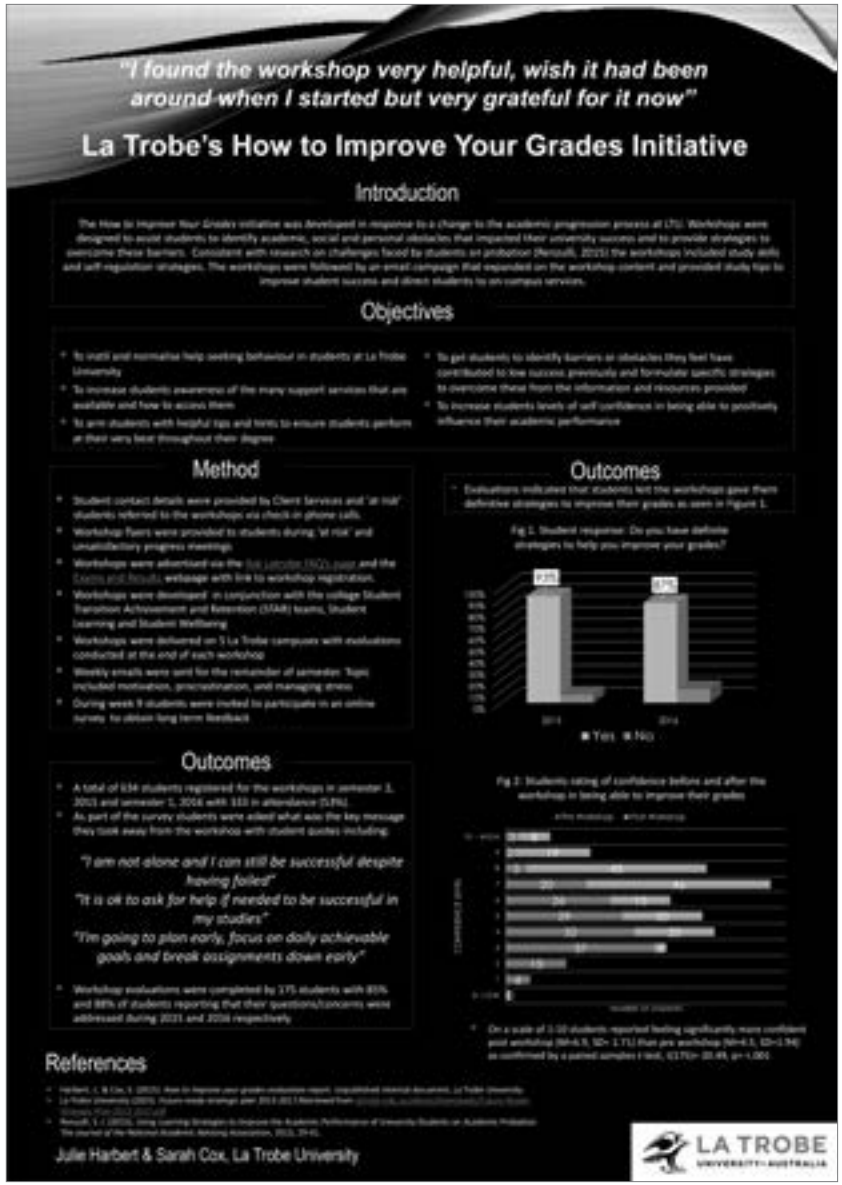
This initiative was in response to a change to the Academic progression process at La Trobe University. The University desired a more personally engaging approach with students earlier in their studies. The adopted method signified a culture change to both encourage staff to interact more purposefully with students and also adopt a developmental advising approach in order to minimise their risk of repeating unsatisfactory progress.

The workshops were aimed at students who had failed one subject, providing students with success strategies and support, and working to instil and normalise help seeking behaviours. The workshops were also advertised more broadly across all campuses in an attempt to lessen any possible stigma students may feel and to encourage any student to attend who feels they would benefit from the strategies provided at the workshops.

Biography

Julie Harbert is a Transition Advisor in the College of Arts, Social Science and Commerce at La Trobe University. She is currently studying a Master in Education by course work and holds a Graduate Certificate in Leadership in Education and Leadership and Management. Julie has over fifteen years' experience in education administration. This work included her leadership of 'Smoothing the Pathways' at Victoria University. That project resulted in a significant increase in TAFE students successfully transitioning to Higher Education.

Sarah Cox is a Transition Advisor in the College of Science, Health and Engineering at La Trobe University. She currently coordinates the Subject Support Tutor Program which supports students at risk of academic failure through an out-of-class support program. Sarah has nine years' experience in the education sector both as a teacher and professional staff member. Sarah has particular interest in advising and was involved in the development and implementation of the "Student Connect" program at the University of Melbourne.



P14 POSTER

Improving student engagement and retention at the University of Sydney

Rebecca Johinke, Karen Walker
The University of Sydney

This poster reports on the second year of an engagement and retention project that focuses on improving social engagement, opportunities for first year students to ask for academic advice, and facilitating discussions about feedback. It targets key STARS priorities: a smooth transition to tertiary study and a successful first year experience, thus improving retention rates in first year units. This year, it seeks to better promote the Learning Management System as a place where students can monitor their own progress and access feedback, and as a place where social interaction can take place as part of the learning process; and where academics can employ learning analytics to better monitor engagement and retention. Increased use of quizzes, and audio and video communication to improve feedback is a key strategy and this second year of the project includes the production of weekly videos we call 'Video Q&A'.

Biography

Rebecca Johinke: Rebecca Johinke is a Senior Lecturer and the Sub Dean, Student Affairs in the Faculty of Arts and Social Sciences, The University of Sydney. 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 walking narratives. She also conducts research about writing and assessment, student support, and the first year experience.

Karen Walker: I am the Head, Student Affairs and Engagement in the Faculty of Arts and Social Sciences and I lead a team of professional staff that provide a range of support and engagement programs for both domestic and international undergraduate and postgraduate students including those from diverse social and cultural backgrounds. The suite of program offerings have been designed to enhance the student learning experience and develop leadership and communications skills through an institutional approach that has been developed from published research findings. I am a member of various committees including the FASS Retention and Engagement Committee, Student Survey Committee (U Sydney). VC Academic Integrity Taskforce. I work closely with the Sub Dean, Student Affairs and we have recently created the Faculty Student Orientation, Transition, Retention and Attrition Strategy. In addition I work with Heads of Schools and Chairs of Department to integrate engagement and intervention activities that have a positive impact across our student cohort. I am currently involved in an initiative to implement in semester 2, 2016 an early warning system within the Faculty which will facilitate a change by introducing opportunities for academic staff to build engagement activities and stronger two way communication with students.

P15 POSTER

Engaging Students from a Collaborative Partnership in Sri Lanka.

Duncan Cross
University of Bolton

Transnational higher education and collaborative partnerships are a growing trend in UK higher education institutes (Baskerville, 2013). The exponential growth described by Naidoo (2008) can be seen beyond the UK in a global context, though there are limited statistics to quantify this (British Council, 2013).

The University of Bolton is no exception with 32 collaborative partnerships, with 17 of those outside of the UK. Providing a comparable experience for students being taught in collaborative centres is a challenging concept dependent on a variety of factors including delivery mode, the quality of training, resources and support available. Cultural and pedagogical challenges also arise (Smith, 2014) alongside logistical challenges and appropriate infrastructural developments.

This poster addresses both the 'student' and 'success' elements of the conference in relation to who the students are, their needs and engaging the students in their expectations and realities. Findings from a pilot scheme that used semi-structured interviews to engage students studying at a collaborative partner in Sri Lanka will discuss the student identity, engagement from students, and how to engage more with this group of students to provide a comparable student experience.

Biography

Dr Duncan Cross is a senior lecturer and the Academic Co-ordinator for Standards, Enhancement and the Learner Experience for the Off Campus Division at the University of Bolton. Duncan's subject experience lies within education, medical education and transnational education and has taught undergraduate and postgraduate students for a number of years. He is currently leading institutional developments to ensure parity of learning, teaching and assessment, quality, and student experience between on-campus provision and collaborative partners

University of Bolton
Teaching Intensive Research Informed

Engaging Students from a Collaborative Partnership in Sri Lanka

Dr Duncan Cross (d.cross@bolton.ac.uk)

Introduction

Transnational higher education and collaborative partnerships are a growing trend in UK higher education institutes (Baskerville, 2013). The exponential growth described by Naidoo (2008) can be seen beyond the UK in a global context, however, there are limited statistics to quantify this (Department of Business Innovation and Skill, 2014; British Council, 2013) in part due to breadth of modes that transnational education comprises.

The University of Bolton is no exception with 32 collaborative partnerships, with 17 of those outside of the UK, primarily in developing countries, with the Off Campus Division student body accounting for over 2000 students undertaking Undergraduate and Postgraduate degrees. Providing a comparable experience for students being taught in collaborative centres is a challenging concept dependent on a variety of factors. Delivery challenges include whether the programme is flying faculty versus franchise, the quality of training for local teaching staff for a UK experience, and the quality of resources and support available at the collaborative partner. Cultural and pedagogical challenges also arise (Smith, 2014) alongside logistical challenges and appropriate infrastructural developments.

To gain understanding and support developments in student experience a pilot project was undertaken with students from a collaborative partner centre in Sri Lanka that delivered University of Bolton programmes.

Methodology

A cohort of 17 recent MBA graduates were approached via e-mail to take part in semi-structured interviews. Of those 17, 3 (2 females and 1 male) responded to take part. Interviews took place in Sri Lanka and were arranged around the work schedules of the graduates. Ethical clearance was sought through the University procedures and information sheets and consent forms were given to all of the participants.

The interviews were recorded and transcribed, and thematic content analysis was used to identify themes from the semi structured interviews which included; choice of programme, academic standards and cultural expectations, identity as a student, engagement with the University of Bolton (as a student, and post - graduation), academic rigour of the programme.

Findings and Analysis

As outlined in the methodology a range of themes were identified during coding outside of the initial deductive approach. However, this poster will focus on student identity, and engagement with the University of Bolton.

Identity

Exploration of the student identity as an Off Campus student was one of the key points in this research to understand what the University needed to do to provide a comparable experience with students attending the University of Bolton. The interviews documented several issues around identity. Firstly the student's primary identity did not fit with the institutional view of students. This cohort were all working while undertaking their MBA and their primary identity was professional, then student. In one case 'student' was their fourth identity behind wife and mother.

'I was a professional' then a student'

Secondly, the university strategy of moving away from Flying faculty to a franchise model had also rocked the identity of the students. They identified strongly with the University of Bolton rather than the partner centre because of the Flying Faculty.

'I am proud (to be a UoB student) because I was taught by a UK lecturer, so it was as simple as getting the UK experience, only I studied here'.

Engagement

These students engaged with the flying faculty from the University of Bolton, via the university email system. However, issues were raised with regards to our institutional policy on communication. As they identified as professionals first and foremost they accessed this channel of communication and very often did not log on to the university system regularly.

Solutions to stronger engagement with the University of Bolton were identified through the use of technology to create stronger links with flying faculty. They would have liked us to contact them via their existing email accounts and they were unsure if social media was a good tool as they felt there was a variance in use of sites such as Facebook and LinkedIn.

The students also felt that they needed a stronger link to promote the university via a local alumni society to enhance the University brand to enhance the worth of their degree.

Conclusions

Identity for students studying at collaborative partner centres can have an impact on their studies, transitions arrangements and the use of technology could be better implemented by the University of Bolton to help student engage more fully in their studies and with the University of Bolton. Further research at a range of collaborative partner centres will give further insight into student identity and how the University of Bolton can engage them.

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P16 POSTER

More Pain Than Gain: Effort-Reward Imbalances Within a University Student Population

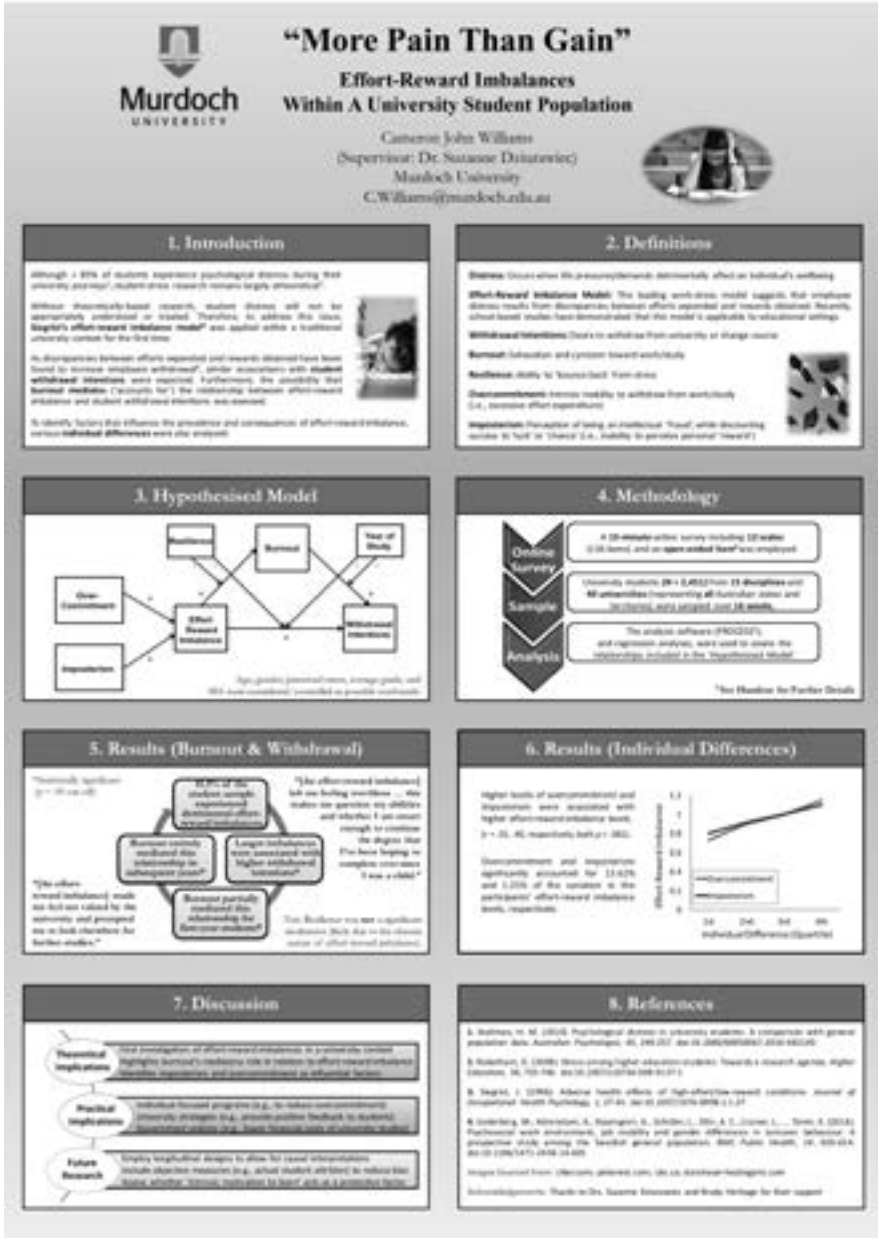
Cameron Williams, Suzanne Dziurawiec
Murdoch University

Although the university experience is often highly rewarding, educational journeys with 'more pain than gain' are an unfortunate reality for many students. To address the current atheoretical nature of student-stress research, this study applied Siegrist's (1996) effort-reward imbalance (ERI) model within a university context. Whilst this model was originally designed to explain employee distress, and has since been applied within school settings (e.g., Guo, Yang, Cao, Li, & Siegrist, 2014; Li, Shang, Wang, & Siegrist, 2010), this study offers the first university-based ERI investigation. Ultimately, given that ERIs increase employee turnover intentions and actual job mobility (e.g., Soderberg et al., 2014), similar associations between ERIs and student withdrawal intentions were predicted.

Biography

Cameron Williams is a recent Psychology (Hons.) graduate and University Medallist from Murdoch University. In 2015, Cameron completed one of Australia's largest independent student stress/retention studies (N = 2,600), and received the highest aggregate mark in his degree. Currently, Cameron is publishing, working as a tutor/marker across multiple Perth-based universities, and acting as a research assistant for Murdoch University's Pro-Vice Chancellor (Teaching/Learning). Cameron plans to commence his PhD in educational psychology in 2018 (possibly relating to neuroeducation or student retention/wellbeing).

Dr. Suzanne Dziurawiec currently works as the Deputy Dean for the School of Psychology and Exercise Science at Murdoch University. For many years, Suzanne has also acted as the unit coordinator for two developmental psychology undergraduate courses at Murdoch. Suzanne has been involved in a vast array of psychological research, with one area of interest involving the evaluation of various psychological therapies. Recently, Suzanne has also supervised undergraduate and postgraduate students in diverse fields, including adolescent/student self-harm, and university-student wellbeing.



P17 POSTER

Opportunity Knocking: Expanding Undergraduate Professional Practice – Integration of WIL and Laboratory Health and Safety Best Practice

M. Sarah-Jane Gregory, Christopher L. Brown, Michael L. Williams, Christopher Merritt, Alan R. White, Kathryn F. Tonissen
Griffith University

Over three iterations the School of Natural Sciences, Griffith University has implemented an original vacation scholarship scheme for science undergraduates. The program is aimed at developing science student employability skills whilst meeting a pressing need within our laboratory environments to implement the globally harmonised system (GHS) of chemical labelling and classification. The program incorporated modules on WH&S regulations and practices, chemical labelling and storage, waste management, personal protective equipment, data entry, database management and developed a number of WH&S Standard Operating Protocols for School staff and students. Student questionnaire data pre and post participation indicated that students found the program valuable. They also highlighted how they appreciated the opportunities to network with staff, particularly in a non-assessable environment and were able to practise skills learnt in undergraduate courses to a working laboratory. The program facilitated the opening of new opportunities over and above those offered in a standard undergraduate program.

Biography

This project has been undertaken by a dynamic team, all of whom bring diverse expertise to the program development, implementation and evaluation. Core disciplinary knowledge contributions by Chris Brown, Michael Williams and Kathryn Tonissen. Technical development and support from Chris Merritt and Alan White. Training modules developed and delivered by Chris Merritt, Chris Brown and Kathryn Tonissen. Ethical clearance, project evaluation and dissemination by Kathryn Tonissen and Sarah-Jane Gregory.

Discipline specific knowledge was contributed as follows; Chemistry by Chris Brown, Alan White, Michael Williams and Chris Merritt; Biology by Kathryn Tonissen and Sarah-Jane Gregory, Physics by Chris Merritt.

P18 POSTER

Supporting students in an enabling program: a holistic, integrated, student-centred model

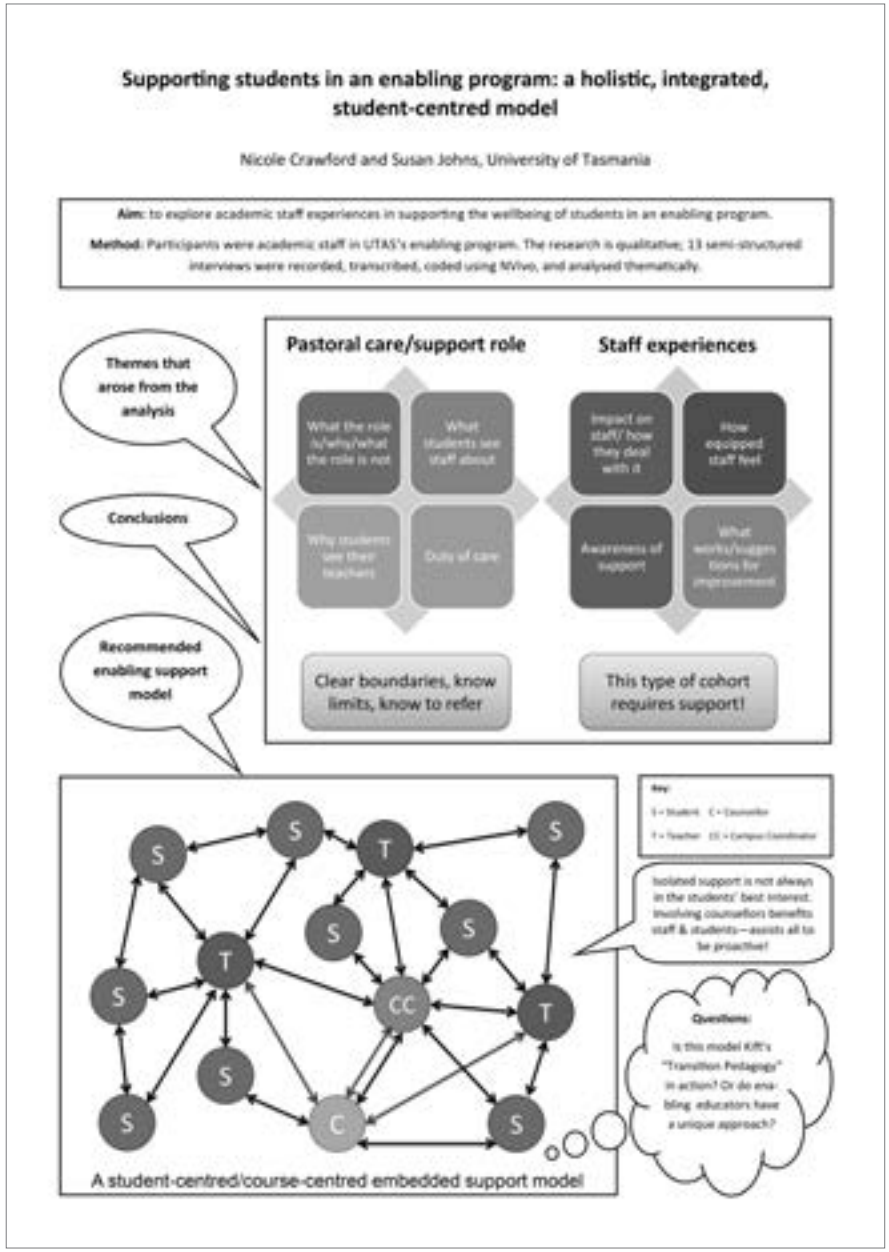
Nicole Crawford, Susan Johns
University of Tasmania

Enabling programs (also known as preparation programs and bridging courses) are an alternative pathway to university, predominantly for students who would otherwise be ineligible for undergraduate study. Most universities in Australia offer enabling programs to develop students' academic skills, literacies, numeracy, and critical thinking, as well as confidence and connections with peers and staff, in preparation for undergraduate study. Enabling programs attract students from equity and under-represented groups; enabling students tend to be from low socio-economic status (SES) backgrounds, refugee backgrounds, rural areas, and/or are mature-age and first-in-family (Crawford, 2014). It is often the case that enabling students have not studied beyond year 10 at high school, have had interrupted high-schooling, and/or long time periods since they were in an educational context.

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 and staff wellbeing.

Dr Susan Johns is Lecturer Access and Social Inclusion in Access, Participation and Partnership 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.



P19 POSTER

First in family conversations: The good, the bad and the truth

Belinda Cameron, Andrea Davis, Morgan Farquharson
Online Marketing, Marketing and Student Attraction,
University of Southern Queensland

First in family (FIF) research has received little consideration in Australia until recent times, however evidence suggests FIF university students are disadvantaged in terms of preparedness for, and knowledge of, university (Pascarella, Pierson, Wolniak, & Terenzini, 2004). FIF students may be educationally disadvantaged due to a misalignment between their cultural and social capital and the university context (King, Luzeckyj, McCann, & Graham, 2015). Australian research highlights that FIF students are more likely to seek support from university services than non-FIF students (Southgate et al., 2014) and that FIF students reported benefits by developing networks and identifying with their peers (King, Luzeckyj, McCann, & Graham, 2015; Luzeckyj, King, Scutter, & Brinkworth, 2011; Southgate et al., 2014; Wilcox, Winn, & Fyvie-Guale, 2005). In 2015, the University of Southern Queensland (USQ) Online Marketing team conducted 21 focus groups and 15 semi-structured interviews in six regional communities across South West Queensland to better understand this cohort (56% of USQ's student population). This poster explores how these findings may inform the development of future online resources to better engage and support this population and their support networks, during their transition to, and student learning journey at, university.

Biography

Belinda Cameron is the Online Outreach Manager in Online Marketing at the University of Southern Queensland. Belinda led the First in Family Project (Phase 1) during 2015 and continues to work on Phase 2 of this project during 2016. Belinda can personally relate to the unique challenges faced by the First in Family cohort, and strives to make a difference in terms of First in Family student engagement, retention and success.

Andrea Davis is the Senior Online Content Officer in Online Marketing at the University of Southern Queensland. Andrea worked as the Online Outreach Marketing Officer within the First in Family Project Phase 1 at USQ throughout 2015. Through her experience in both these roles, Andrea has developed a strong passion for content creation that educates and empowers members of the community from a low SES background to participate in and succeed at higher education.

Morgan Farquharson was the Online Outreach Marketing Officer during Phase 1 of the First in Family Project throughout 2015. In this role, Morgan developed a passion for learning about the First in Family cohort and under-represented backgrounds in higher education and for developing strategies to help them succeed. Since completion of Phase 1, Morgan's role is now Online Insights Office for Online Marketing at the University of Southern Queensland.

P20 POSTER

Improving Student Learning in Science and Medicine Using Team-Based Learning Approaches

Maria B Parappilly, Richard J Woodman, Sherry Randhawa
Flinders University

This study presents findings from different disciplines and across different models of teaching. We trialled flipped classroom and team-based learning approaches. Results from the medical student cohort suggested significant improvement when students worked within teams rather than alone. Similarly, results from Physics suggest a significant improvement from previous years teaching models using the Flipped classroom approach. The survey results from both physics and engineering cohort indicated that students felt TBL increased their understanding of the key concepts and they had a positive view of TBL. Informal feedback from medical students was very positive with students demonstrating obvious engagement and a very high overall success rate in the relevant exam questions. We are also seeking to describe in this paper the results of our approach in Engineering and the measurable outcomes we achieved so far.

Biography

Dr Maria Parappilly is a theoretical Physicist who teaches first year and supervises Ph.D. in Physics education. Passionate about making physics accessible she employs innovative instructional strategies. She has disseminated her ideas through peer-reviewed journal articles and national OLT good practice guide. Her commitment to excellence in teaching and learning innovation has been recognised through National, State and Institutional awards in a number of categories including the OLT Citation 2015, the Early Career STEM Educator of the year at the South Australian Science Excellence Awards 2015.

Professor Richard Woodman has been the director of the Flinders University Centre for Epidemiology and Biostatistics since September 2010. Since 2001, he has published more than 140 peer reviewed journal articles, has more than 3200 citations, an i10-index of 56 and an h-index of 28. He has co-supervised Honours, Master's and PhD students to completion and is currently co-supervising 4 PhD students. Richard teaches in the School of Medicine's MD program and has developed and teaches topics in Epidemiology and Biostatistics for Public Health.

Dr Sherry Randhawa is a Lecturer and the Director of Studies in Biomedical Engineering at Flinders University. She was part of the team that received an ALTC citation in 2011 for "teaching, supporting and inspiring students to learn, innovate and succeed as professional biomedical engineers". Her research interests lie in the fields of image processing, robotics and physiological measurements. She is the IEEE SA Section Treasurer and Chair of the IEEE SA Women in Engineering Affinity Group.

P21 POSTER

Building Bridges - Building student confidence and success – a team approach

Kim Cartwright, Ryan Keen, Shona Burton, Vanessa Reher
Griffith University

Being academically able does not always mean students will make good professional communicators and be able to perform well in a real world setting. The Building Bridges program responded to an identified need in First Year cohort of the School of Dentistry and Oral Health at Griffith University. A team approach to teaching essential communication skills to a target group has led to retention and success of students who may otherwise have failed.

Biography

For the past 5 years Kim has been a Learning Adviser with Griffith University, Gold Coast, after completing a Masters of Education. Leading up to this she also worked as a sessional lecturer for Griffith, a teacher trainer, and a published educational author. Her teaching career has spanned 25 years, 4 countries (Australia, Indonesia, England and Spain), and all age groups (Primary, Secondary, Adult Education, Tertiary). Kim loves the challenge of dynamic teaching and the results of collaborative projects.

Ryan is an International Student Advisor at Griffith University with over 20 years in International Education. She graduated from Australian National University with a Bachelor of Arts (Honours) and her current role encompasses a diverse range of skills including welfare, academic support and cultural transition for international students. Recent achievements include Honorary Membership of the Golden Key International Honor Society for services to the Griffith University. Additionally Ryan also provides in-house cultural awareness training for peer mentors and staff.

Shona is currently a Student Success Advisor at Griffith University where she assists commencing Foundation Year Health students make a successful transition into University study. Before moving to Australia, Shona completed a BSc (Hons) Sport Science and MSc Sport and Exercise Science at Teesside University, England and worked in the professional and community sport industry as both a sports coach, fitness advisor and community health program developer. She has extensive experience with client motivation and implementing innovations for positive outcomes.

Dr Reher has graduated in Dentistry in 1994 and completed her MSc of Dentistry in 2005. For the last 6 years, she has been working as a lecturer at the School of Dentistry and Oral Health (DOH) at Griffith University. Currently, she is involved in several L&T activities including convenor of the Communication Skills for Oral Health course, coordinator of the Building Bridges Program, Future Academics Mentoring Program and First-Year Support Team; First-Year Coordinator and member of the DOH L&T committee.

P22 POSTER

An Overview of the UTS Peer Network: The Benefits of an Orientation Specific Peer Support Program

Sarah Graham
University of Technology Sydney

It is widely agreed upon that orientation and transition activities are essential to student engagement and that successful students feel they belong (Yorke, 2006). The UTS Peer Network is an orientation period specific peer support program comprised of current student volunteers who wear easily identifiable shirts and answer questions, facilitate social interactions, walk students to their orientation sessions, and lead campus tours. Their primary objective is to welcome commencing students by creating a sense of belonging, community and peer support, thereby facilitating academic success and retention while modelling professional identity and developing their own communication skills. In training workshops Peer Networkers come to understand the student services available at UTS, allowing for peer-to-peer learning and referrals. Commencing students know how to seek support should they need to, thereby increasing retention. The orientation specific time period allows students to volunteer without disrupting their studies.

Biography

Sarah Graham is the Community Coordinator at the UTS Careers Service, and has been the coordinating the Peer Network since 2013.

P23 POSTER

Griffith Sciences PLUS: a life-cycle approach to developing employability

Gayle Brent-Buchbach, Richard John, John Robertson, Georgina Sanger, Alison White
Griffith University

PLUS (Professional learning for Undergraduate Students) is a co-curricular program designed to enhance the experience of Griffith Sciences students, to create connections between university, life experiences and future career and to contribute positively to students' transition into university (developing student identity) and from university to a professional setting (developing professional identity). PLUS provides a platform for a student life-cycle approach to career learning, and emphasises the need for students to proactively manage their career development throughout their degree (Leong, 2012). The PLUS program emphasises 'bite-sized', achievable targets for students in the broad areas of Explore (Transition In), Experience (Transition Through) and Expand (Transition Out) via a series of tasks which are intentionally designed to scaffold students' skill development from first to final year (Yorke and Knight, 2006).

Biography

Gayle Brent-Buchbach is the Employability and Retention Consultant in Griffith Sciences, Griffith University. Gayle's area of interest is developing and implementing strategies to enhance staff and student understanding of employability, in both curricular and extra-curricular contexts. Gayle has a unique perspective on the challenges students experience at various stages of the student life-cycle, having worked in roles that span outreach, orientation and transition, career development and alumni engagement. She applies innovative, creative solutions to enhance student engagement, retention and success.

Professor Richard John currently leads two community engagement initiatives at Griffith University - the Griffith Science Education Alliance and Science on the GO! – and he is the Project Lead for the Queensland STEM Education Network. He recently held the position of Dean (Learning and Teaching) in Griffith Sciences and has an interest in the relationship between student perceptions of employability, retention and graduate outcomes, with particular interest in the relevance of transferable skills and personal attributes to the future workforce.

John Robertson has had a career in education, in the tertiary and primary sectors. He has worked at Griffith University on the Gold Coast since 2004, and in roles supporting student and graduate success since 2007. He has a particular interest in, and commitment to, pro-active career development throughout the undergraduate student life-cycle, especially in the sciences.

Georgina Sanger is the Curriculum Consultant in the Health Group at Griffith University. She has worked in the secondary and tertiary sectors of education. Recently she has taught into Bachelor of Primary and Secondary Education programs and has supported staff and students as a Student Transition and Retention (STAR) Academic Lead. For her STAR work at CSU Bathurst, Georgina received a Faculty of Education Award for Individual Professional Excellence. Georgina is interested in curriculum development and its impact on student experience.

Alison White is a senior lecturer at Griffith University. Alison's area of interest is the professional development of undergraduate biomedical science students with emphasis on successful transitioning from undergraduate to postgraduate course work, and embedding employability in the curriculum. Alison is also a qualified cardiac sonographer. In 2012, she was awarded "Australian Sonographer of the Year", and in 2015 was awarded a group learning and teaching citation for excellence in teaching for her work with the transitioning of postgraduate students.

P24 POSTER

A higher education that values and fosters interdisciplinary collaboration as future faculty development in Japan

Akinori Yamabe
The University of Tokyo

Modern day issues in science and technology arise from a complex background, one that encompasses many different areas of knowledge. When developing public policy with respect to science and technology and its relationship to society, it is necessary to draw upon a broad range of specialties and professional expertise. Interdisciplinary, interprofessional collaboration between scientists is so important that it should not be limited to emergent problem solving, but, instead, should be developed and trained as part of the education process. This study considers the interdisciplinary approach to science education at the University of Tokyo in Japan.

A higher education that values and fosters interdisciplinary collaboration as future faculty development in Japan

Akinori YAMABE, Ph.D.
The University of Tokyo
yamabeakinori@gmail.com

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 discussions.

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.

P25 POSTER

SET4ANU: Helping new students transition to the Australian National University

Chidartha Kathirgamarajah
The Australian National University

The first year of university can be a daunting and disorientating period as students try to adept to their new learning and living environment and establish meaningful connections. Entering university has been said to be a time of great difficulty for them (Greenbank 2007), and previous studies have indicated that that peer-led transition programs could provide the necessary , information, social support, and friendship networks to help new students overcome those difficulties (Menziesa, Baronb & Zutshia 2015)

SET4ANU is a student-led transition program at the Australian National University (ANU) developed to address these identified needs. The program provides a platform on which students in their first semester at the university are assisted by their peers to ease their transition to life at the ANU. It gives them a friendly and approachable contact at the university and provides new students with avenues to meet and connect with other new students, facilitating the establishment of social networks which have been identified as a key factor in a successful transition to University (Glaser, Hall, and Halperin 2006)

P26 POSTER

Graduate Learning Outcomes Group Formation Game

Julia Savage
Deakin Learning Futures, Deakin University

The subject of this poster presentation is a group formation activity that addresses two key challenges for teaching academics of large, first year biology classes. Firstly, some students may have no previous experience of biology or chemistry (Bone & Reid, 2011). Secondly, Deakin University incorporates graduate learning outcomes (DGLOs) in summative assessment tasks. The group formation activity distributes discipline-experienced students across the class while introducing the concept of DGLOs to new students.

Biography

Dr Julia Savage is a lecturer – Learning Research and Evaluation

Her work is in higher education professional learning with particular interests in inclusive teaching practice for students and teaching staff, Scholarship of Learning and Teaching, and sharing strategies for supporting sessional staff.

P27 POSTER

Impact of transition assistance on distance education students in terms of retention and progress

Peter Greening
Charles Sturt University

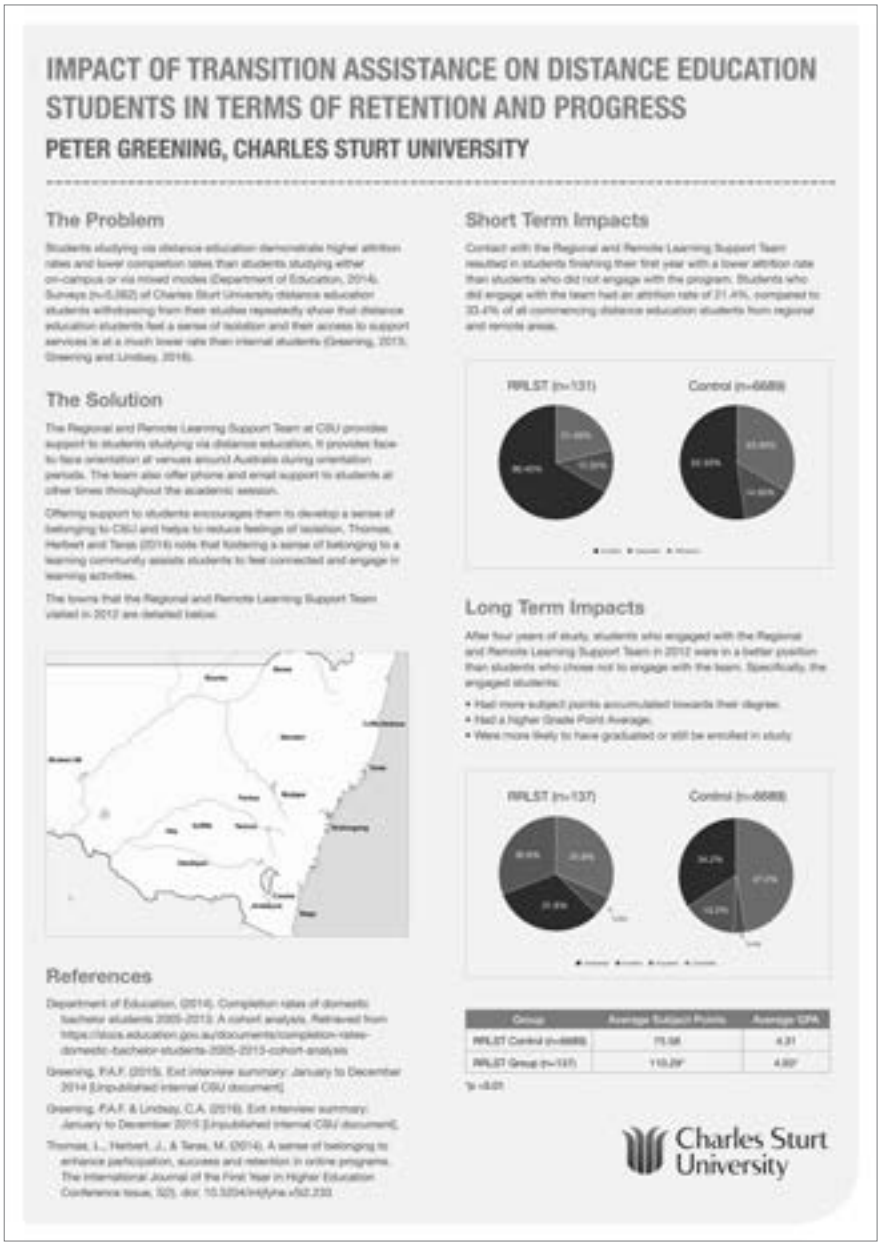
Institutional data shows that students studying via distance education have higher attrition rates and lower completion rates than on-campus or mixed mode students. The Outreach Team at (University) provides support to students studying via distance education. This support includes face-to-face orientation at venues around Australia and over the phone and email support to students at other times, as well as telephone intervention when students show signs of disengaging from their studies.

This poster seeks to explore the short-term and long-term impacts of assistance provided to distance education students during their transition to university (from the moment that they accept their offer and become a (University) student, until the time that they complete their first year of study). Comparative analysis is completed using program data and other institutional data related to persistence and success. Analysis shows that students who engaged with the Outreach Team were more likely to be retained into second year, and were more likely have completed their degree or be closer to completing their degree than students who did not engage with the team.

Biography

Peter Greening is the Acting Manager of the Outreach Team at Charles Sturt University (CSU). The Outreach Team is responsible for the face-to-face orientation and the ongoing support of CSU students studying via distance education.

Peter's areas of interest include the data-driven identification of students at risk of disengagement, the evaluation of opt-in support programs, and leadership in higher education.



P28 POSTER

Attaining Threshold Concepts: Implementing Variation Theory of Learning in First-year Finance

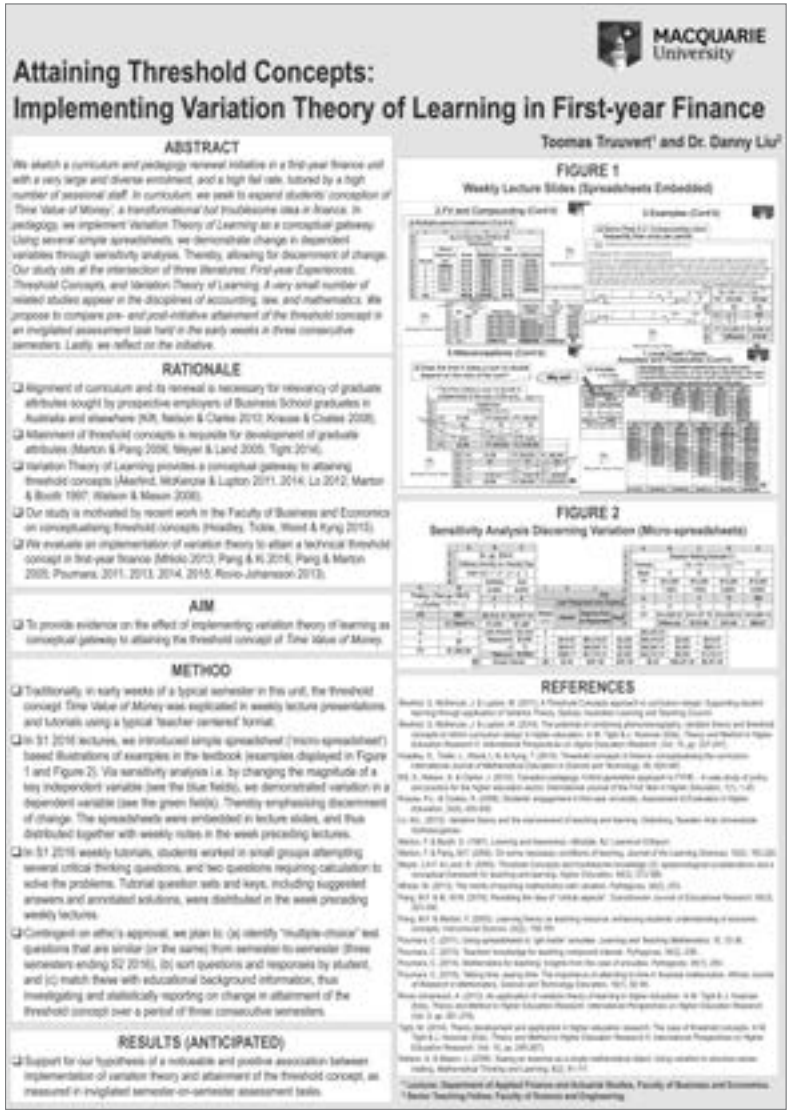
Toomas Truuvert, Danny Liu
Department of Applied Finance and Actuarial Studies, Faculty of Business and Economics, and Faculty of Science and Engineering, Macquarie University

We outline a current initiative in reform of curriculum and pedagogy to improve learning experiences in a first-year finance unit with very large enrolments servicing a business degree program. In conjunction with substituting a short list of clearly defined key finance threshold concepts for a longer list of topics in finance, we implement Variation Theory of Learning pedagogy as a gateway to improving students' attainment of these 'troublesome' concepts. Our initiative contributes to an emerging nexus of three literatures: first-year experience, threshold concepts, and Variation Theory of Learning. Presently, related studies are set in the discipline contexts of accounting and mathematics. We expect to obtain noticeable improvements in: students' transition experience, engagement with the finance discipline, learning experiences in lectures and tutorials, and thus in learning outcomes. We measure change in student retention and achievement, comparing pre- and post-reform results. Lastly, we reflect on the convenor, lecturer, and tutor experiences.

Biography

Toomas joined MQU in early 2001 as a sessional tutor in finance. Last semester he convened a low enrolment post-graduate level introductory unit in finance. This semester he convenes an undergraduate level very high enrolment first-year unit in finance. In addition, Toomas works on a peer reviewed Fellowship with HERDSA, has recently published in the journal Studies in Higher Education, and occasionally referees manuscripts for the same journal. His current research in the History of Economic Thought is on time preference in Irving Fisher's early work.

Danny's role as Senior Teaching Fellow at MQU Faculty of Science and Engineering ranges from helping academics one-on-one with their teaching development, sharing technology-infused ways of teaching, guiding curriculum renewal efforts, strategic learning and teaching planning, working on faculty and cross-institutional projects. Before coming to Macquarie he was convening, lecturing, mentoring staff, and teaching in tutorials and labs in a few very large first-year biology courses at Sydney University. Danny was recently awarded a VC Award and the OLT Award for Teaching Excellence.



PARALLEL SESSIONS

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11:10AM – 11:40AM
PARALLEL SESSION 1

Room	South	Centre	North	Hamersley	Goldsworthy	East	West
Parallel Session 1	**1A - RP**	**1B - RP**	**1C - GPR**	**1D - EI**	**1E - EI**	**1F - EI**	**1G - EI**
11:10am - 11:40am	Changing practices to better support first-year Health Science students	Ideas, concerns and expectations – a "whole of institution" approach to navigating transitions and mapping the student journey	'It is the best thing you can do at uni': How volunteering as an AIME mentor enhances university students' learning and positively impacts their community	Why reinvent the wheel when you can Pinterest? A collation of academic language and learning resources across Australia	The 'university place' and its influence on Aboriginal and Torres Strait Islander students	Attribution, referencing and commencing HE students as novice academic writers: Giving them more time to 'get it'	Digital approaches to embedding employability: A pilot study in Health degrees.
	Gerard F. Hoyne, K. McNaught	*Emily Mcintosh*	*Valerie Harwood, Paul Chandler, Sarah O'Shea, Sam McMahon and Amy Priestly*	*Joseph Yeo*	*Maria M. Raciti, Jennifer Carter, Kathryn Gilbey*	*John Hamilton*	*Vanderlelie, J., Harris-Reeves, B., Pearson, A.*
	University of Notre Dame	*University of Bolton*	*University of Wollongong and AIME Institute*	*University of Technology Sydney*	*University of the Sunshine Coast, University of Southern Queensland*	*Victoria University*	*Griffith University*

01A REFEREED PAPER

Changing practices to better support first-year Health Science students

Gerard F. Hoyne, K. McNaught
University of Notre Dame Australia

Entrance to university in Australia, in a post-Bradley era, is diversified and massified, with targets and programs to increase the participation of equity groups that were previously not represented. The changed cohorts have major implications for universities, in meeting the students' needs, and as a moral and ethical response to enrolment. At the University of Notre Dame Australia (UNDA) Fremantle campus, the 2011 cohort entering Health Sciences, experienced a high rate of failure and withdrawal from university. They entered university at a time when UNDA had begun to implement first year experience (FYE) pedagogical approaches but these had not been entirely implemented in all the Schools across campus. This research has tracked the performance of first year Health Science students from 2011 -2015. This paper discusses the School and Institutional- wide response that was initiated to address the issue of student attrition and how this led to a significant changes to the FYE transition approaches within the School to support students better at the start of their courses and student success with a reduction in failure rate and withdrawal rate of First Year students.

Biography

Gerard Hoyne is the Associate Dean Research in the School of Health Sciences at the University of Notre Dame Australia. He has had an interest in the FYE research area since joining UNDA to support students in their transition from High School to University. He teaches into the Biomedical Science degree and has taught at all levels from first to third year and in postgraduate study programs.

Professor Keith McNaught was the Director of the Academic Enabling Support Centre at the UNDA for 6 years and helped to develop the PELA and PENA testing for first year students. As Director he implemented a range of bridging courses such as the tertiary Enabling Program and Foundation Year Program to help students to adopt to university study programs. These courses have proved very successful at UNDA and have seen graduates of these programs complete their undergraduate degrees to go onto undertake postgraduate studies. Keith left UNDA in 2015 and he now works at St John of God Hospital as Director of Mission for Staff.

01B REFEREED PAPER

Ideas, concerns and expectations – a "whole of institution" approach to navigating transitions and mapping the student journey

Emily Mcintosh
Student Experience Unit, Vice Chancellor's Office, University of Bolton

This paper examines preliminary findings from a research project designed to employ a "whole of institution" (Kift, 2015) approach to mapping the student journey at the University of Bolton, UK. The institution is diverse: a significant proportion of students are mature, first-generation, part-time, from state schools and colleges and from low socio-economic backgrounds (NS-SEC 4-7). The journey mapping project applies the ICE Model (ideas, concerns, expectations) to understand the factors (perceived and real) that affect engagement and transition to university. The data is being used to design student experience interventions to facilitate adjustment to university and to inform an early intervention and transitional support model. Participants' responses from questionnaires, focus groups and semi-structured interviews are analysed to determine perceptions of their adjustment to university, their expectations and their experience. The following discussion addresses how the data informs the application of transition pedagogy (Kift, 2009) in our own context.

Biography

Dr. Emily McIntosh is Associate Director, Student Life at the University of Bolton. Emily's research focusses on student engagement, identity and transition. Emily works with the Executive Dean, Student Experience to develop and implement the University-wide Student Experience and Learning, Teaching & Assessment Strategies focussing on student retention, progression and attainment.

01C GOOD PRACTICE REPORT

'It is the best thing you can do at uni': How volunteering as an AIME mentor enhances university students' learning and positively impacts their community

Valerie Harwood, Paul Chandler, Sarah O'Shea, Sam McMahon
School of Education and Early Start Research Institute, University of Wollongong

Amy Priestly
AIME Institute

Mentoring of Indigenous school students by university students is an expanding initiative that seeks to address the education 'gap' experienced by Aboriginal and Torres Strait Islander peoples. This Good Practice Report describes the benefits of universities providing opportunities for their students to mentor Indigenous young people. We outline the research problem then draw on findings from our three-year, mixed methods research project with AIME (the Australian Indigenous Mentoring Experience) and university student mentors mentors from 16 Australian universities. The implications of these findings for wider university mentoring practice, especially as they relate to the conference themes of 'students', 'achievement' and 'success' will then be discussed.

Biography

Professor Valerie Harwood is a Professor of Sociology of Education and ARC Future Fellow. Her research is centred on a social and cultural analysis of access and participation in educational futures. Research includes disadvantage, imagination and educational futures; production of knowledge on psychopathology; critical disability studies; child and youth exclusion.

Professor Paul Chandler holds Bachelor of Science with Honours in Psychology from Sydney University and a Masters of Science in Psychology and PhD specialising in Cognitive Science from UNSW. Professor Chandler has spent 35 years working with Aboriginal and Torres Islander communities throughout Australia. He co-chaired the Review of Indigenous Education at UNSW that led to the creation of Nura Gili ("place of light). He started the education stream of the Indigenous Winter School at UNSW and also numerous Aboriginal learning centres throughout Illawarra and South Coast NSW. He is a founding Board member of the Australian Indigenous Mentoring Experience (AIME).

A/Professor Sarah O'Shea is an Associate Professor in Adult, Vocational and Higher Education and an Australian teaching and Learning Fellow. Sarah's research broadly focuses on student access, engagement and participation within the university sector, with particular reference to students from identified equity groups including those from low-SES backgrounds, Indigenous students, mature aged students as well as first-in-family learners.

Dr Samantha McMahon is a Research Fellow in the Faculty of Social Sciences, University of Wollongong and associate member of the Early Start Research Institute. Sam's research interests are sociology of education and teacher epistemology. Sam's work investigates the impacts of teacher knowledge on the in/equities of student experience. Her work explores teachers' use of multiple knowledges for knowledge production, and engagement with discourses that dis/advantage students. Sam's current research focuses on AIME (the Australian Indigenous Mentoring Experience).

Ms Amy Priestly is the Director of Research at AIME and has been with the organisation for five years. Amy first participated in the AIME Program as a volunteer mentor whilst studying at the University of Wollongong. Whilst at university, she completed a research project investigating the impact of the AIME Program on the volunteer mentors. Through her current role at AIME, Amy is continuing to investigate the impact of the program on Indigenous high school students, Indigenous and non-Indigenous university student mentors, teachers and the wider community through multiple internal and independent research projects as well as coordinating a long-term collaborative research partnership with the University of Wollongong.

01D EMERGING INITIATIVE

Why reinvent the wheel when you can Pinterest? A collation of academic language and learning resources across Australia

Joseph Yeo
University of Technology Sydney

Most Academic Language & Learning (ALL) centres develop their own academic literacy skills resources for various reasons. However, some, if not most, of these resources are very similar in content. Some do refer to or include other ALL centres' resources on the same topic/skill, but the scope may be narrow. It would be of benefit to staff and students to have a comprehensive collection of resources produced by ALL centres on Pinterest for a number of reasons. The curation of such resources promotes ALL development and collaboration across ALL centres, and enhances teaching and learning opportunities for students by:

- *promoting quality, diversity and flexibility in academic language and learning development*
- *facilitating communication and collaboration among ALL centres*
- *supporting the development of core academic and professional skills and attributes in students*
- *providing the highest quality of learning experiences for students and staff.*

Biography

Born and bred in Singapore, Joseph came to Australia as an international student, first as an undergraduate student at the University of Adelaide, and then a postgraduate student at the University of Sydney and UTS. Prior to joining UTS, he has worked as a primary school teacher, UNHCR mass communication officer in West and East Timor, graphic designer, ABC news captioner, and learning material developer at Charles Darwin University. To maintain his sanity, he goes on a cycling holiday annually.

01E EMERGING INITIATIVE

The 'university place' and its influence on Aboriginal and Torres Strait Islander students

Maria M. Raciti, Jennifer Carter
University of the Sunshine Coast

Kathryn Gilbey
University of Southern Queensland

This paper introduces the notion of the 'university place' and outlines a current, promising initiative aimed at enhancing Aboriginal and Torres Strait Islander university student engagement and retention. In particular, the project set out to identify how attending to the notion of 'place' may provide information and tools that universities can use to increase access to, engagement with, and the outcomes of, Aboriginal and Torres Strait Islander peoples in Australian higher education. The proposed case study approach comprises of two case universities (USC and USQ) and will employ mixed methods, is organised into three scaffolded stages and will collect data from multiple university stakeholders. It is anticipated that from the data a framework will be developed, accompanied by approaches to re- thinking 'place' and suggested, research-informed tools for practice.

Biography

Dr Maria M. Raciti is an Associate Professor in Marketing at the University of the Sunshine Coast. Maria's main research interests are in services marketing, social marketing and higher education. Maria has a particular interest in the pursuit of pro-social endeavours. Maria regularly publishes in quality refereed journals and has numerous refereed conference papers, five of which have received outstanding paper awards. She is co-leader of the USC Indigenous Studies Research Theme and is the recipient of two teaching awards.

Associate Professor Jennifer Carter is Geography Discipline Leader at the University of the Sunshine Coast. Jennifer is interested in the challenges faced by people and the environments of rural places. Jennifer is a Council Member of the Institute of Australian Geographers; an elected Member of the Australian Institute for Aboriginal and Torres Strait Islander Studies, a member of the Referee Advisory Board of the Review of International Geographical Education Online and co-leader of the USC Indigenous Studies Research theme.

Dr Kathryn Gilbey is a Lecturer at the USQ College of Indigenous Studies, Education and research. Dr Gilbey was the recipient of a Research Fellowship at the Batchelor Institute with her doctoral thesis investigating the presence of racist ideologies within higher education spaces. Kathryn was instrumental in developing the graduate program for Indigenous researchers at Batchelor Institute and has transferred this expertise to the USQ. Kathryn currently supervises four PhD students and a Masters student.

01F EMERGING INITIATIVE

Attribution, referencing and commencing HE students as novice academic writers: Giving them more time to 'get it'

John Hamilton
Academic Support and Development, Victoria University, Melbourne

The requirement for commencing HE students to apply principles of attribution in their early academic writing frequently creates frustration both for students and academic teaching staff. Teachers often provide information on the necessity of attribution, and considerable detail on the mechanics of how to reference, and express frustration at the failure of some students to demonstrate this in their writing. In turn, many students appear overwhelmed and confused by the expectations placed on them as early academic writers. This paper explores these expectations and questions current assessment practices, advocating a longer period of formative learning before students are required to competently and accurately apply attribution principles and referencing conventions in their writing. Using the threshold concept framework (Meyer & Land, 2005), it suggests viewing attribution as a 'conceptual gateway' through which students must pass in becoming academic writers, and explores some implications of this for teaching, learning and assessment.

Biography

John Hamilton is a Lecturer and Educational Developer with the Department of Academic Support and Development at Victoria University (VU), Melbourne, based in the College of Health & Biomedicine. He has been at VU since February 2011. Prior to joining VU John was a Lecturer in the Student Academic Support Unit (SASU) in the Faculty of Medicine, Nursing and Health Sciences at Monash University. John has considerable cross-cultural experience, having taught in Malaysia, Thailand and Vietnam.

01G EMERGING INITIATIVE

Digital approaches to embedding employability: A pilot study in Health degrees.

Vanderlelie, J., Pearson, A.
School of Medical Science, Griffith University Gold Coast Campus

Harris-Reeves, B.
School of Allied Health Sciences, Griffith University Gold Coast Campus

In light of the changing landscape of workforce demand, digital technologies are becoming increasingly important to students. As such, Tertiary Institutions are embedding employability learning into the curriculum and drawing upon technology in order to prepare students for the real world of work in a manner that is scalable and transferrable. The rapid changes in the job market have seen digital technologies such as ePortfolios and social networking sites like LinkedIn become increasingly utilised for recruitment and networking. This emerging initiative aimed to explore student perceptions about the value of digitally enhanced employability assessment to their career planning and future careers across professional and generic programs within the Griffith Faculty of Health. This work highlighted that second year students from generic degree programs found more value from these activities than their peers from mixed or professional degrees. This workshop aims to open dialogue about the value of ePortfolios and LinkedIn in employability assessment.

Biography

Jessica Vanderlelie is a Senior Lecturer at the Griffith University School of Medical Science, where she heads a program of activities that focus on embedding employability skills into undergraduate curriculum to support the development of career identity across the Faculty of Health. Jessica's contribution to learning and teaching has been widely recognised and in her role as a Australian Teaching Fellow she is leading a program of activities to 'Revision Alumni Engagement for Graduate Success'.

Brooke Harris-Reeves is a Senior Lecturer and Program Director in the School of Allied Health Sciences at Griffith University. Brooke's teaching and research interests are focused on making a difference in people's lives by focusing on Health & Education. She is passionate about providing quality learning and teaching experiences that both engage and optimise student learning. Brooke is also focused on providing students opportunities to develop employability skills which in turn produce career-ready graduates.

Andrew Pearson is a Senior Lecturer and the First Year Coordinator in the School of Medical Science at Griffith University. Andrew is dedicated to positively addressing the challenges of scaffolding the academic success of diverse groups of students with a demanding curriculum through the development diagnostic testing and supplementary academic support, academic recovery, innovative assessment, embedding employability into the curriculum, the creation of online resources, and enhancing student engagement and learning.

11:50AM – 12:20PM
PARALLEL SESSION 2

Room	South	Centre	North	Hamersley	Goldsworthy	East	West
Parallel Session 2	**2A - RP**	**2B - RP**	**2C - GPR**	**2D - EI**	**2E - EI**	**2F - EI**	**2G - EI**
11:50am - 12:20pm	Ahead of the curve: a proactive approach to supporting student retention in a shifting academic landscape	Amplifying Student Learning through Volunteering: The Experiences of Students Volunteering in a Community Literature Festival	The Implementation of an Academic Excellence Society as a Targeted Retention Strategy	Mindfulness, Resilience and Insight: Embedding Contemplative Education Across the Curriculum	Simple techniques for a more inclusive curriculum	Shining the spotlight on regional students' experiences	Co-teaching - Can it be used to improve teacher engagement in higher education?
	Ann Lefroy, Michelle Wheeler, Jessica Gill, Janine Rix, Lauren McNaught, Alison Hilton	*Amanda McFadden, Kathleen Smeaton*	*Natalie Oostergo*	*Marcus O'Donnell, Sarah Tillot, Lotte Latukefu*	*Mary Dracup, Tanya King, Juliet Austi*	*Karen Nelson, Kylie Readman, Ian Stoodley*	*Julianne Crowley, Arpana Dhar, Georgina Fyfe*
	Murdoch University	*Queensland University of Technology*	*Griffith University*	*University of Wollongong, University of Wollongong, Excelsia College*	*Deakin University*	*University of the Sunshine Coast*	*Curtin University*

02A REFEREED PAPER

Ahead of the curve: a proactive approach to supporting student retention in a shifting academic landscape

Ann Lefroy, Michelle Wheeler, Jessica Gill, Janine Rix, Lauren McNaught, Alison Hilton
Murdoch University

The Student Advisor Network (SAN) at Murdoch University developed a holistic Strategy of Student Support aimed at encouraging retention while supporting all stages of the undergraduate student lifecycle and meeting the dynamic needs of school-specific cohorts. The strategy was conceptualised into three distinct areas: 1) early academic engagement; 2) ongoing support and referral; and 3) building culture and community. Significant to this new strategy was the development of a university-wide "How ready are you for University" survey and the establishment of a Student Success Plan campaign for specific student cohorts. Early data suggests these new initiatives may be promoting retention at Murdoch.

Biography

Ann Lefroy is the Coordinator for the OLT Award-winning Student Advisor Network (SAN) at Murdoch University and a Student Advisor for the School of Psychology and Exercise Science. She has been a Student Advisor since the role was established in 2011. As the SAN Coordinator, Ann brings together innovative ideas, emerging research and the skills and capabilities of the Student Advisor Team in the development and implementation of the SAN Strategy of Student Support. Ann has a BA Honours in Psychology and a Graduate Diploma in Education.

Michelle Wheeler is a Student Advisor at Murdoch University. She works within the School of Management and Governance to develop and implement student support and retention initiatives. She was a member of Murdoch University's OLT Award-winning Student Advisor Network. Michelle completed both her BS.Biological Sciences and Post Grad Diploma in Journalism at Murdoch.

Jessica Gill is a Student Advisor at Murdoch University. She works within the School of Arts to develop and implement student support and retention initiatives. A recent Murdoch graduate herself, Jessica completed a Bachelor degree in Education Studies, during which she spent semesters at Linköping University, Sweden and Turku University, Finland, focusing on comparative international education and educational research. Jessica is passionate about the student experience within tertiary education, and is eager to continue her work and growth in this sector.

Janine Rix is the Senior Project Officer for Student Success and Retention at Griffith University. She works closely with Griffith's university's network of Student Success Advisors, in ensuring the development and implementation of effective transition and retention strategies for new students. Prior to the Janine was a member of Murdoch University's OLT Award-winning Student Advisor Network. Janine has over 10 years of experience in working within higher education and a PhD in evolutionary biology.

Lauren McNaught is a Student Advisor at Murdoch University. Lauren works within the School of Law, providing support to commencing and continuing students. She was a member of Murdoch University's OLT Award-winning Student Advisor Network. Lauren has a Bachelor of Education (secondary) and is currently studying a Bachelor of Psychology. Lauren is passionate about education and hopes to continue her work supporting students during their journey through university.

Alison Hilton is a Student Advisor in the School of Education at Murdoch University. She supports the transition, retention and success of students enrolled in initial teacher education programs at Murdoch University. She was a member of Murdoch University's OLT Award-winning Student Advisor Network. Alison has over 12 years of experience in working in adult education in higher education, TAFEs and the private training sectors.

02B REFEREED PAPER

Amplifying Student Learning through Volunteering: The Experiences of Students Volunteering in a Community Literature Festival

Amanda McFadden, Kathleen Smeaton
Queensland University of Technology

Student volunteer experiences are ubiquitous within higher education contexts. Despite this, there is further scope for understanding the qualitatively different ways students experience volunteering. To achieve this an explicit focus on understanding student volunteer experiences from their perspective and the relationship these experiences have with student learning is vital. This paper used a phenomenographic research approach to present the experiences of seven students involved in an interdisciplinary volunteer program in a community literature festival. The findings revealed experiences ranging from authentic learning to more sophisticated and amplified student experiences. While all students in this study found volunteering to be beneficial we argue that differentiation of volunteer opportunities for students strengthens the provision for rich student learning through volunteering.

Biography

Dr Amanda McFadden is a lecturer in the School of Early Childhood at Queensland University of Technology. Amanda's research interests include a focus on the lived experiences of teachers and preservice teachers in early childhood education and care and higher education contexts. Currently Amanda teaches as part of the capstone experience for early childhood preservice teachers transitioning to the teaching profession.

Kathleen is an Associate Lecturer in the Information Studies Group at Queensland University of Technology. Kathleen has previously worked in academic libraries in a variety of roles. Kathleen's major research focus is on the way marginalized groups use information, both on and offline which is also the topic of her doctoral thesis. Her previous research has also examined the participatory library and the way Australian libraries and librarians use social media, and student experiences of information.

02C GOOD PRACTICE REPORT

The Implementation of an Academic Excellence Society as a Targeted Retention Strategy

Natalie Oostergo
Griffith University

This paper reports on the implementation and evaluation of a co-curricular retention strategy, the Academic Excellence Society (ACES). The ACES strategy is designed to provide an integrated social and academic experience which targets commencing students at risk of early departure through transfer to other universities, termed "flight risk" students. ACES was initially established in the School of Humanities and then adopted as an institutional strategy. Evaluations of outcomes with different commencing cohorts across a range of different Schools and disciplines indicate a positive influence on academic performance and retention, as well as reported gains in academic confidence, motivation, and connection.

Biography

Natalie Oostergo is the Senior Project Officer for High Impact Retention Strategies at Griffith University. In the role, she works 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.

02D EMERGING INITIATIVE

Mindfulness, Resilience and Insight: Embedding Contemplative Education Across the Curriculum

Marcus O'Donnell, Sarah Tillot
University of Wollongong

Lotte Latukefu
Excelsia College

A growing body of research indicates that contemplative education practices associated with meditation, reflection and mindfulness can have an important impact on improving student wellness, resilience, and success. Although there is a growing body of literature on both the impact and practical application of contemplative education strategies these approaches largely remain the preserve of either co-curricular programs or single subject implementations. There has been little consideration to date of course-wide, developmentally scaffolded application of these techniques as an integrated pedagogical approach. This paper makes an important contribution to this fast evolving field by addressing a scaffolded curriculum-wide approach to contemplative education. It explores contemplative education as a set of tools that can be developed and applied in a variety of disciplinary contexts to enhance the learning environment and that can be tightly tied to course learning outcomes, graduate qualities and professional futures.

Biography

Marcus O'Donnell is Head, Digital Pedagogies at the University of Wollongong, his research interests include experiential and contemplative pedagogies, building online communities and narrative practices. He is currently co-authoring a guide to developing and embedding course-wide contemplative pedagogies.

Sarah Tillot, Lectures in Primary Health Care and Health Promotion in the Nursing program at the University of Wollongong. She is currently completing a PhD evaluating a tool that she created that promotes resilience and wellbeing in the community and in the school classroom.

Lotte Latukefu, is Program Director in Music at Excelsia College, she has a particular interest in developing resilience in creative arts students through collaborative learning. She is currently researching the well-being of community music facilitators and what the impact of long-term casual employment and low wages has on their perceptions of well-being.

02E EMERGING INITIATIVE

Simple techniques for a more inclusive curriculum

Mary Dracup, Tanya King, Juliet Austi
Faculty of Arts & Education, Deakin University

Students from low-socioeconomic status or non-English speaking backgrounds, or who have a disability, are Indigenous, or live in a remote area all generally score lower than average grades in Australian higher education. Deakin University's Faculty of Arts & Education trialled a range of inclusive curriculum strategies in two units during 2015, with the aims of finding and embedding techniques that worked to improve learning outcomes of students in these groups, and at the same time building staff capacity in delivering inclusive curriculum. Staff from across academic and professional divisions collaborated to develop the techniques. This presentation outlines the techniques trialled, their varying impacts and critical success factors, as identified through quantitative and qualitative evaluation methods. Richly annotated readings, visual format seminar papers, and a formative peer assessment activity were found to be the most successful techniques. The presentation also describes briefly the staff capacity-building approach, based on activity systems theory.

Biography

Mary teaches in the Faculty of Arts & Education at Deakin University at both ends of the spectrum, in both associate degree and post-graduate higher education curriculum design units. Her research interests are inclusive teaching and curriculum design, e-learning and academic professional development. Mary worked for many years in academic professional development and learning design for higher education, VET and TAFE.

Tanya King is a maritime anthropologist interested in issues relating to natural resource management. Current research interests relate to mental health in the fishing industry and the role of environmental policy in securing fisher well-being. Her core focus as an educator is empowering students to tackle real-world problems in a proactive and creative way. She teaches Environmental Anthropology, and Issues in Applied Anthropology, at Deakin University, Victoria.

Juliet taught for several years in country Victoria as a high school teacher of applied learning and English as a second language. She has designed inclusive curriculum for a major family welfare agency working with excluded young people, and taught vocational programs in Hospitality with this cohort. Juliet is starting her doctorate in Education at Deakin University this year, specialising in transitions and inclusive curriculum on sub-bachelor degrees. She currently teaches full time at Deakin in the Associate Degree.

02F EMERGING INITIATIVE

Shining the spotlight on regional students' experiences

Karen Nelson, Kylie Readman, Ian Stoodley
University of the Sunshine Coast

While factors affecting student retention are an ongoing concern across all higher education systems, in Australia the issue is particularly relevant for regional universities. Our national data indicates that students enrolled at regional universities have less positive outcomes than those who study in capital city universities. The reasons for this difference have not been comprehensively investigated. In response, the Australian Government Office for Learning and Teaching has funded a project being led by the University of the Sunshine Coast which is investigating the experience of undergraduate student populations at eight regional universities. The project aims to provide new knowledge and practical advice on how individual institutions can positively shape the learning experiences of 21st century students.

Biography

Karen Nelson is Pro Vice-Chancellor (Students) at University of the Sunshine Coast. Previously, she was Director – Student Success and Retention, and Director – First Year Experience in the Learning and Teaching Unit at QUT. Her research and practice focuses on student engagement in higher education and she has led a series of related research projects. Her work is recognised by three national awards: 2 citations and a program award. She is the Editor of Student Success and the Co-Convenor of the STARS Conference.

Kylie Readman is Director of the Centre for Support and Advancement of Learning and Teaching at the University of the Sunshine Coast. Kylie is co-leader of a commissioned Office of Learning and Teaching grant investigating the student experience in regional universities. In 2013, Kylie authored a textbook for pre-service teachers, 'Practical Planning and Assessment'. She is a 2011 Australian Learning and Teaching Council citation winner for assessment leadership practice. Other research interests include leadership in learning and teaching, and professional learning conversations.

Ian Stoodley is a higher education researcher and project manager. His research has embraced the experience of learning, higher degree research supervision, information technology research, and professional ethics. His project management has included multi-institution, nationally-funded projects investigating the student experience and institutional practices aimed at enhancing that experience.

02G EMERGING INITIATIVE

Co-teaching - Can it be used to improve teacher engagement in higher education?

Julianne Crowley, Arpana Dhar, Georgina Fyfe
Curtin University

Co-teaching involves large classes with two academics taking equal responsibility for the teaching. In 2015, a survey of the literature identified co-teaching strategies associated with effective co-teaching practice in schools that could be applied to the tertiary co- teaching situation. From this survey two tools were developed, one initiated educational dialogue between the co-teachers and the other included a list of behaviours that could be observed in an effective co-teaching classroom. The latter tool allowed co-tutors to critically evaluate and reflect on videos of their own co- teaching. The tools also provided a structure to promote discussion when working with a group of co-teachers to peer reflect on their co-teaching practice. As well this tool allowed for the extension of a shared knowledge base of best practice amongst co- tutors. This presentation as part of Emerging Initiatives reviews the effectiveness of these tools in 2015/16 trial of peer review of co-teaching and their role in improving co-teaching perceptions and practice.

Biography

Dr. Julianne Crowley is an academic at Curtin University with a career spanning over 30 years. She has been actively involved in research projects in secondary and tertiary education and managed projects in curriculum development and innovation like 'Development and implementation of formative assessment for a first year biology unit' and 'Concept development of biology and chemistry in schools'. She has presented her work within Curtin University and at various national (ASERA, T&L Forum, Future Science) and international (ICGATE) conferences.

Arpana Dhar is completing her Ph.D. theses titled 'Co-teaching – a case study in Higher education'. She is also working at Curtin University as a sessional tutor in School of Biomedical sciences. With over 25 years of teaching experience at different levels and different curricula (CBSE, IGCSE, GCE, and VCE) she is extensively involved in teaching research projects, presenting her work within Curtin University and at various national (WAIER, T&L Forum, ASERA) and international (AERA, NARST) conferences.

Dr. Georgina Fyfe is Dean, Teaching and Learning, for Faculty of Health Sciences at Curtin University. She leads quality, innovative teaching and learning across eight Schools in teaching, curriculum review, and course-coordination and student engagement. Georgina has developed and evaluated innovative curricular changes incorporating effective strategies for reflective practice on feedback. She has developed implemented and evaluated computer-based resources with national teams on CAUT, ALTC, Carrick and OLT grant-funded projects for innovative approaches to engage students to improve learning.

1:20PM – 1:50PM
PARALLEL SESSION 3

Room	South	Centre	North	Hamersley	Goldsworthy	East	West
Parallel Session 3	**3A - RP**	**3B - RP**	**3C - GPR**	**3D - EI**	**3E - EI**	**3F - EI**	**3G - EI**
1:20pm - 1:50pm	Two Higher Education Metaphors: From Spoon-feeding to Life-long Learning	Aspire UWA: A case study of widening access in Higher Education	Reache North West – Applying transition pedagogy principles to Refugee Healthcare Professionals and International Medical Students/Graduates	Mentoring programs and equity groups: The Australian story	Supporting transition to tertiary education - an eBook of bioscience and pharmacology for nursing students	PASSport to the Cloud – Results of a Peer-Assisted Study Sessions (PASS) Online Pilot Program	Improving Inner City Campuses - Using Community Gardens to Create Places from Empty Spaces
	Miguel Gil	*Judy Skene, Louise Pollard, Helen House*	*Duncan Cross*	*Susan Beltman, Kate Ala'i, Shamim Samani*	*Sheila A. Doggrell, Sally Schaffer*	*Chris Lim, Fiona Anderson, Robyn Mortimer*	*Peter Andrinopoulos, Shoaib Gill, Tristana Sidoryn, Olexij Straschko*
	Victoria University, Melbourne	*The University of Western Australia*	*University of Bolton*	*Curtin University*	*Queensland University of Technology*	*Deakin University*	*University of South Australia*

03A REFEREED PAPER

Two Higher Education Metaphors: From Spoon-feeding to Life-long Learning

Miguel Gil
Victoria University, Melbourne

This paper is an exploration of the themes and nuances conveyed in contemporary higher education through the ubiquitous metaphors of "life-long learning" and "spoon-feeding". Drawing on the insights of a previous study on the metaphor of "support", the present study further exploits the insights provided by Lakoff and Johnson's perspective of metaphorical reality and Bergquist & Pawlak's concept of university cultures. The article maps out some of the implicated meanings suggested through these overused metaphors, showing they can provide a context in which the reality of the student experience, represented as a process of endless becoming, is retrofitted into mainstream academic discourse. Keywords: metaphors, spoon-feeding, hand-holding life-long learning, higher education.

Biography

Miguel Gil works as Retention and Transition Coordinator at the Centre of Student Success (Victoria University, Melbourne). The current paper is part of a research program looking into the metalanguage of tertiary education, drawing from the insights furnished by George Lakoff (metaphors) and university cultures (Bergquist & Pawlak). Miguel's paper builds on a previous paper presented at the Stars Conference held in Melbourne in 2015 under the title "Framing Support in Higher Education".

03B REFEREED PAPER

Aspire UWA: A case study of widening access in Higher Education

Judy Skene, Louise Pollard, Helen House
The University of Western Australia

Widening university access to students from low socio-economic status (SES) and non-traditional backgrounds has been a key equity objective for Australian universities, particularly since the 2008 Review into Australian Higher Education (Bradley, Noonan, Nugent & Scales, 2008). Aspire UWA is an equity pathway that aims to inform aspirations and build academic attainment through direct involvement with students who are the 'most able but least likely' to access the benefits of higher education (Harris, 2010, p.7). Through forming long-term partnerships with 52 secondary schools across Western Australia, Aspire UWA has grown since 2009 to engage over 10,000 students annually. Its Learning Framework is designed to deliver age-appropriate activities to inspire and inform students from Years 7-12 to achieve their educational goals. This paper will adopt a case study methodology to explore the Aspire UWA approach, the specific operation of Aspire UWA and the efficacy of the program.

Biography

Judy Skene is a passionate advocate for enhancing the student experience for all students. She has responsibility for managing The University of Western Australia's Student Support Services. She also has been instrumental in developing and implementing national award-winning programs in student equity, access and transition. Judy is a graduate of UWA, with a B.A. (Hons) and PhD in History. Her research interests include transition and the first year experience, and improving access to higher education for under-represented groups.

Louise Pollard manages Aspire UWA, The University of Western Australia's nationally recognised widening participation program that works with 63 schools in Perth and regional Western Australia to raise aspirations for higher education and support students through to successful university transition. Louise is a qualified secondary teacher; has a Masters in International and Community Development; and is member of the Equity Practitioner in Higher Education Australasia National Executive and is the peak body's representative on the NCSEHE Advisory Board.

Helen House has served as a project manager on national research projects since 1997. Within these projects she has been responsible for budgets totalling more than $7 million, and individual research teams of ten or more researchers. Her roles have included management of national programs of focus group interviews, surveys and classroom observation, and extensive negotiations with school systems. Helen recently retired from her role working on evaluation and research initiatives for the pathways programs, Aspire UWA and Fairway UWA.

03C GOOD PRACTICE REPORT

Reache North West – Applying transition pedagogy principles to Refugee Healthcare Professionals and International Medical Students/Graduates

Duncan Cross
University of Bolton

Transition pedagogy has a wider application of practice outside of the first year higher education experience. International Medical Graduates (IMGs) who have qualified in a country other than the one they may be undertaking further training or practice can also benefit from a scaffolded approach to their transition to education and work. Reache North West provides a transition programme of education and training into working in the UK National Health Service (NHS) for refugee and asylum seeking healthcare professionals that has wider applications for international undergraduate medical students and international medical graduates (IMGs).

Biography

Dr Duncan Cross is a senior lecturer and the Academic Coordinator for Standards, Enhancement and the Learner Experience for the Off Campus Division at the University of Bolton. Duncan's subject experience lies within education, medical education and transnational education and has taught undergraduate and postgraduate students for a number of years. He is currently leading institutional developments to ensure parity of learning, teaching and assessment, quality, and student experience between on-campus provision and collaborative partners.

03D EMERGING INITIATIVE

Mentoring programs and equity groups: The Australian story

Susan Beltman, Kate Ala'i
School of Education, Curtin University

Shamim Samani
Equity and Social Justice, Curtin University

Biography

Susan Beltman, an Associate Professor at Curtin University, has coordinated the Curtin Student Mentoring Program in the School of Education. She has published in the area of mentoring in university, school and community settings. In her additional area of research on teacher resilience and she has been a team member in: Keeping Cool: Embedding Resiliency in the Initial Teacher Education Curriculum; BRiTE (Building Resilience in Teacher Education), and the European Union project ENTREE (ENhancing Teacher REsilience in Europe). http://oasisapps.curtin.edu.au/staff/profile/view/S.Beltman

Shamim Samani, as Manager of Projects at Ethics Equity and Social Justice at Curtin University, Shamim manages a range of equity and inclusion projects. She is also responsible for managing and budgeting for Curtin's Higher Education Participation Program (HEPP) allocation. Projects under this funding aim to improve the retention and completion rates of those students. Shamim has worked in many research projects across different universities and with more than ten years practice in the community, she has valuable community networks.

Katherine Ala'I has worked on a variety of research projects, taught English as a second language and tutored in Ethics. Her research interests combine an awareness of the social structures that empower or constrain human flourishing with Ethics and Human Rights. She has used a wide range of project management skills in projects focusing, for example, on removing barriers for students who are culturally and linguistically diverse, who are Aboriginal, and who are from refugee backgrounds.

03E EMERGING INITIATIVE

Supporting transition to tertiary education - an eBook of bioscience and pharmacology for nursing students

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

Nursing students find the bioscience and pharmacology components of the curriculum, among the most difficult to learn, and this includes the students at QUT. The reasons for this include the poor science background of many students. The emerging initiative we are using to support these students in bioscience and pharmacology is an eBook, designed specifically to meet the needs of the nursing students as they transition to university. In the eBook, "Getting started" is a formative activity of key concepts in bioscience and pharmacology, and "Highlights from first year" covers fundamental anatomy and physiology of the major systems of the human body and an introduction to basic microbiology concepts. Preliminary feedback on the eBook from the nursing students studying pharmacology was positive. The discipline-specific parts of the eBook are to be made available nationally.

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.

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.

03F EMERGING INITIATIVE

PASSport to the Cloud – Results of a Peer-Assisted Study Sessions (PASS) Online Pilot Program

Chris Lim
School of Life and Environmental Sciences, Deakin University

Fiona Anderson, Robyn Mortimer
Division of Student Life, Deakin University

Deakin University's online study environment continues to grow with over 12,000 students now studying in the Cloud. It is important to provide these students not only academic support, but also provide a sense of inclusion and community. This will improve their social engagement and from there they will more likely succeed. In 2015, the Division of Student Life ran an online pilot based on their successful Peer-Assisted Study Sessions program. Results from the pilot were positive. Students reported greater connection with the subject and with their fellow students. The program will be expanded in 2016 based on this pilot.

Biography

Fiona Anderson has been involved with the PASS program at Deakin for over 2 years. She supervised the CloudPASS pilot program in 2015. Fiona also supervises student mentors in other peer mentoring programs at Deakin, coaching and helping students to collaborate and learn from each other. She has a background in ESL teaching and human resource management.

Chris Lim (PhD) is a Teaching Scholar in the School of Life and Environmental Sciences at Deakin University, Australia. He has a background in biomedical research and has been teaching in Deakin's science courses for the past five years. Chris is involved in a number of teaching and learning programs including Peer Assisted Study Sessions, Growing Tall Poppies, the ReMSTEP project and the ASELL for Schools project.

Robyn Mortimer is the Coordinator of the Peer Assisted Study Sessions (PASS) program within the Division of Student Life at Deakin University. Robyn's background includes a focus on ESL and pedagogy, being involved in a number of pedagogy based projects in schools. In the past 4 years she has taken this experience into the PASS program at Deakin.

03G EMERGING INITIATIVE

Improving Inner City Campuses – Using Community Gardens to Create Places from Empty Spaces

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

The UniSA Business School has a suite of programs focused on creating a sense of community amongst students at UniSA. The UniSA City West campus, is situated in the heart of the city and is referred to as a concrete jungle. In order to increase campus vibrancy, UniSA trialed a new strategy to transform empty concrete spaces into places where students have positive psychological attachment and connection to the environment. The community gardens initiative was aimed at developing students' sense of place and connection to the university community. Participants attending the session will be provided with the UniSA marketing materials for the set-up of the community garden, which were printed on seed paper (edible plants), so that participants can take this away and use it to start their own community garden.

Biography

Tristana Sidoryn is the Coordinator: Student Transition in the Business School of the University of South Australia. Tristana manages a team of staff and students implementing student engagement programs.

Olexij Straschko is a Student Engagement Officer in the Business School of the University of South Australia. Originally a student, he now implements and manages a number of programs to facilitate student interaction and improve the student experience.

Shoaib Gill is a Student Engagement Officer in the Business School of the University of South Australia. Originally a student, he now implements and manages a number of programs to facilitate student interaction and improve the student experience.

Peter Andrinopoulos is a Student Engagement Officer in the Business School of the University of South Australia. Originally a student, he now implements and manages a number of programs to facilitate student interaction and improve the student experience, with a focus on the Peer Assisted Study Sessions (PASS) program.

2:00PM – 2:30PM
PARALLEL SESSION 4

Room	South	Centre	North	Hamersley	Goldsworthy	East	West
Parallel Session 4	**4A - RP**	**4B - RP**	**4C - GPR**	**4D - EI**	**4E - EI**	**4F - EI**	**4G - EI**
2:00pm - 2:30pm	Preparing Culturally and Linguistically Diverse Preservice Early Childhood Teachers for Field Experience	Development Of An Online Orientation Tool For First Year Science Students: Transitioning For Success	Comparisons between indigenous and non-indigenous secondary students transitioning to health-related tertiary education: Findings from a New Zealand longitudinal study	Partners by design: a case study in inclusive pedagogy	Capture and Keep FYE: Lecture recordings are not a game	Opportunity through online learning: improving student access, participation and success in online undergraduate studies	Walking the Tightropes
	Melinda Miller, Amanda McFadden, Ann Heirdsfield	*Bijeta Kumar, Bibhya Sharma*	*Ruth Crawford, Janet Turvey*	*Mary Dracup, Petra Brown, Juliana Ryan, Corinna Ridley, Christine Oughtred*	*Nicole Masters, Ann Parkinson, Colleen Kneale, Theresa Ashford, Goksu Dines, Ashley Fisher*	*Cathy Stone*	*Jennifer Lawrence, Jonathan Powles*
	Queensland University of Technology	*University of the South Pacific*	*Eastern Institute of Technology*	*Deakin University*	*University of the Sunshine Coast*	*The University of Newcastle, Curtin University*	*University of Canberra*

04A REFEREED PAPER

Preparing Culturally and Linguistically Diverse Preservice Early Childhood Teachers for Field Experience

Melinda Miller, Amanda McFadden, Ann Heirdsfield
Queensland University of Technology

This paper reports on a project focussed on preparing culturally and linguistically diverse preservice early childhood teachers for field experience. A series of targeted workshops delivered over one semester was designed to support the students to develop intercultural competence in relation to knowledge, attitude, skills and behaviours that contribute to success on field placement. Findings indicate that short-term initiatives targeted specifically to students' identified needs and strengths can help to build intercultural competence for both students and teacher educators. For the participants, access to communication strategies, opportunities for rehearsal of teaching practice, and peer and academic support contributed to shifts in attitude, and the development of skills and new knowledge. New learnings for the teacher educators included challenging assumptions about CALD students' sense of community and belonging in the university context.

Biography

Dr Melinda Miller is a lecturer in the School of Early Childhood at Queensland University of Technology, Brisbane. Her research interests include intercultural education, racism, and reconciliation in early childhood contexts and higher education. Melinda's doctoral research focused on non-Indigenous educators' work around embedding Aboriginal and Torres Strait Islander perspectives in early childhood education curricula.

Dr Amanda McFadden is a lecturer in the School of Early Childhood at Queensland University of Technology. Amanda's research interests include a focus on the lived experiences of teachers and preservice teachers in early childhood education and care and higher education contexts. Currently Amanda teaches as part of the capstone experience for early childhood preservice teachers transitioning to the teaching profession.

Dr Ann Heirdsfield is a senior lecturer in the School of Early Childhood at Queensland University of Technology, Brisbane. As program coordinator for the BEd (Early Childhood), she has an interest in student success, student experiences of online learning, transitions into university study, and transitions to the early childhood profession. She has researched and published in these areas, as well as in early childhood mathematics education.

04B REFEREED PAPER

Development of an Online Orientation Tool for First Year Science Students: Transitioning for Success

Bijeta Kumar, Bibhya Sharma
University of the South Pacific

This paper investigates the implementation of an Online Orientation module for students new to the University of the South Pacific. Many incoming students face difficulties because of the sudden change in the eduscape, the transition from secondary schools to higher education institutions made more difficult because of the mutually exclusive lifestyles and expectations. The lower pass rates in first year courses is especially noticeable for cohorts such as distance students, late registrants, and students based in peripheral campuses and centres. This ICT enabled tool is designed to address the new students' anxieties and fears, and ease the adaptation to higher education. The module also allows students to understand the dynamic environment, be informed about the academic and social issues and also have the ownership of the University. Based on the findings, the paper provides recommendations on the design, development and implementation of the module.

04C GOOD PRACTICE REPORT

Comparisons between indigenous and non-indigenous secondary students transitioning to health-related tertiary education: Findings from a New Zealand longitudinal study

Ruth Crawford, Janet Turvey
Whitireia New Zealand; Eastern Institute of Technology

Programme Incubator (PI) is a project initiated by a District Health Board in New Zealand to raise the awareness of careers in health services. This Good Practice report presents findings of a longitudinal study undertaken to investigate whether secondary school students' participation in PI influences students' choice of tertiary education. One of the aims of PI is to encourage first nation peoples (Māori) and Pacific students to consider a career in health.

This study followed two cohorts of secondary school students; one cohort was undertaking PI and the other was not. The purpose of the study was to determine whether participation in PI influences the choice of tertiary study and the likelihood of undertaking a health-related career. PI is more attractive to first nation peoples (Māori) and diverse cultures (Pacific), than other populations. PI has been found to broaden and confirm available career options for some student.

Biography

Ruth Crawford, RN, PhD: Ruth is a principal lecturer in the Faculty of Health at Whitireia NZ, teaching and supervising in the interprofessional Master of Professional Practice programme. She is an Honorary Research Fellow at the Eastern Institute of Technology. Ruth is a registered nurse, with experience in child and family health and has been involved in nursing/health education since 1990. Research interests include student transitions, interprofessional practice, emotional communication in health care and cultural safety.

Janet Turvey, BA Hons Economics, MA (Ed.): Janet is a Senior Lecturer and NZ Diploma in Business Programme Coordinator in the School of Business at the Eastern Institute of Technology, NZ. She teaches economics, management studies and entrepreneurship & innovation on the Bachelor of Business Studies and Post Graduate programmes. Her research interests include, small to medium enterprises, economic impacts of sporting events, reflective journals in teaching economics and student transitions and success.

04D EMERGING INITIATIVE

Partners by design: a case study in inclusive pedagogy

Mary Dracup, Petra Brown, Juliana Ryan, Corinna Ridley, Christine Oughtred
Deakin University

A team of 19 academic and professional staff at an Australian university collaboratively reworked and delivered an 'Introduction to university study' unit incorporating Universal Design for Learning (UDL) principles to embed and evaluate inclusive learning and teaching. This paper discusses the rationale for the collaborative model, the nature of collaboration across the three phases, and outcomes for students and staff, based on a comprehensive mixed methods evaluation. The unit ran twice in 2015, across three campuses and online, with more than 300 students and 6 teaching staff. Overall, the collaboration on this inclusive intervention was highly successful, with student outcomes markedly improved.

Biography

Mary teaches in the Faculty of Arts & Education at Deakin University at both ends of the spectrum, in both associate degree and post-graduate higher education curriculum design units. Her research interests are inclusive teaching and curriculum design, e-learning and academic professional development. Mary worked for many years in academic professional development and learning design for higher education, VET and TAFE.

Petra is Unit Chair of Introduction to University Studies at Deakin University—co-ordinating the teaching team as well as actively teaching in the unit. Petra has been able to draw on previous experience in working directly in supporting students, as well as in curriculum development and design. Her approach to developing and teaching this foundation skills unit is also informed by her own area of research expertise in philosophy.

Across her roles as an equity practitioner and educational researcher, Juliana has a keen interest in the relationship between policy and practice as lived and worked. She manages student and staff equity programs and works as a sessional academic at Deakin University. Juliana's research has spanned professional learning, inclusive learning and teaching, and work-integrated learning. Her research interests include social justice in education, identity in practice, narrative research and discourse analysis.

Corinna is the Manager of Student Academic and Peer Support Services at Deakin University. She has had extensive experience in ESL and academic support in both TAFE and University sectors, in Australia and abroad. She has a particular interest in embedded academic support, academic literacies and the first year experience. Her doctoral research focuses on diversity and disadvantage in widening university participation.

Christine Oughtred is currently Manager of Digital Literacy Programs at Deakin University Library. She has previously worked as a Teaching and Learning Librarian and Liaison Librarian for Arts and Education at Deakin University. Christine's professional interests include digital literacy within Higher Education, innovative online teaching practices and professional development for academic librarians.

04E EMERGING INITIATIVE

Capture and Keep FYE: Lecture recordings are not a game

Nicole Masters, Ann Parkinson, Colleen Kneale,
School of Health and Sports Science, Faculty of Science, Health, Education and Engineering, University of the Sunshine Coast (USC)

Theresa Ashford, Goksu Dines, Ashley Fisher
Centre for Support and Advancement of Learning and Teaching, University of the Sunshine Coast (USC)

The purpose of web-based lecture technologies like Mediasite, Lectopia or Echo360 is to facilitate and support flexible options for students and to support their learning. However many academics believe lecture recordings encourage low participation rates in lectures, and that they are not suitable technologies for promoting learning. The aim of our project is to uncover the 'when why and how' students of in our regional context engage with lectures. Ultimately we will develop a lecture delivery best practice toolbox that caters to synchronous and asynchronous audiences to enhance first year STEM learning experiences and improve student success. In doing so we hope to dispel current academic sentiment about lecture recordings and to drive a fundamental shift that recognises the virtual audience and the need for purposeful modifications to classroom pedagogy. This paper reports on our preliminary findings and the new lecture practices and initiatives developed to date.

Biography

Dr Nicole Masters is a Lecturer with 5 years' experience in curriculum design and development across first year bioscience, biology and physiology courses. Nicole is an early career academic with a strong interest in student engagement and the first year experience. Nicole has research interests in enhancing student engagement and use of technology enhanced resources.

Dr Ann Parkinson is a Senior Lecturer with over 18 years' experience in developing and delivering curriculum across the areas of first year biology and advanced level physiology. Ann is a strong proponent of how visualisation and technology enhanced resources can be used to teach science and enhancing student transition into university studies. Ann has research interests in first year experience and blended learning.

Colleen Kneale is an Associate Lecturer with over 8 years' experience in developing and delivering curriculum across the areas of bioscience, biology, physiology and the enabling programmes for science. Colleen has research interests in first year experience and student engagement.

Theresa Ashford is an Academic Developer for C-SALT focussing on teaching and learning applications in the Faculty of Science, Health, Education and Engineering. Theresa has worked at USC across different project and academic areas for over 9 years.

Goksu Dines is a Learning Designer for C-SALT who provides support and resources to enable staff to source, adopt and create educational technologies for effective teaching and learning.

04F EMERGING INITIATIVE

Opportunity through online learning: improving student access, participation and success in online undergraduate studies

Cathy Stone
The University of Newcastle, Australia; Curtin University, Australia.

Increasing numbers of students from backgrounds which have been historically underrepresented at university are taking up the opportunity to study online, particularly through open-entry pathways. However, within online undergraduate studies, student retention and completion is very low. This presentation will outline a project being conducted by an Inaugural Equity Fellow appointed by the National Centre for Student Equity in Higher Education (NCSEHE), investigating the range and effectiveness of practices, supports and retention strategies being used within online learning at Australian universities, and at the Open University UK, in terms of access, retention and academic success. The aim of the project is to develop a set of national guidelines for improving the success and retention of students in online undergraduate education.

Biography

Dr Cathy Stone is an Equity Fellow with the National Centre for Student Equity in Higher Education and is employed by the University of Newcastle, Australia. Cathy has had many years' experience in developing and managing strategies to improve student success and retention in higher education. Her publications mainly relate to the experiences of mature-age and first-in-family students. Cathy's previous work with Open Universities Australia has given her a particular interest in improving outcomes for diverse cohorts of online students.

04G EMERGING INITIATIVE

Walking the Tightropes

Jennifer Lawrence, Jonathan Powles
University of Canberra

In 2014 the University of Canberra introduced a common first-year unit, now titled 'Foundations of Professional Planning'. Introduced gradually, the unit was planned to be taken by all commencing Undergraduate students at UC. The unit gives students the opportunity to plan their professional trajectory through curriculum and co-curriculum, and to develop skills in teamwork and communication that are common to many professions. The process of developing this generic but professionally-situated unit was a delicate walk of several tightropes: between the generic skills students needed and their specific professional aspirations; between the various definitions of relevance held by an extremely diverse cohort; between satisfying subject academics' desires to control the curriculum and students' own needs to shape their individual professional learning; and always threading through the tangle of educational preconceptions a large cross-university group of teachers brings to such a massive curriculum design exercise. This paper charts the lessons learned.

2:40PM – 3:10PM
PARALLEL SESSION 5

Room	South	Centre	North	Hamersley	Goldsworthy	East	West
Parallel Session 5	**5A - RP**	**5B - EI**	**5C - GPR**	**5D - EI**	**5E - EI**	**5F - EI**	**5G - EI**
2:40pm- 3:10pm	Pre-commencement interviews to support transition and retention of first year undergraduate students	Making sense of knowledge: Supporting students in the quest for employment	Calling all students! Five lessons learnt from two years of MonTRACK	Study Hacks: a creative initiative for student partnership in higher education	Put yourself in their shoes: academic literacies course design	Collaborative Pathways to Education and Employment: An Emerging Initiative at the University of Wollongong	Gamifying adult literacy learning with apps: Reflections on the 'state-of-the-art' to the 'state-of-the-actual'
	Denise Wood, Gillian Gray-Ganter, Robyn Bailey	*Heather Pate*	*Judith Little, Kellie Rayment*	*Lauren Woodlands, Alison Jaquet, Jocelyne Bouzaid, Elise Lawrence, James Yates*	*Linda Thies, Corinna Ridley*	*Annie Werner, Anne Snowball, Keirin McCormack*	*Erica Southgate, Shamus P. Smith*
	Central Queensland University	*Edith Cowan University*	*Monash University*	*Queensland University of Technology*	*Deakin University*	*University of Wollongong*	*The University of Newcastle, and Curtin University*

05

05A REFEREED PAPER

Pre-commencement interviews to support transition and retention of first year undergraduate students

Denise Wood, Gillian Gray-Ganter, Robyn Bailey
Central Queensland University

This paper reports the findings of a pilot study conducted at a regional university in Australia involving a pre-commencement interview strategy that aimed to better support first-year students transitioning into an undergraduate nursing program. The aim of the study was to determine the efficacy of the approach and inform the development of more effective transition and retention strategies (STARS) at the institutional level. The study was informed by Kalsbeek's (2013) '4 Ps' framework for student retention, which identifies student profile, progress through their studies, university processes and alignment between a university's promises and the student experience of its delivery on those promises as critical components of an all-of-institution approach to improving student retention and success. An additional 'P', preparedness, was identified as another important dimension, recognising that student preparedness for study is a vital component of an effective transition and retention strategy. The findings viewed through the lens of the expanded '5Ps' framework highlight the potential of the approach as an institutional strategy for improving student transition, retention and success.

Biography

Denise Wood is Director and Professor of the Centre for Regional Advancement of Learning, Equity, Access and Participation, and Engaged Research Chair, at CQUniversity. Her research focuses on inclusive design and strategies aimed at increasing the social and educational participation of people from diverse backgrounds. She has been awarded more than $6 million in research income for projects aimed at improving educational and employment pathways for people from under-represented groups. She is an author/co-author of more than 120 peer reviewed publications.

Gillian Gray-Ganter has been a lecturer at CQ University for over 20 years. She has undertaken teaching and course coordination within undergraduate and post-graduate nursing programs and has been Head of BN Program (Student Affairs and Work Integrated Learning). Currently she is introducing inherent requirements to the nursing programs within the context of inclusion and accessibility for students. Recent research has focused on student attrition and retention to support students to completion and improve student satisfaction with their learning journey.

Robyn Bailey is a project officer at CQUniversity. Her qualifications include a Bachelor of Social Work degree. She commenced employment at CQUniversity in 1987 and has worked on several equity related projects. These projects include the trial of a precommencement interview strategy reported in this paper, a national OLT funded project focusing on the 21st Century Regional Student Experience, and a HEPPP funded retention and return-to-study project. She has been Incorporations secretary of ANZSSA and member of ISANA.

05B EMERGING INITIATIVE

Making sense of knowledge: Supporting students in the quest for employment

Heather Pate
Edith Cowan University

Preparing students for employment has become increasingly important for Australian universities. However, while courses teach the required information and give students opportunities to practise the necessary skills, students are frequently unaware of what they have learned (Peet et al, 2011). In this initiative, we look at how explicitly introducing and teaching the Course Learning Outcomes (CLOs) throughout a course can support students' ability to articulate their learning to others. We examine an integrative method of guiding students through the use of embodied questions to link their professional stories to their skills. Through this process, students are given meaningful opportunities throughout their course to describe, discuss and evidence their learning. Using a PebblePad workbook, students are supported course-wide and course-long, and are equipped to create a showcase portfolio of their work in their final year to support their future employment.

Biography

Heather Pate is a Senior Learning Designer in the Centre for Learning Teacher at Edith Cowan University, Western Australia. Heather is interested in the development of employability skills, portfolio use, scaffolded learning, the way language is used, and student empowerment.

05C GOOD PRACTICE REPORT

Calling all students! Five lessons learnt from two years of MonTRACK

Judith Little, Kellie Rayment
Monash University

The following Good Practice Report focuses on the MonTRACK program which commenced at Monash University in 2014. This peer-to-peer support program has grown considerably over the past two years and lessons learnt along the way are discussed within the context of the programs development. We address how the program was established, how it currently operates and how it is received by the University community. We also consider how MonTRACK we can continue to improve the program and have a positive impact on the student experience.

Biography

Kellie Rayment began working at Monash University in 2004. Kellie has held a number of professional staff roles including Student Advisor and Senior Student Engagement and Support Adviser. Kellie currently works within the Orientation and Transition team within the Campus Community Division and coordinates the MonTRACK program at Monash University. Kellie is responsible for managing ninety casual staff and the contact program which seeks to connect with 14,000 commencing students up to five times a year.

Jude Little has a Bachelor of Arts with Honours in Criminology (University of Melbourne) and a Postgraduate Diploma in Psychology (Monash University). Jude has worked at Monash for thirteen years in various roles including Postgraduate Student Administration in a faculty and Admissions Officer (central). Jude's current role is Manager Orientation and Transition in Student Engagement and Support, Campus Community Division. This role involves coordinating Orientation programs, as well as transition, retention and student experience initiatives across the University.

05D EMERGING INITIATIVE

Study Hacks: a creative initiative for student partnership in higher education

Lauren Woodlands, Alison Jaquet, Jocelyne Bouzaid
Elise Lawrence, James Yates
Queensland University of Technology (QUT)

The transition into higher education can be challenging for new learners, with many students navigating new disciplines and encountering unfamiliar academic practices. There is no one method for successful study, and students take diverse approaches to their university learning. The Study Hacks postcard project sought to capture the individual study methods and learning approaches used by students. Students were invited to make short, postcard-sized messages that communicated their own study advice and strategies for peers. These postcards were displayed at multiple sites, on campus and online, and were incorporated into support for learning workshops at QUT Library. Students partnered with staff in the project design, implementation and dissemination of findings.

Biography

Lauren Woodlands is a learning and teaching professional who is driven by the desire to assist the simple yet powerful process of learning. She enjoys working with Creative Industries students and has recently completed her visual arts PhD in practice-led research at QUT. Lauren is interested in creating curriculum models and resources designed to normalise help seeking in order to create resourceful, resilient graduates who draw on their networks to achieve success.

Alison Jaquet has held various roles in the university sector over the past ten years. As the new Manager, Support for Learning at the University of the Sunshine Coast (USC), she leads the support for learning team to develop students' professional, academic and leadership skills inside and outside the curriculum. Her current research interests include the international student experience and the research journey of postgraduate students.

Jocelyne has over 12 years of experience in research and teaching in the higher education sector, primarily within STEM disciplines. Jos has a PhD in Chemistry and is the Academic Skills Adviser for the Science and Engineering Faculty within QUT Library. She uses learner-centered pedagogical approaches, data analysis and systematic evaluation to enhance student first year experience. Her current projects include improving the communication skills of first year STEM students and implementing student partnerships in higher education.

James Yates is a third-year student at Queensland University of Technology (QUT), studying a Bachelor of Education (Primary). He currently works for QUT's Equity Services as a participation assistant to improve access to learning. He is passionate about creative ways to engage students and uses of technology in teaching.

Elise Lawrence is completing her fourth year of undergraduate studies at Queensland University of Technology (QUT); a dual degree in Business (management) and Fine Arts (creative and professional writing). She is an active member of the campus community, with roles in campus volunteering and students-as-partners initiatives. She is passionate about engaging students more deeply in their university environment and empowering them to shape their own learning experiences.

05E EMERGING INITIATIVE

Put yourself in their shoes: academic literacies course design

Linda Thies, Corinna Ridley
Deakin University

One of the outcomes of projects funded through the Australian Federal Government's widening participation policy has been a focus on curriculum design, which develops the academic literacies students need to successfully complete assessment tasks, and to achieve course learning outcomes. An evaluation of these projects at one Australian university included a measure of staff capacity building, specifically how teaching staff improved teaching practice by "putting themselves in their students' shoes". The results of the evaluation included staff confirmation of the value of collaboration, and of professional development which gave them a better understanding of both discipline-specific academic literacies, and how to scaffold students' academic literacies development. However, the projects did not produce a favoured model for staff development, and this presentation seeks to explore effective collaborative models for curriculum design and ways of sustaining project outcomes.

Biography

Dr Linda Thies is a Language and Learning Adviser at a regional campus of Deakin University, and has also worked as a lecturer in Education. She has jointly coordinated a number of equity projects with the most recent project aiming to include the development of academic literacies in course curricula. Her research interests include:

- the developing pedagogy around course design which embeds academic literacies and graduate attributes,
- employment and education pathways for young people in rural and regional areas.

Corinna is the Manager of Student Academic and Peer Support Services at Deakin University. She has had extensive experience in ESL and academic support in both TAFE and University sectors, in Australia and abroad. She has a particular interest in embedded academic support, academic literacies and the first year experience. Her doctoral research focuses on diversity and disadvantage in widening university participation.

05F EMERGING INITIATIVE

Collaborative Pathways to Education and Employment: An Emerging Initiative at the University of Wollongong

Annie Werner, Anne Snowball, Keirin McCormack
Regional Campuses and Student Diversity, University of Wollongong

The Illawarra South East and Far South Coast regions of NSW display some of the highest unemployment rates in the state. The University of Wollongong (UOW), with campuses in both of these regions, identified an opportunity to provide potential University students with a multi-layered enabling and bridging program involving co-enrolment with Registered Training Organisations (RTOs) such as TAFE NSW, offering a pathway to University and employment. In 2015, 350 students from under-represented demographics completed the Pathways Program, including the Bridging and Transition Subject. This paper reports on the origins of the UOW Pathways Program, including the Bridging and Transition Subject; how it operates; the basic pedagogical theory behind the development of the curriculum content; and the outcomes and learnings so far.

Biography

Dr Annie Werner has been affiliated with the University of Wollongong since 1997, and is currently Head Tutor in the Faculty of Law, Humanities and the Arts at the University's Bega Campus. Annie completed her Ph.D. in English Literature at the University of Wollongong in 2009. Her research interests have since expanded to include researching, developing and delivering material within the Pathways program. Annie has delivered papers at a number of conferences both in Australia and internationally, and has published peer-reviewed journal articles, book chapters and pieces of short fiction.

As the Director of Regional Campuses and Student Diversity, Anne Snowball is responsible for guiding the University's efforts in student outreach and equity, and managing $3.8 million of Higher Education Participation Program (HEPP) funding. Anne also has responsibility for the University of Wollongong Regional Campuses, which have expanded to five campuses during her tenure. In 2014, Anne's portfolio expanded to include Student Diversity, and she has been instrumental in developing the University's award winning In2Uni student outreach program.

Keirin McCormack (BA Communication -Social Inquiry) is a Higher Education Professional and IAP2 certified engagement practitioner with over ten years experience delivering engagement programs in higher education and member based organisations. Keirin has a passion for advocacy and building the aspirations and inclusion of all community members in the transformative potential of education. Keirin has presented at conferences and workshops on growing partnerships across sectors and the opportunity that digital engagement offers for the Higher Education Sector.

05G EMERGING INITIATIVE

Gamifying adult literacy learning with apps: Reflections on the 'state-of-the-art' to the 'state-of-the-actual'

Erica Southgate
The University of Newcastle

Shamus P. Smith
Curtin University

The purpose of this paper and session is fourfold. Firstly, we outline an enduring educational and social problem, poor levels of literacy amongst some adults, including students in higher education, and a potential innovative solution – the gamification of literacy learning. The problem of literacy development in higher education is often subsumed under study skills programs; however, we suggest that serious computer games can be used as digital tools to assist students overcome the shame associated with poor literacy and provide an engaging way to learn. Secondly, we outline the development of two serious literacy game apps, and discuss findings from an initial evaluation of one of the apps, Apostrophe Power. Thirdly, we offer some critical observation about game development and educational technology. Finally, we provide a series of questions formulated to facilitate a critical sharing of experience around individual and institutional use of educational technology.

Biography

Dr Erica Southgate is 2016 National Equity Fellow (National Centre for Student Equity in Higher Education, Curtin University). For over twenty years she has worked with communities facing disadvantage to come up with solution on their own terms. She is widely published in the areas of social justice in education and health, and has an interest in sociological, feminist and pedagogical theory. She is a co-founder of the DICE (Digital Identity, Curation and Education) research network.

Dr Shamus Smith specialises in the development and evaluation of interactive software interfaces. His research interests include virtual environments, technology-enhanced learning, serious games and human-computer interaction. His research is interdisciplinary and empirical in nature and focuses on the software engineering of advanced user interfaces and the complex interactions that result when they are deployed with human users. Dr Smith is a co-founder of the DICE (Digital Identity, Curation and Education) network and the i3Lab (Interaction, Interfaces and Invention).

3:40PM – 4:10PM
PARALLEL SESSION 6

Room	South	Centre	North	Hamersley	Goldsworthy	East	West
Parallel Session 6	**6A - EI**	**6B - RP**	**6C - GPR**	**6D - EI**	**6E - EI**	**6F - EI**	**6G - EI**
3:40pm - 4:10pm	Intentional Assessment Design: A Reflection on a Student Partnership in Law	LSES students and the theory of trusting networks: A whole of institution approach for Student Services.	Five years of FYE: Evolution, outcomes and lessons learned from an institutional program	Fostering Positive Cross-Cultural Student Experiences in Transnational Education	Who sets the agenda? A new perspective on student experience, transition and engagement	Raising equity and diversity awareness within a Faculty of Engineering	Finding common ground – Insights from an emerging students helping students community of practice
	Rachael Field	*Christie J. White*	*Jo McKenzie, Kathy Egea*	*Hannah Wilkinson, Madeline Hermawan, Jessica Murray*	*Emily McIntosh, Duncan Cross*	*Tessa Sillifant, Catherine Dunphy*	*Corinna Ridley, Dawn Jones, Kate Artz, Lynn Milburn*
	Bond University	*University of Southern Queensland*	*University of Technology Sydney*	*The University of Western Australia*	*University of Bolton*	*University of Auckland*	*Deakin University*

06

06A EMERGING INITIATIVE

Intentional Assessment Design: A Reflection on a Student Partnership in Law

Rachael Field
Bond University

Shelley Kolstad
Queensland University of Technology

The QUT Student as Partner Curriculum Design Scheme was an initiative of 2015 which aimed to engage students and staff as co-designers and co-producers in curriculum reimagining activities. This initiative was a response to recent trends in tertiary level approaches to learning and teaching which are shifting from a model where students are 'consumers' of their education to one where students are active partners and curators of their own educational experience (Healy 2015). The implementation of the project in the QUT Law School had the particular focus of better understanding student learning approaches in law so as to better inform intentional assessment design to support the learning of discipline knowledge and the acquisition of good legal thinking and reasoning skills. This paper describes the institutional initiative and its program of activities and also the Faculty level project and its outcomes. The paper offers some insights into the practice of 'students as partners'.

Biography

Rachael Field is a Professor of Law in the Law School at Bond University. 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 2010 Rachael worked with Professors Sally Kift and Mark Israel on the development of the nationally influential Threshold Learning Outcomes for Law. Rachael has co-authored two successful first year law texts entitled "The New Lawyer", and "Lawyering and Positive Professional Identities". Rachael was a member of the First Year in Higher Education Conference organising committee between 2007 and 2014 and now co-chairs the organising committee for the STARS Conference. In 2013 Rachael was named the Queensland Woman Lawyer of the Year.

Shelley Kolstad is a QUT Law Student, Dean's Scholar and Sessional Research Assistant with the Crime and Justice Research Centre, Faculty of Law at the Queensland University of Technology.

06B REFEREED PAPER

LSES students and the theory of trusting networks: A whole of institution approach for Student Services.

Christie J. White
University of Southern Queensland

What are the driving forces that influence students from low socioeconomic backgrounds (LSES students) to access support in higher education? Using a constructivist approach to grounded theory methodology, 20 interviews were conducted with LSES students and staff members at an Australian university. The aim was to develop a theory for Student Services departments to inform planning and service delivery for supporting LSES students. Based on coding of transcribed interviews and a thematic analysis of those codes, the theory of trusting networks was constructed. The LSES students interviewed were more likely to seek out support from individuals in their networks that had characteristics associated with being trustworthy. This theory provides insights for service delivery for Student Services departments reinforcing a whole of institution approach to supporting LSES students. This paper builds on an earlier paper that detailed selected findings from the research (White, 2014).

Biography

Christie White is the Director of Student Services & Social Justice at the University of Southern Queensland and Vice-President (Australia) of the Australian & New Zealand Student Services Association. Her doctoral research has developed a theoretical framework for Student Services in higher education to provide support to students from low socioeconomic backgrounds.

06C GOOD PRACTICE REPORT

Five years of FYE: Evolution, outcomes and lessons learned from an institutional program

Jo McKenzie, Kathy Egea
University of Technology Sydney

The UTS First Year Experience (FYE) program is an institution-wide, systematic approach to supporting transition, retention and success for first year students from low socio-economic status backgrounds, within a philosophy that good practice for these students is good practice for all students. The program is based on third-generation first year practice and transition pedagogies. It includes central and faculty coordinators, small grants and learning communities enabling the development, embedding and sharing of transition practice in the curriculum. This good practice report will describe the program, its evolution over five years and its impacts on academic and professional staff engagement and improving success for students from low socio-economic status backgrounds. Lessons learned about the importance of central and local coordination, sharing practice underpinned by a scholarly framework, the use of data and strategic alignment will be highlighted.

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 initiated and led the first year experience strategy. Jo has been a leader or team member on eight completed OLT grants. With 25 years experience in higher education, her research focuses on change in university teachers' understandings and practices.

Dr Kathy Egea is a senior lecturer with over 25 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.

06D EMERGING INITIATIVE

Fostering Positive Cross-Cultural Student Experiences in Transnational Education

Hannah Wilkinson, Madeline Hermawan, Jessica Murray
The University of Western Australia, Business School Student Services

Recent years have seen a global precedence of 'student experience' as being the heart of Higher Education. Simultaneously, there has been an exponential rise in numbers of international, particularly Asian, students at Western tertiary institutions. These trends converge in an influx of literature identifying the challenges faced by Asian international students transitioning into Western universities and their associated student experiences. However, proposed solutions tend to focus on educating Asian students about Western teaching and learning, but rarely address the potential development of existing domestic students, particularly the degree to which they may contribute towards social and academic integration. In response, this paper propounds a dialogic, collaborative process where an Australian University's domestic students and staff attempt to attain an authentic understanding of the Chinese student experience and focuses on the benefits of cross-cultural understanding at all levels of the student lifecycle – together with, and for, their transnational peers.

Biography

Hannah Wilkinson is the Student Services & Experience Manager at The University of Western Australia Business School, managing the Student Experience, Student Centre, and MBA Programs teams. She is a qualified teacher in the Post-Compulsory Further and Higher Education sector, specialising in the development of T&L within inclusive education, adult literacy and numeracy, and ESL. Hannah has experience managing multi-campus departments, working strategically to raise the opportunities and profiles of the learner voice, student engagement, and student well-being.

Madeline Hermawan is the Student Mobility & Engagement Officer for The University of Western Australia Business School. As part of the Student Experience team, Madeline works to create and facilitate opportunities that engage and support all student cohorts at UWABS. In particular, she undertakes works on international student mobility for UG, PG, and MBA students; transnational agreements and welfare (principally with Chinese institutions); and LSES and alternative pathway student engagement. Madeline graduated from UWA with a first-class Honours degree in Arts.

Jessica Murray is a Research Assistant at The University of Western Australia Business School. In 2015 she provided research support for a project on infrastructuring in the context of transnational education. She graduated from The University of Western Australia in 2015 with a first-class Honours degree. She is currently completing her PhD in the Humanities. Her primary research interest is the interdisciplinary potential of literary studies: the relationships between history, economic and political theory, law, and literature.

06E EMERGING INITIATIVE

Who sets the agenda? A new perspective on student experience, transition and engagement

Emily McIntosh, Duncan Cross
Student Experience Unit & Off-Campus Division, University of Bolton

The rise in UK university fees has prompted significant investment in the student experience, with increased emphasis on an agenda that promotes student engagement and partnership. Who sets this agenda and who are the stakeholders? This paper introduces emerging research on the topic of agenda setting in higher education, using a case study from a UK institution which is extremely diverse in its student profile and has several off-campus partnerships, both within the UK and internationally. Preliminary research focusses on how both on and off-campus students identify with the institution, it assesses their involvement in setting the student experience and engagement agenda and how they transition into higher education. This paper considers the impact of the terminology used in the UK higher education sector to describe the role of students. It presents a new perspective on partnership by raising important questions about the potential of higher education professionals to empower students to be at the heart of setting their own learning agenda.

Biography

Dr. Emily McIntosh is Associate Director, Student Life at the University of Bolton. Emily's research focusses on student engagement, identity and transition. Emily works with the Executive Dean, Student Experience to develop and implement the University-wide Student Experience and Learning, Teaching & Assessment Strategies focussing on student retention, progression and attainment.

Dr. Duncan Cross is a senior lecturer and the Academic Co-ordinator for Standards, Enhancement and the Learner Experience for the Off Campus Division at the University of Bolton. Duncan's subject experience lies within education, medical education and transnational education and has taught undergraduate and postgraduate students for a number of years. He is currently leading institutional developments to ensure parity of learning, teaching and assessment, quality, and student experience between on-campus provision and collaborative partners.

06F EMERGING INITIATIVE

Raising equity and diversity awareness within a Faculty of Engineering

Tessa Sillifant, Catherine Dunphy
University of Auckland

This paper explores the development of an initiative implemented in a faculty within a large university to provide a safe and inclusive study and work environment for students and staff who identify as lesbian, gay, bisexual, transgender and intersex (LGBTI). By recognising diversity and utilising strategies already firmly in place, relationships have been built to elicit feedback and consultation which has led to the development of a safe and supportive peer environment, the enhancement of inclusive practice and the increase of visibility for the LGBTI community within the Faculty.

Biography

Tessa Sillifant is part of a team of 6 within the Faculty of Engineering that supports students from transition to employment. Tessa has led the development of initiatives for LGBTI students within the Faculty. Tessa also develops strategies for students who are at 'academic risk' and has responsibility for students from equity groups.

Catherine Dunphy is the Manager of the Student Engagement Team and has extensive experience in developing support initiatives for students, with a particular focus on Maori and equity groups.

06G EMERGING INITIATIVE

Finding common ground – Insights from an emerging students helping students community of practice

Corinna Ridley, Dawn Jones, Kate Artz, Lynn Milburn
Deakin University

Deakin University offers many peer-to-peer programs coordinated by various parts of the University, including faculty-specific and institution-wide programs. While the University has always supported this diversity, there was little opportunity for sharing practice, and the overall value of peer-to-peer models within the wider student experience was dissipated. To overcome these concerns, in 2014 the University established the Students Helping Students (SHS) Hub to bring the programs into a coherent whole and enable university-wide standards to be established. To do this, it was decided to take a community of practice approach to engage the different peer program coordinators with the SHS Hub and give all involved a sense of ownership, ensuring the SHS Hub was relevant across the whole University. This approach was expected to successfully establish university-wide standards for Deakin's peer to peer programs by breaking down organisational silos while maintaining the valued knowledge and diversity of each program.

Biography

Corinna is the Manager of Student Academic and Peer Support Services at Deakin University. She has had extensive experience in ESL and academic support in both TAFE and University sectors, in Australia and abroad. She has a particular interest in embedded academic support, academic literacies and the first year experience. Her doctoral research focuses on diversity and disadvantage in widening university participation.

Dawn is the Team Leader (Peer Support) in Student Academic and Peer Support Services at Deakin University. She has worked for many years as a teacher, director of studies and senior manager in schools, universities and in the ELICOS sector. Dawn is also a NIDA graduate and applies her experience as an actor, script writer, director and presenter to her interest in intercultural communication and intercultural drama.

Kate is the Coordinator of the Students Helping Students Hub at Deakin University. She has worked in academic support as a Language and Learning Adviser and has experience tutoring in digital literacy and developing online educational resources. Kate has a Master of Linguistics, postgraduate TESOL qualifications and experience teaching English as a second language in Australia and abroad.

Lynn works with the Academic and Peer Support Services team at Deakin University. Her keen interest in peer support began in 1982 as a peer mentor in the US, and she now has extensive experience on all sides of peer support across a range of academic areas. Her interest in ESL and linguistics led to a Masters thesis on ESL academic writing and provided interesting work opportunities in countries such as Japan, Canada, Vietnam, Oman, Mongolia and France.

4:20PM – 4:50PM
PARALLEL SESSION 7

Room	South	Centre	North	Hamersley	Goldsworthy	East	West
Parallel Session 7	**7A - EI**	**7B - EI**	**7C - EI**	**7D - EI**	**7E - EI**	**7F - EI**	**7G - EI**
4:20pm - 4:50pm	Start Smart - an early round offer engagement event for non-school leavers	Mastering Transition: Exploring postgraduate coursework student's 'first experiences'.	Between and beyond 'Risk' and 'Excellence': Massey's Academic Standing model for all students' success	Exploring belonging beyond disciplinary boundaries: Creating space for connection and community	Traction or transactions - the metrics of engagement	Developing the citizen scholar: graduate proficiencies and the future of universities	Fascinating Attention: Digital literacies in the FACE of digital distractions
	Cheryl Burgess, Karen Newson	*Nicola Parker, Lesley Townsley*	*Anna V. Rogers and Andrea Mackay*	*Cris Clucas*	*Rhonda Leece, Edward Campbell,*	*James Arvanitakis, David J Hornsby*	*Marcus O'Donnell, Warren Summers*
	The University of Newcastle	*University of Technology Sydney*	*Massey University*	*The Australian National University*	*University of the Sunshine Coast, University of New England*	*Western Sydney University and University of the Witwatersrand*	*University of Wollongong, Independent Scholar*

07

07A EMERGING INITIATIVE

Start Smart - an early round offer engagement event for non-school leavers

Cheryl Burgess
Senior Manager, Access & Transition, The University of Newcastle

Karen Newson
Access & Transition Coordinator, The University of Newcastle

Changes to the Higher Education landscape in Australia has seen a once docile competitive arena turn into a sector where institutions play hard ball to grab students into their admission pool (Robinson, 2014). At the University of Newcastle (UON), there has been an increased urgency to ensure all prospective students turn into enrolments. Strategies to boost our enrolment pool have been explored and decisions made to participate in an increased number of admission rounds.

To ensure students that were made offers in these early rounds were supported, engaged and felt connected to our university, the Start Smart event was designed. We know that student engagement is an important factor to student success and this event was planned to address questions that these prospective students may have and to ensure they felt support early on, prior to the orientation period (Krause & Coates, 2008, p.485).

Biography

Cheryl has over 25 years experience working in Higher Education in Australia. Her experience covers managing the areas of international admissions, student outreach, and transition and retention programs at the University of Newcastle. Cheryl is passionate about helping all students achieve success while studying. Cheryl has developed High School outreach programs and 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.

Karen has over 13 years experience within Higher Education employed in numerous positions supporting the Student Life Cycle. Her experience covers Program Advice, Governance & Policy, Student and Academic Business, Credit & Articulation. Previously Karen worked collaboratively with TAFE and VET providers by developing pathways to University for non-school leavers. Currently Karen is responsible for coordinating High School Partnerships and Outreach Programs and is heavily involved with new student progression from offer to Orientation and first year transition support and advice.

07B EMERGING INITIATIVE

Mastering Transition: Exploring postgraduate coursework student's 'first experiences'.

Nicola Parker, Lesley Townsley
Institute for Interactive Media and Learning, Faculty of Law, University of Technology Sydney

This emerging initiative focuses on: 'What does transition to a Masters program mean for students in the Australian context?'. Despite the importance of retaining Masters coursework student numbers and the value of these courses for universities, there has been relatively little research, policy development and examination of practice. There is clearly also a need to consider the nature of postgraduate students' transition (Ashford & Smith, 2013) and success. This session will report on Masters coursework students' 'first experiences'. Their experiences will be compared with existing frameworks, including: the nature of 'Mastersness' (SCEEC, 2013); best practice principles for postgraduate coursework (Reid et. al., 2003) and transition pedagogy (Kift, 2009), to explore how best to support this diverse group. Discussion will explore supporting 'first experiences', the nature of transition and support throughout programs.

Biography

Nicola currently supports all aspects of teaching and learning at UTS, working primarily within the Faculty of Law. She provides learning and teaching support to the faculty executive, teaching teams and individual academics. Nicola's research interests focus on student experiences of information and learning, including the affective dimensions of assessment. She has contributed to national learning and teaching research initiatives including 'Embedding Peer Review of Learning and Teaching in Online and Blended Learning Environments', and 'Building Leadership with Sessional Staff'.

Lesley's research interests include criminal law and procedure, the law of evidence, legal education and law and emotion theory. She has taught Evidence and Criminal Procedure; Criminal Law; Ethics, Law and Justice and Advocacy in the Practical Legal Training Program. Lesley has also contributed to curriculum review and design and is a member of the Faculty Widening Participation committee, as well as a regular participant in the Year 11 Outreach Program and Experience UTS Day.

07C EMERGING INITIATIVE

Between and beyond 'Risk' and 'Excellence': Massey's Academic Standing model for all students' success

Anna V. Rogers, Andrea Mackay
National Centre for Teaching and Learning, Massey University

In 2014, Massey University began implementing a whole of institution Academic Standing model to support student success at all levels. Academic Standing moves beyond 'at-risk' and 'not-at-risk' designations, creating a continuum of achievement. Academic Standing provides students with clear expectations, linking them to support relevant to their situation. It also recognises success as an ongoing process, challenging staff across Massey to devise more effective success strategies for all students. In its first semesters, high achievement is modestly increasing while exclusions are significantly decreasing. The model's next big challenge is to craft qualification-specific support interventions for students at each achievement level. This Emerging Initiative Report aims to illustrate how Academic Standing is shifting staff and students' notions of success before generating discussion on the inherent challenges in realising a whole institution strategy that works for students across qualifications and levels of achievement.

Biography

Andrea Mackay was appointed Coordinator: Student Success at Massey in 2013, providing leadership in policy development and collaborating across the University to implement student success and retention initiatives. Building on several years' experience managing success and retention projects, Andrea led the design and implementation of Academic Standing. Anna V. Rogers joined Massey in 2015 as a Student Engagement Advisor, with a strong research background as well as course redesign and tutoring experience. Anna is leading the evaluation of Academic Standing from this fresh perspective.

07D EMERGING INITIATIVE

Exploring belonging beyond disciplinary boundaries: Creating space for connection and community

Cris Clucas
ANU Student Experience and Career Development, The Australian National University

The Australian National University's (ANU) Division of Student Life remit is to encourage a holistic educational experience which goes beyond the confines of the classroom to include co-curricular activities – widely acknowledged as a fundamental part of transition pedagogy, student support and social integration (Kift et al., 2010; Tinto, 2009; Yorke, 2006). With the massification of Higher Education and the diversity of the student body in; age, gender, ethnicity, national background, socio economic status, need to care for dependents and first in family (Yorke, 2006), observable boundaries exist between Undergraduate and Postgraduate, International and Domestic, residential and non-residential students and at times a chasm of difference between Baby Boomer/Gen X staff and Millennial students. Is it possible for the ANU Student Experience and Career Development team to create a space for connection and engagement across these boundaries resulting in a sense for students of connectedness (Lizzio, 2006) and belonging (Kift, et al., 2010; Tinto, 2009; York, 2006) to the ANU community?

Biography

Cris Clucas graduated from the ANU School of Art's Graphic Investigation workshop in 1996, where she explored drawing, the printed image, papermaking and typography, with a focus on the creation of Artist Books. Cris was an early participant on social media and worked as a Graphic Designer from 2000 until joining the ANU Student Experience and Career Development team in 2013, where she recently won an award for innovative use of social media for the Faces of ANU Facebook page.

07E EMERGING INITIATIVE

Traction or transactions - the metrics of engagement

Rhonda Leece, Edward Campbell,
University of the Sunshine Coast, University of New England

Interest in matters of engagement and retention has meant that issues such as the relevance of comparative data, reliability of the metrics to assess levels of student engagement, and the inter-woven relationship between students, institutions, engagement and retention are attracting considerable attention. The ways in which institutions enact their understanding of engagement defines the student experience in each location yet the lack of clear and reliable metrics results in efforts being under-reported and the impact of these efforts thereby diminished in importance. This presentation offers two engagement models from a practitioner perspective and poses a number of questions for discussion: Are transactional measures of engagement proxy measures for a quality teaching and learning experience? Can institutions measure and report the impact or influence of student engagement efforts? Are engagement efforts with 'at-risk' students little more than 'palliative care'? Are there tools or practices which adequately measure levels of engagement?

Biography

Rhonda Leece has 17 years of experience in the delivery of student services in higher education. Her work has been guided by the basic principle that support services should be innovative, responsive to emerging needs and based on a respect for the diversity of the student population.

Her current work and PhD research revolves around harnessing the power of data to deliver evidence-based services which have a measureable impact on student successes.

Edward Campbell has been working in student engagement at UNE since 2001. Ed is a co-founder of UNE's award winning Engagement and Retention Team which developed the institution's early alert student engagement model. For the past 6 years his work has been focused on measuring the impact of engagement activities on the student experience. He chairs UNE's Orientation Committee, manages UNE's student engagement social media portfolio, tweets @HigherEd_Ed and blogs at http://www.edcampbell.net

07F EMERGING INITIATIVE

Developing the citizen scholar: graduate proficiencies and the future of universities

James Arvanitakis
Western Sydney University

David J Hornsby
University of the Witwatersrand

The exact position of higher education is in question as universities struggle to remain relevant to the present and future needs of society. This research project embodies a vision for higher education where graduate attributes and proficiencies are redefined and framed under the Citizen Scholar. Building on a project that crosses Australia, South Africa, Canada and more recently India, this paper discusses the role of Citizen Scholar within the context of changing demands on universities.

Biography

James Arvanitakis is a Professor in Humanities and Dean of the Graduate Research School at Western Sydney University. His research areas include hope, trust, political theatre, piracy and citizenship. James has worked as a human rights activist throughout the Pacific, Indonesia and Europe. In 2012, James received the Prime Minister's University Teacher of the Year Award. He has recently co-edited Universities, the Citizen Scholar, and the Future of Higher Education (2016, Palgrave).

David J Hornsby is an Associate Professor of International Relations and the Assistant Dean of Humanities at the University of the Witwatersrand in South Africa. Having published in both the social and biological sciences, David is also a recognised teacher having won the Vice-Chancellor's Teaching Award in 2013. He is the co-editor of Large Class Pedagogy (2013, Sun Press) and Universities, the Citizen Scholar, and the Future of Higher Education (2016, Palgrave).

07G EMERGING INITIATIVE

Fascinating Attention: Digital literacies in the FACE of digital distractions

Marcus O'Donnell
University of Wollongong

Warren Summers
Independent Scholar

Adjusting to new modes of digital behaviour and a developing digital identity is a critical part of the transition experience in higher education as students move from recreational to professional approaches to digital connection and communication. This paper argues that digital literacies must include socio-emotional literacies that enable digital encounters as embodied practices with a full range of cognitive, attentional, affective, and somatic elements. Drawing on the psychology of mindfulness literature we present a model for developing focused attention and embracing the digital as a space of creativity and engagement rather than as a space for passive exploration of information.

Biography

Marcus O'Donnell is Head, Digital Pedagogies at the University of Wollongong, his research interests include experiential and contemplative pedagogies, building online communities and narrative practices. He is currently co-authoring a guide to developing and embedding course-wide contemplative pedagogies.

Warren Summers is a community organiser and communications specialist currently undertaking postgraduate studies in psychotherapy. He has a particular interest in narrative as a therapeutic and research modality and he works with groups and individuals in the areas of storytelling, personal rituals and contemplative practice.

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9:00AM – 10:00AM

Keynote Presentation

Associate Professor Brydie-Leigh Bartleet
Director of the Queensland Conservatorium Research Centre, Griffith University
2014 Australian University Teacher of the Year

What can the creative arts bring to the engagement agenda of Australian universities?

In recent decades there has been a discernible re-imaging of how Australian universities conceptualise their engagement agendas. Most universities recognize they can no longer operate as 'ivory towers', and are increasingly seeking new ways to cultivate their university-community relationships and connections with industry. Rather than seeing these efforts as an add-on or added-bonus, universities are increasingly positioning this engagement as their 'third mission,' alongside teaching and research. As I will argue in my keynote, such developments significantly enhance the learning experience by allowing students to partner and collaborate with individuals, organisations and communities in addressing some of the most pressing issues of our time.

As universities continue to invest in these engagement strategies, there is a growing need for reflective discussion around the nature of these initiatives and the relationships and partnerships they foster. As I will suggest in my keynote, in these discussions, the higher education sector could benefit from looking at the creative and performing arts for inspiration. Within the university context, creative and performing arts have had a sustained track record of community engagement and there are sophisticated models of partnerships that could provide useful insights to this growing area of importance for higher education.

Biography

Associate Professor Brydie-Leigh Bartleet is Director of the Queensland Conservatorium Research Centre and Deputy Director (Research) at the Queensland Conservatorium Griffith University, Australia. She has worked on a range of national and international projects in community music, arts-based service learning with Australian First Peoples, intercultural community arts, and arts programs in prison. Many of these projects have been realized in partnership with a wide range of NGOs, arts and community organizations, and colleagues across Australia and the Asia Pacific. She has worked on four successive ARC Linkage projects, led a major OLT Innovation and Development project, secured over a millions dollars in research funding, and produced well over a 100 research outputs. In 2014 she was awarded the Australian University Teacher of the Year. She is the Co-Chair of the International Society for Music Education's Community Music Activities Commission, co-founder of the Asia Pacific Community Music Network, and serves on the Board of Australia's peak music advocacy body, Music Australia. She also serves on range of international and national boards including the International Journal of Music Education – Practice and the International Journal of Community Music to mention a few. As a community music facilitator she has conducted bands, orchestras, choirs, and jazz ensembles from Australia, Thailand, Singapore and Taiwan.

10:30AM – 11:00AM
PARALLEL SESSION 8

Room	South	Centre	North	Hamersley	Goldsworthy	East	West
Parallel Session 8	8A - EI	8B - EI	8C - GPR	8D - EI	8E - EI	8F - EI	8G - EI
10:30am - 11:00am	Using video annotation technology to support a reflective journal	Are you ready to play the science game? Melding maths skills for transition into university science	Your university needs you! – Utilising course and campus-specific senior students in orientation sessions.	Professional clinical communication skills development: An online interactive 'tool box'	"May the coconut tree bear much fruit" – QUT's 'niu' framework for outreach and retention with Pasifika students	Using a 'Placement Portfolio' to support Health Science students' learning and preparedness for an industry placement.	The Success of Indigenous Students of the Australian National University
	Kelley Burton	*Helen Middleton*	*David Roach*	*Anita Dewi, Barbara Yazbeck*	*Andrew Fa'avale, Gabrielle O'Brien, Alison Green, Julie McLaughlin*	*Elizabeth Abery*	*Fiona Petersen*
	University of the Sunshine Coast	*Murdoch University*	*Western Sydney University*	*Monash University*	*Queensland University of Technology*	*Flinders University*	*Tjabal Indigenous Higher Education Centre, Australian National University*

08A EMERGING INITIATIVE

Using video annotation technology to support a reflective journal

Kelley Burton
University of the Sunshine Coast

The increasing psychological distress experienced by law students in their first year at law school and public speaking anxiety that is experienced by first year students across the higher education sector are two complex problems, which need to be addressed by educators. Integrating reflective practice may assist to minimise these two complex problems. This emerging issues paper reports on the first iteration of a project where a course coordinator used video annotation technology to support a reflective journal in a first year compulsory law course, and seeks advice on how to evaluate the second iteration of the reflective journal.

Biography

Dr Kelley Burton is an Associate Professor at the Faculty of Arts, Business and Law, University of the Sunshine Coast (USC). In 2007, Kelley was an early designer of reflective journals in legal education. In 2015, Kelley received a $10,000 USC Exploratory Learning and Teaching Grant to develop a suite of student-centred resources, including video annotated recordings, to support the integration and criterion-referenced assessment of reflective practice in first year law. Kelley's research interests also include authentic assessment.

08B EMERGING INITIATIVE

Are you ready to play the science game? Melding maths skills for transition into university science

Helen Middleton
School of Engineering and Information Technology, Murdoch University

Mathematical skills are used in all areas of science, but often students come to university ill-prepared for the mathematical requirements of their courses. However studies have shown that mathematics educational level is a strong indicator of future success for students embarking on science courses. The change to a new degree structure at Murdoch University in 2014 provided an opportunity to design a new transition unit for science students incorporating mathematical activities which allow authentic experiences of science. It was seen as imperative to meld mathematics with science in a meaningful way to assist students to perform at their best as they enter the science 'game'.

Biography

Helen Middleton is a teaching scholar in Mathematics and Statistics at Murdoch University. She has taught and developed tertiary mathematics courses for students in education, business, nursing, science, mathematics and statistics, and had extensive involvement with transnational education. Current teaching and coordination responsibilities include statistics units and a large first year science transition unit. Helen spent five years in research management at The University of Notre Dame Australia. Her doctoral research was in Operator Algebras in Hilbert Space.

08C GOOD PRACTICE REPORT

Your university needs you! – Utilising course and campus-specific senior students in orientation sessions.

David Roach
Office Of The Pro-Vice Chancellor (Learning Transformations), Western Sydney University

This good-practice report details how Western Sydney University has implemented a program to utilise current course and campus-specific student volunteers in course-orientation sessions. The importance to student retention of a positive orientation experience is accepted best practice as advocated by Kift, Nelson & Clark, (2010). At Western a positive orientation experience includes the opportunity for commencing students to interact with more senior students from both their course of study and studying on the same campus, through having student volunteers participate in orientation sessions. This initiative is one of a suite of institution-wide strategies implemented towards realising a 'Third Generation' institutional approach (Lizzio, 2009; Kift, 2009) to student transition, instigated by the University. Anecdotal evidence from a range of sources is presented to demonstrate that, consistent with the literature, the initiative contributes to a positive student experience through increasing student perception of relevance and their engagement in orientation sessions.

Biography

David has been working at Western Sydney University for the past two and a half years as 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 - including a Western Sydney University 2015 internal Learning and Teaching award in 2015 - David hopes to deliver the best-practice 'Third Generation Approach' to the student transition and experience at Western

08D EMERGING INITIATIVE

Professional clinical communication skills development: An online interactive 'tool box'

Anita Dewi, Barbara Yazbeck
Monash University

Students in health science degrees need to develop professional clinical communication skills to enable better learning outcomes for excellent graduate employability skills. This presents a challenge as there is often only limited opportunities for face-to-face interactions within crowded curricula, while online resources lack the interactivity required to build communication skills. To this end, we secured a MEA1 small grant to develop an online interactive professional clinical communication 'tool box' that not only provides students with the opportunity to enhance their communication skills, but also addresses the underpinning interpersonal, problem-solving and critical thinking skills required in a clinical setting. The 'tool box' is aimed at creating a pseudo-authentic learning environment using case studies/scenarios to develop interpersonal and communication skills, and giving students the opportunity to experience various common clinical scenarios in preparation for work placement.

Biography

Anita Dewi is a Learning Skills Adviser (LSA) at Monash University. She has been teaching academic literacies in diverse disciplines namely Nursing, Education, Business and Economics, IT and Pharmacy. Prior to the above role, she was an LSA for Social Inclusion. She has previously worked as Sessional Lecturer in Indonesian Studies of Monash University, ELICOS teacher at Monash University English Language Centre, and English lecturer at an Indonesian university. She has a PhD in Applied Linguistics and MEd in TESOL.

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.

08E EMERGING INITIATIVE

"May the coconut tree bear much fruit" – QUT's 'niu' framework for outreach and retention with Pasifika students

Andrew Fa'avale, Gabrielle O'Brien, Alison Green, Julie McLaughlin
Queensland University of Technology

This paper discusses an emerging initiative to support Maori and Pacific Island ("Pasifika") students' outreach, retention and success at QUT. Drawing from experiences from a two-year engagement project with schools and the Pasifika community in Brisbane's northern corridor as well as a recent literature review, a number of common factors emerged as enablers and constrainers for Pasifika student success. Enabling factors included personal agency, cultural capital and peer group support, while some constrainers included systemic barriers, acculturation, and deficit-theorising. The 'QUT Niu2 Framework' accounts for these factors for supporting Pasifika student success. It is based on the Samoan adage 'ia fua tele le niu' or 'may the coconut tree bear much fruit'. The framework provides for a coordinated, contextual and holistic whole-of- university and whole-of-community approach to supporting this cohort. We conclude by outlining how universities might use cultural knowledge systems to support students' academic identities, performance and success.

Biography

Andrew Fa'avale is the QUT Pasifika Project Officer based in Equity Services. His role involves supporting Pasifika student success in targeted high schools and within QUT. Previously, Andrew was employed to provide a research report to inform the QUT Pasifika Working Group strategy from which he developed the QUT Niu Framework. He currently has two research projects underway focused on Pasifika student success. Andrew is a NZ-born Samoan from the villages of Safa'ato'a, Matautu, Salelologa and Sagone.

Gabrielle O'Brien has 20 years of experience in Higher Education. Until very recently, she worked in QUT's Equity Services with her main portfolio being to coordinate QUT's widening participation program. Gabrielle was the first Chair of the QUT Maori and Pasifika Working Party and co-led the 2013 QUT Pasifika Project. After 15 years at QUT, Gabrielle is now employed at Griffith University as Manager, Student Equity Services. She is also President of the Equity Practitioners in Higher Education Australasia (EPHEA).

Dr Alison Green has worked in a variety of higher education teaching, research/evaluation and policy roles in Australia and New Zealand. Since 2010, she has developed, delivered and evaluated outreach activities aimed at encouraging students from non-traditional backgrounds to consider university study. She was involved in a Pasifika university-community collaboration at Griffith University and adapted the approach to the QUT context; co-leading the 2013 Pasifika project referred to in this paper. Her PhD was on the identity of New Zealanders in Australia.

Dr Juliana Mohok McLaughlin is a Senior Lecturer in Indigenous culture studies and education, decolonising methodologies and research ethics. She gained her formal qualifications from the University of Papua New Guinea and QUT. She is the past President of the Australian New Zealand Comparative and International Education Society (now Oceania Comparative and International Education Society- OCIES). Julie is from Manus Island, Papua New Guinea where she began her career as a primary school teacher.

08F EMERGING INITIATIVE

Using a 'Placement Portfolio' to support Health Science students' learning and preparedness for an industry placement.

Elizabeth Abery
Faculty Medicine, Nursing and Health Sciences, School of Health Sciences, Flinders University

Assessment and learning are inevitable characteristics of the university environment. While methods of assessment and learning may vary, intended learning outcomes, required professional accreditation, expected university graduate qualities and student cohort are likely to impact on the format of assessment and learning objectives chosen in topic development. This paper reports on assessment redevelopment that occurred based on student feedback with the subsequent introduction of a 'Placement Portfolio' designed as not only a form of student assessment but also as a means to prepare and support Health Science students while undertaking a non-competency based work integrated learning placement. Two keys factors require consideration in this setting. Firstly the challenges for these students in determining their place in and adapting to a potentially new learning environment and secondly the student cohort being variable with professional identity and understanding of future professional practice options unknown or evolving (Frenk et al. 2010).

Biography

Elizabeth Abery is a Lecturer in the School of Health Sciences, Flinders University. Her current role involves teaching and co-ordinating core topics for first year Bachelor of Health Sciences students, and preparing, supervising and mentoring final year Health Sciences students on practicums. Elizabeth has been part of teaching teams that have been awarded Teaching and Learning Innovation Grants designed to elicit innovative and practical resources to support teaching and learning processes that inspire positive experiences for students and teaching staff.

8G EMERGING INITIATIVE

The Success of Indigenous Students of the Australian National University

Fiona Petersen
Tjabal Indigenous Higher Education Centre, Australian National University

The Australian National University is proud of its Tjabal Indigenous Higher Education Centre (TIHEC), which is known as the heart of the University for its Indigenous students, and for many others in the University community. The Centre has seen a number of talented Indigenous students graduate after overcoming a range of challenges throughout their journeys. TIHEC-supported students benefit from a variety of initiatives implemented to ensure they have every opportunity to achieve their study and career goals at our world-class university. Working strategically and in partnership with colleges and student services across the University, TIHEC contributes to a growing number of Indigenous graduates enjoying success throughout their degree and post- graduation. This session explores some of the approaches taken by the ANU and TIHEC to achieve this.

11:10AM – 11:40AM
PARALLEL SESSION 9

Room	South	Centre	North	Hamersley	Goldsworthy	East	West
Parallel Session 9	**9A - RP**	**9B - RP**	**9C - GPR**	**9D - EI**	**9E - EI**	**9F - EI**	
11:10am - 11:40am	Addressing social and emotional learning: fostering resilience and academic self-efficacy in educationally disadvantaged learners transitioning to university	The advantages to students, staff and the university in the strategic development of networks and connections within a first year tutoring team	Student centred retention - an institutional approach to engaging students	Teaching in Focus: The value of implementing a program-specific teaching support project for staff wellbeing and student success	Towards integrated online transition: Creating spaces for learners to become independent, connected and successful	Using scalable mindset interventions to promote university persistence and achievement	
	Joanne Lisciandro, Angela Jones, Karin Strehlow	*Lee-Anne Bye, Peter Jenner, Gregory Nash, Steven Crawley*	*Linda Wilkes*	*Jessica Shipman Gunson, Elizabeth Abery, Lindsay Krassnitzer, Christopher Barton, Ivanka Prichard, Eileen Willis*	*Lyn Doolan, Drew Roberts*	*Berni Cooper, Caroline Rueckert*	
	Murdoch University	*University of the Sunshine Coast, University of Melbourne*	*Western Sydney University*	*Flinders University*	*Deakin University*	*Queensland University of Technology*	

09

09A REFEREED PAPER

Addressing social and emotional learning: fostering resilience and academic self-efficacy in educationally disadvantaged learners transitioning to university

Joanne Lisciandro, Angela Jones
Centre for University Teaching and Learning, Murdoch University

Karin Strehlow
The Kulbardi Aboriginal Centre, Murdoch University

In recent years, the impact of mental health issues on university students' ability to successfully access, transition and participate in university has gained increasing attention. Mental wellbeing is of particular concern in pre-university enabling programs which often specifically target educationally-disadvantaged equity groups. It has become increasingly clear that in addition to 'academic skills', these students also need to be equipped with social and emotional skills that support their transition to university, as well as promote resilience, sustained motivation and academic self- efficacy. In response to this, we reviewed and revised the curricula of two of Murdoch University's key enabling programs to incorporate material which focused on developing these skills. This paper presents our rationale and examples of our diverse approaches to addressing social and emotional learning in curricula which aims to support and enable the transition of educationally disadvantaged students into undergraduate studies.

Biography

Dr Joanne Lisciandro is a Lecturer in the Centre for University Teaching and Learning, and a Unit Coordinator of the OnTrack pre-university enabling program at Murdoch University in Western Australia. She has been teaching in the OnTrack program since completing her PhD studies in the health sciences in 2012. Her current research interests focus on the scholarship of teaching and learning, and in understanding the factors that contribute to student retention, success and achievement in enabling program pathways.

Dr Angela Jones is a lecturer at Murdoch University, Western Australia and Unit Coordinator of the OnTrack and OnTrack Sprint pre-university enabling programs at Murdoch University in Western Australia. She finished her PhD in Cultural Studies in 2007, and has subsequently published book chapters and journal articles that focus on digital culture, higher education and popular culture. Her current research projects focus on popular culture and acculturation; education and learning communities; social and emotional learning, and social media and identity.

Dr Karin Strehlow is the Kulbardi Academic Development Coordinator at the Kulbardi Aboriginal Centre at Murdoch University, Western Australia. As part of her role she coordinates the Aboriginal bridging course K-Track and other programs designed to increase participation and retention of Aboriginal students in undergraduate and post-graduate studies. She is actively engaged in research in ecology, transformative learning, reflective practice, mindfulness and chaplaincy.

09B REFEREED PAPER

The advantages to students, staff and the university in the strategic development of networks and connections within a first year tutoring team

Lee-Anne Bye, Peter Jenner, Gregory Nash
University of the Sunshine Coast

Steven Crawley
University of Melbourne

Collaboration, collegiality and networks are a vital component of the success of students and of universities in general. In an era of increasing casualization, it can be difficult to ensure that sessional staff feel a sense of belonging and are properly resourced to support their students. This paper examines the nature and potential of the relationships of a large, foundational, first year teaching team. In a survey of 22 staff, the study found high levels of social capital, manifested as trust, relatedness and collaborative tendencies. Staff considered their networks to be very important to their success in teaching, providing access to information, resources and support. Much weaker connections were identified within the wider university institution, potentially resulting in in an over-reliance on internal networks and a paucity of access to new ideas. This paper discusses the benefits of social capital for tutors, teaching teams, students and the university institution.

Biography

Dr Lee-anne Bye 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.

Dr Peter Jenner is an Associate Lecturer and Co-ordinator of the International Business Programme at the University of the Sunshine Coast. Peter undertook a BSc Hons in Business Studies at the University of Bradford before undertaking a successful corporate and entrepreneurial business career. More recently, in 2015 he completed a PhD which explored the factors that impact the sustainability of social enterprises.

Dr Gregory Nash is a Lecturer in Communication and coordinates 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.

09C GOOD PRACTICE REPORT

Student centred retention – an institutional approach to engaging students.

Linda Wilkes
Transition Success Coordinator, Student Support Services, Western Sydney University

In the first weeks of each teaching session, all commencing undergraduate students and continuing undergraduate students who have been identified as 'at risk' are contacted by a peer to provide positive and proactive support, both individual and systemic. The peer contact contributes to the successful transition and progression through effective and appropriate support triage and expectation management which positively impacts student retention. In 2015, the Transition Success team made over 25000 phone calls and spoke to more than 80% of the commencing cohort and 75% of intervention 'at risk' students. As a result, absent fails within core units has decreased by up to 13% and overall retention rates have increased. To reach these targets, the team is generously supported by a large network of academics, IT and Business Intelligence analysts and student support services to provide distinctively student centred interactions in a cohesive and holistic approach.

Biography

Linda Wilkes is the Program Manager of the Transition Success program at Western Sydney University. 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 2016 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

09D EMERGING INITIATIVE

Teaching in Focus: The value of implementing a program-specific teaching support project for staff wellbeing and student success

Jessica Shipman Gunson, Elizabeth Abery, Lindsay Krassnitzer, Christopher Barton, Ivanka Prichard, Eileen Willis
School of Health Sciences, Flinders University, South Australia

This paper reports on a program-level teaching support initiative that was implemented in a Health Sciences undergraduate degree with a large and highly casualised teaching team. It has been argued that to improve student retention and success, universities need to consider implementing comprehensive teaching support models that address institutional, program, and individual level needs. We report on the implementation of our project and reflect on participant feedback, which demonstrated the value of the program for improving staff wellbeing. We argue that introducing support strategies for staff at a local level is essential not only for delivery of high quality learning experiences, but also for staff wellbeing which, in turn has important implications for student success and retention.

Biography

Dr Jessie Gunson is a Lecturer in the School of Health Sciences at Flinders University. She teaches health sociology and qualitative research methods. Jessie is engaged in the scholarship of teaching with a particular focus on emotional labour in higher education, and scaffolding social accountability across the curriculum in health professional education.

Elizabeth Abery is a Lecturer in the School of Health Sciences, Flinders University. Her current role involves teaching and co-ordinating core topics for first year Bachelor of Health Sciences students, and preparing, supervising and mentoring final year Health Sciences students on practicums. Elizabeth has been part of teaching teams that have been awarded Teaching and Learning Innovation Grants designed to elicit innovative and practical resources to support teaching and learning processes that inspire positive experiences for students and teaching staff.

Lindsay Krassnitzer is a Lecturer in the School of Health Sciences at Flinders University. She teaches health sociology and other topics focused on professional and patient roles in health care systems. She is a passionate educator focused on the student experience in higher education by ensuring quality teaching and consistent practice across large multidisciplinary topics.

Dr Chris Barton is a senior lecturer in the School of Health Sciences at Flinders University. He coordinates the capstone quantitative research methods topic in the Bachelor of Health Sciences (BHS) degree and was acting course coordinator in 2014 when the TIF project was initiated. His research broadly addresses issues of social function and emotional well-being together with teaching scholarship focusing on barriers to learning and teaching research methods.

Dr Ivanka Prichard is a Lecturer in the School of Health Sciences at Flinders University. She teaches psychology and research methods to future health professionals within the Bachelor of Health Sciences. Her research interests are divided between improving student and teaching experiences among health professionals and health psychology.

Professor Eileen Willis is a sociologist in the School of Health Sciences, Flinders University. Her teaching background is in health sociology, and the politics of healthcare systems. In 2012 she was awarded a teaching citation from the Australian Learning and Teaching Council for, Teaching Sociology to Health Professionals. She has published three editions of the textbook, Understanding the Australian Health care system with Reynolds L and Keleher H (2009, 2012, 2016), as well as publications exploring education of the heart.

09E EMERGING INITIATIVE

Towards integrated online transition: Creating spaces for learners to become independent, connected and successful

Lyn Doolan, Drew Roberts
Deakin University

The shift to online learning has challenged universities to provide orientation and transition support that is inclusive of all students, including those who rarely if ever visit a physical campus. With an understanding that facilitating online students' sense of belonging and engagement is key to successful transition, Deakin University's Academic and Peer Support service led the redevelopment of an integrated online transition program. Drawing on transition pedagogy, the UniStart program offers all students a self-paced introduction to a number of transition threshold concepts, skills and practices identified as critical for early success. The program provides students with opportunities for student-to-student interaction and discussion, engaging activities, and carefully curated information and resources. While there is still some way to go towards a whole-of-university approach to transition support, UniStart has contributed significantly in this area.

Biography

Lyn's background is in educational design, resource development and English language teaching. She develops online resources and manages marketing and communications for Deakin's Academic and Peer Support Service. Lyn also teaches on the Digital Literacy unit which is part of the Associate Degree, Deakin's enabling program for non-traditional pathways students. Lyn has a Master of Education (Applied Learning) and postgraduate qualifications in TESOL and Applied Media.

Drew is a Learning Adviser at Deakin's Academic and Peer Support Service, where he is project manager of a number of university-wide online resources supporting students with transition, academic integrity and English language development. Drew also currently works as a freelance editor and proof reader. His previous roles include English language teacher, e-learning coordinator and online developer in the AMEP sector.

09F EMERGING INITIATIVE

Using scalable mindset interventions to promote university persistence and achievement

Berni Cooper, Caroline Rueckert
QUT

QUT is developing an online module to support students in developing a growth mindset. Growth mindset is the belief that intelligence and abilities are not innate and fixed but can be developed. Studies have shown that having a growth mindset can positively affect students' resilience in the face of academic adversity, as well as having other positive outcomes in academic environments such as higher grades, increased persistence, reduced attrition and decreased achievement gaps with minority students (Aronson, Fried & Good, 2002; Blackwell, Trzesniewski & Dweck, 2007; Paunesku et al., 2015; Yeager, & Dweck, 2012). QUT is developing a flexible, modular online intervention that builds on previous international studies into growth mindset while contextualising the resources for Australian (Qld) students, and maximising opportunities for scalability and usability. The module will be piloted in March 2016 in a variety of contexts.

Biography

Berni Cooper is a Positive Psychology practitioner and curriculum designer & developer at the QUT. She is currently investigating, designing and implementing initiatives at QUT to enhance student (and staff) success and wellbeing, such as online modules in mindset and undergraduate peer coaching programs, as well as using Appreciative Inquiry in curriculum design. Berni holds a Master of Applied Positive Psychology from the University of Melbourne and an honours degree in Psychology.

Caroline Rueckert is Associate Director of Student Success and Retention in the Learning and Teaching Unit at QUT. Prior to commencing at QUT, Caroline was Program Director for First Year Student Initiatives at the University of British Columbia. Her interests are in building partnerships to enhance student learning, cross-cultural issues in higher education, and facilitating student resilience and well-being through coordinated approaches to learner support.

11:50PM – 12:20PM
PARALLEL SESSION 10

Room	South	Centre	North	Hamersley	Goldsworthy	East	West
Parallel Session 10	**10A - RP**	**10B - EI**	**10C - RP**	**10D - EI**	**10E - EI**	**10F - EI**	
11:50am - 12:20pm	"I'm excited!" Student expectations prior to starting their first year at university	Portal to the STARS – a practical resource package for staff teaching first year students	No design without Indigenous design: Extending First Year Architecture and Design Students' understanding of Indigenous Australia	Towards a best practice university transition program	Transitioning from the Student Voice to Student as Change Agents	Mentoring the Mentor – Assisting student mentors to identify, document and articulate the skills they develop in order to enhance their graduate career prospects.	
	Ella R. Kahu, Karen Nelson, Catherine Picton	*Ann Luzeckyj, Andrea Rankin*	*Joanne Peterson Kinniburgh, Alexandra Crosby, Michael Hromek*	*Leslie Theaker, Martin Ratcliff*	*Romy Lawson, Courtney Shalavin, Christopher Khatouki*	*Kasia Quail*	
	University of the Sunshine Coast	*Flinders University*	*University of Technology Sydney*	*Murdoch University*	*Edith Cowan University, University of Wollongong*	*Deakin University*	

10A REFEREED PAPER

"I'm excited!" Student expectations prior to starting their first year at university

Ella R. Kahu, Karen Nelson, Catherine Picton
Office of the Pro Vice-Chancellor (Students), University of the Sunshine Coast

First year student retention is an ongoing challenge in higher education and expectations are an important influence on students' adjustment. Based on interviews with 19 students before they started at a regional Australian university, this research is informed by a framework of student engagement that proposes that the student experience occurs in an educational interface, the dynamic space influenced by student and institutional factors. Four constructs manifest within the interface and influence engagement. This paper therefore explores students' emotions, self-efficacy, well-being, and belonging prior to starting university. Overall, the students have expectations of high engagement driven by two key influences: the alignment between their interests and their courses, and the relationships they expect to make. While some are nervous about what lies ahead, others are naïvely optimistic. Most know what they need from the university but seem less aware of what they need to do in order to succeed.

Biography

Ella Kahu is a Post-Doctoral Research Fellow with University of the Sunshine Coast theorising and researching first year student experiences. Her recently completed PhD project examined the engagement of mature-aged distance students at a New Zealand university. Her other half time position is as a lecturer in psychology at Massey University in Wellington where she is currently developing and teaching an innovative inter-disciplinary course on identity and citizenship.

Karen Nelson is Pro Vice-Chancellor (Students) at University of the Sunshine Coast. Previously, she was Director – Student Success and Retention, and Director – First Year Experience in the Learning and Teaching Unit at QUT. Her research and practice focus on student engagement in higher education and she has led a series of related research projects. Her work has been recognised by three national awards: two citations and a program award. She is the Editor of Student Success and the Co-convenor of the STARS Conference.

Catherine Picton recently completed her doctorate, researching the conceptualisation of people with disability in the Pacific. She is now a Research Assistant at University of the Sunshine Coast where she is currently working on several projects focussing on student engagement at regional universities in Australia.

10B EMERGING INITIATIVE

Portal to the STARS – a practical resource package for staff teaching first year students

Ann Luzeckyj, Andrea Rankin
Centre for Innovation in Learning and Teaching, Flinders University

An educational designer and an academic with responsibility for supporting staff who work with first year students at Flinders University have developed a First Year Support Strategies (FYSS) portal within the learning management system (LMS) to contextualise and improve the take-up of first year resources by academic staff. The portal is open access, with self-enrolment for Flinders staff who may wish to take advantage of its interactive aspects.

This Emerging Initiative presentation will provide a brief background to the portal's development and will then focus on a demonstration of the portal and linked sites before moving into the question and answer segment. It is the facilitators' intention to seek feedback on this resource package, from an audience beyond their own institution, so it can be refined and reviewed. Feedback on the portal will be sought from staff at Flinders University on an ongoing basis.

Biography

Dr Ann Luzeckyj is Senior Lecturer in Higher Education, First Year Undergraduate Teaching Advisor in the Centre for Innovation in Learning and Teaching at Flinders University. Ann passionately supports higher education access for all. Her role involves providing support, resources and advice to staff who work with first year students. She also runs programs that support sessional staff; coordinates the Flinders Foundations of University Teaching program and supervises doctoral students. Ann undertakes research, has won a number of teaching and learning related grants and an OLT citation.

Andrea Rankin is an educational designer/developer in the Centre for Innovation in Learning and Teaching at Flinders University. Her experience spans 10+ years in the higher education sector across a range of cohorts, mostly using the platform Moodle. Her role particularly focuses on elearning (blended, fully online) using educational technologies. She is also interested in personal learning spaces, reflection and metacognition in learning, open access initiatives (MOOCs, OERs), and student-driven spaces (including social media). Andrea has a passion for lifelong experiential learning spanning the personal and professional.

10C REFEREED PAPER

No Design Without Indigenous Design: Extending First Year Design and Architecture Students' Understanding of Indigenous Australia

Joanne Peterson Kinniburgh, Alexandra Crosby, Michael Hromek
University of Technology Sydney

The design professions have undergone immense shifts over recent decades including an overdue, new receptivity to Indigenous skills and knowledge. Universities in Australia are currently examining approaches to engaging Indigenous knowledge in their degrees. This paper examines a project at at the University of Technology (UTS), supported by the institution-wide Centre for Advancement of Indigenous Knowledges and implemented across the Faculty of Design, Architecture and Building. Specifically, the research asks how first year design students can learn about Indigenous perspectives on design, space, place and Country. We draw from literature on transition pedagogy as well as Indigenous education and analyse the student response to this project as it was implemented in 2015.

Biography

Joanne Peterson Kinniburgh is a practitioner and researcher in the field of architectural design. Based at the School of Architecture at the University of Technology Sydney, she coordinates undergraduate and postgraduate design programs and directs the prestigious Peer-Tutoring in Architecture programs. She is currently a doctoral candidate at The University of Tasmania, exploring the spatial dramaturgy of live music performance.

Alexandra Crosby is the Course Director of Interdisciplinary Design at the University of Technology Sydney. Alexandra's background is in visual communications and International Studies. She develops and uses interdisciplinary research methods, such as hybrid forms of mapping and experimental futuring to understand the complexity of situations and communicate possible futures. She is a founder of the research studio #mappingedges.

Michael Hromek has a range of specialisations in the broad area of design, theory and architecture. These include the nature of design and its role towards society, and the relationships between theory and practice in planning, society and the city. Michael is currently doing a PhD at the University of Technology Sydney and teaches in undergraduate courses in Architecture and Design covering I history and theory.

10D EMERGING INITIATIVE

Towards a best practice university transition program

Leslie Theaker, Martin Ratcliff
Murdoch University, Western Australia

Since 2012, the Murdoch University Student Advisor Network (SAN) and the University's support offices have worked together to deliver the UniEdge transition program to students in their first semester. This collaboration, a growing "community of practice", has achieved successes in fostering a sense of community in students, connecting them to support on campus and developing their preparedness and confidence. UniEdge has offered central, non- compulsory, co-curricular events to achieve its goal. Whilst these initiatives have met with some success, the community recognises that the embedding of co- curriculum which responds directly to the needs of specific cohorts, into School- based, core curriculum, is a more effective means of achieving UniEdge objectives. The UniEdge program seeks to use a third generation approach to transition design, specifically 'transition pedagogy'. Collaboration between Student Advisors and academic staff has already led to transitional curricular initiatives in many Schools within Murdoch.

Biography

Leslie Theaker (Student Advisor, School of Management and Governance, Murdoch University). Leslie has completed a Bachelor of Arts in English, Graduate Diploma of Education and a Masters of Education. Leslie has a background in teaching and designing University transition programs for ESL students. Current interests include improving student engagement, educational innovation and curriculum design.

Martin Ratcliff (Student Advisor, School of Vet and Life Sciences, Murdoch University). Martin holds a Bachelor of Arts in English and Comparative Literature and Asian Studies. He has tutored at Murdoch University in Creative Writing, Foundation Units and the OnTrack Enabling program. Through on-going contact with undergraduates, Martin developed a significant interest in helping students peripherally with their academic and personal wellbeing. Alongside student support, Martin's current pursuits include writing short fiction and poetry.

10E EMERGING INITIATIVE

Transitioning from the Student Voice to Student as Change Agents

Romy Lawson,
Centre for Learning & Teaching, Edith Cowan University

Courtney Shalavin, Christopher Khatouki
Student Ambassador Learning & Teaching, University of Wollongong

The Revised Higher Education Standards Framework (2015) has been praised for ensuring, "Students have opportunities to participate in academic governance" (Section 6.3). This has set the scene for universities to review how they engage with students. The University of Wollongong (UOW) has a record of student representatives on governance committees and a Student Representative Forum, it also actively seeks student opinions through consultation for new initiatives. These actions are all positive, however they do not create opportunities for students to provide the initiative, to work alongside key institution stakeholders, and to lead the change. To improve existing processes to embrace students as change agents the university has engaged in the OLT Transforming Practice Programme (TPP). One of the initiatives within this is developing a Student Ambassador for Learning & Teaching Programme to provide opportunities for students to lead change at UOW.

Biography

Romy Lawson is currently the Pro-Vice-Chancellor (Learning & Teaching) at Edith Cowan having previously worked as the Director Learning, Teaching & Curriculum at the University of Wollongong. She is a National Teaching Fellow with a keen interest in curriculum design for assuring learning.

Courtney Shalavin and Christopher Khatouki are both undergraduate students at UOW who have been selected as Student Ambassadors (L&T) for 2016, to lead strategic L&T projects, with support from the central unit.

10F EMERGING INITIATIVE

Mentoring the Mentor – Assisting student mentors to identify, document and articulate the skills they develop in order to enhance their graduate career prospects.

Kasia Quail
Deakin University

While participating in a university's peer to peer support program, student mentors develop and hone many of the employability skills sought after by employers. This paper outlines the research behind the decision at Deakin University's Faculty of Science Engineering and Built Environment to offer a Career Planning workshop for mentors to assist them to identify and more importantly, articulate, the skills they have developed within the context of their mentoring work for a Graduate Career application. It also outlines the implementation of the workshop, including the outline of the program, the topics covered and the resources used in its delivery.

Biography

Kasia Quail has worked at Deakin for 20 years, in various positions, including in the Careers Department and the Student on-campus Residences. Two and a half years ago, she took up a position with the Faculty of Science, Engineering and Built Environment as the Peer Support Network Coordinator. In this position, she trains and supports student mentors to work in their role of assisting new students to develop the academic and social skills required for a successful transition to university.

1:20PM – 1:50PM
PARALLEL SESSION 11

Room	South	Centre	North	Hamersley	Goldsworthy	East	West
Parallel Session 11	**11A - EI**	**11B - EI**	**11C - EI**	**11D - EI**	**11E - RP**	**11F - EI**	
1:20pm - 1:50pm	Staff partnerships in supporting university students: A holistic approach	Learning analytics - hearing the student voice	The role of higher education in facilitating social mobility	Joining the dots: Curriculum mapping to increase student engagement in an interdisciplinary Health Sciences program	Students' attrition and retention in higher education: A conceptual discussion	Using university enrolment data to identify underperforming students	
	Jennifer Allen, Gail White	*Jennifer Heath, David Fulcher*	*Ian Cunninghame, Sue Trinidad*	*Pen Roe, Jessica Shipman Gunson, Elizabeth Abery*	*Daniel Doh, Kwadwo Adusei-Asante*	*Glen W. Bates, Matthew Farrugia, James S. Williams*	
	University of Newcastle	*University of Wollongong*	*National Centre for Student Equity in Higher Education*	*Flinders University*	*Edith Cowan University*	*Swinburne University of Technology*	

11A EMERGING INITIATIVE

Staff partnerships in supporting university students: A holistic approach

Jennifer Allen, Gail White
University of Newcastle

Student support is a key focus in Australian universities as they respond to research and government policy promoting student engagement, retention and success for an increasingly diverse student population. Student Central and the Office of the Dean of Students (University of Newcastle) have responded by developing a proactive and responsive framework targeting student success that unites the academic, social, personal and professional dimensions of students. This initiative values: the importance of: student voice in partnership with support services; prioritising a holistic approach with collaborative teams blurring the division of academic and professional staff; targeted and timely communications with students and staff through a proactive and responsive approach to on-demand services and transactions, including a rigorous triage process. The challenge is to maintain 'blurry lines' and a holistic, collaborative approach in a context seeking individualism reifying student support as ancillary to core business of a university.

11B EMERGING INITIATIVE

Learning analytics - hearing the student voice

Jennifer Heath, David Fulcher
University of Wollongong

When the learning analytics journey at our University began there was little published research regarding higher education student perceptions, expectations or concerns regarding the use of learning analytics (LA). These matters were investigated early in the journey to institution wide adoption of LA. Reported here are the results of a student survey that explored student: expectations regarding functionality offered by LA solutions; preferences for intervention strategies and; perceptions of privacy matters related to LA. Selected key outcomes include: 84% of respondents indicated that they would like to be able to see their progress during the semester both against the progress of their classmates and the learning outcomes of the subject; 89% indicated that they would like personalized suggestions for improvement; the most preferred form of intervention (84%) was a personalized email; Results were considered in the implementation of LA and associated student interventions to optimise learning experiences and retention.

Biography

Dr Jennifer Heath holds the role of Director Student Support and Education Analytics at the University of Wollongong, Australia. Prior to this role Dr Heath has held leadership positions in diverse areas of higher education including business analysis, learning analytics, social inclusion and outreach. Dr Heath has also held a tenured academic role teaching and researching informatics. Prior to moving to higher education Dr Heath held industry positions for more than a decade.

David has over ten years' experience working with business intelligence systems in complex organisations to support decisions and actions. This includes extensive involvement in the design, development and implementation of analytic tools across a variety of domains. David holds post-graduate qualifications in Education and works at the University of Wollongong as a Learning Analytics Specialist.

11C - EMERGING INITIATIVE

The role of higher education in facilitating social mobility

Ian Cunninghame, Sue Trinidad
National Centre for Student Equity in Higher Education, Curtin University

This paper presents the findings from an initial scoping study set out to answer the question and invites discussion on 'what more can be done in higher education to better facilitate social mobility for equity groups in Australia?' The research involved identifying studies, which detailed information in regards to a number of questions concerning social mobility both in Australia and internationally, in order to gain a full understanding of how important higher education participation has become in an increasingly high-skill global economy. Applying the findings on higher education's role in driving social mobility to a number of identified barriers to equity group engagement, the study concludes continued funding for successful enabling, outreach and scholarship programs aimed at assisting equity students remains essential to ensure student admissions to universities represent the diversity of the Australian population.

Biography

Ian Cunninghame is a research assistant for the National Centre for Student Equity in Higher Education (NCSEHE) hosted at Curtin University. Ian has a Masters degree majoring in professional writing and publishing and a Bachelor of Arts majoring in Internet Communications. He is currently assisting the NCSEHE with the cataloguing of its past and present research to a referencing database, and assisting in gathering research relating to social mobility through higher education.

Professor Sue Trinidad is Director of the National Centre for Student Equity in Higher Education hosted at Curtin University. Prior to becoming the NCSEHE Director, Professor Trinidad was Deputy Pro-Vice Chancellor and Dean of Teaching and Learning in the Faculty of Humanities at Curtin during 2007-2012. Professor Trinidad is an established scholar and researcher in the area of higher education and currently leads a team of ten NCSEHE researchers and various projects.

11D EMERGING INITIATIVE

Joining the dots: Curriculum mapping to increase student engagement in an interdisciplinary Health Sciences program

Pen Roe, Jessica Shipman Gunson, Elizabeth Abery
School of Health Sciences, Flinders University, South Australia

Students enrolled in topics (units or subjects) taught by the Social Health Sciences Unit (SHSU) at Flinders University often struggle to see the relevance of interdisciplinary teaching that explores the social, behavioural, legal and ethical domains of health. These topics aim to build transferrable and competency based skills for a large and complex cohort of students across 19 different health related pathways. Levels of student disengagement are compounded by the fact that the majority of students are enrolled in a pathway that was not their first preference. This presentation reports on a project that is developing an online, interactive curriculum mapping tool for student use. We draw on Scott's concept of being 'work ready plus' to argue that development of such a tool is a critical step in supporting all students to join the dots between their learning, future employment, and general life skills regardless of their intended profession.

Biography

Dr Pen Roe is a lecturer in the School of Health Sciences at Flinders University. She coordinates the first year first semester core HLTH topic of the Bachelor of Health Sciences (BHS) and co-coordinates the first year second semester core HLTH topic with Elizabeth Abery. Teaching is the primary focus of Pen's current position but is also a member of the management team for the BHS degree and involved with credit applications, curriculum mapping and program development.

Dr Jessie Gunson is a Lecturer in the School of Health Sciences at Flinders University. She teaches health sociology and qualitative research methods. Jessie is engaged in the scholarship of teaching with a particular focus on emotional labour in higher education, and scaffolding social accountability across the curriculum in health professional education.

Elizabeth Abery is a Lecturer in the School of Health Sciences, Flinders University. Her current role involves teaching and coordinating core topics for first year Bachelor of Health Sciences students, and preparing, supervising and mentoring final year Health Sciences students on practicums. Elizabeth has been part of teaching teams that have been awarded Teaching and Learning Innovation Grants designed to elicit innovative and practical resources to support teaching and learning processes that inspire positive experiences for students and teaching staff.

11E REFEREED PAPER

Students' attrition and retention in higher education: A conceptual discussion

Daniel Doh, Kwadwo Adusei-Asante
School of Arts and Humanities, Edith Cowan University

Theoretical and conceptual foundations are imperative in the design of programmes and policies. However in terms of actual programming and policy decisions that deal with attrition and retention in higher education, very little is known about the theoretical impetus for actions for students from low socio-economic status backgrounds. This conceptual paper examines the theoretical arguments made on attrition and retention in higher education and shows how the concepts informed the design and implementation of a peer-mentoring project currently being implemented for domestic African undergraduate students at Edith Cowan University, Western Australia.

Biography

Dr Kwadwo Adusei-Asante is a Lecturer and Research Scholar at the School of Arts and Humanities, Edith Cowan University. Kwadwo has a background in education and over a decade of international experience in impact assessment. Kwadwo is currently the Chief Investigator of an HEPPP- funded mentoring project that is addressing attrition, low academic achievements and retention of African undergraduate students at Edith Cowan University.

Mr Daniel Doh is social policy analyst and a PhD candidate at the School of Arts and Humanities, Edith Cowan University. His research interests are in social protection, ageing & vulnerability, youth development, policy evaluation, and institutions of governance. Daniel is an expert in research methodology and has trained a number of African Social Science Researchers in methodology short courses for PASGR in Kenya since 2011.

11F EMERGING INITIATIVE

Using university enrolment data to identify underperforming students.

Glen W. Bates, Matthew Farrugia, James S. Williams
Swinburne University of Technology

A program was piloted to examine the feasibility of using data collected during enrolment to predict the academic performance of students. The rationale was that if data collected routinely were able to significantly predict academic outcomes, then this would provide an easy way to identify subgroups of students to whom additional support or assistance could be offered before the start of the semester. This is important because improved student performance will aid in preventing attrition, and will likely be related to increased student self-efficacy and student satisfaction. Participants (N = 4,951) were selected from a large student database system maintained by Swinburne University. Demographic data, and results data (average marks for the semester) were recorded. Results indicated that Australian born NESB students had lower achievement than Australian born ESB students. This was significant even controlling for SES, age, and previous educational achievement (i.e., ATAR). While promising, identification of predictors was difficult owing to missing data. Therefore, it is recommended that universities adopt more stringent data collection guidelines, in order to ensure that important predictors of student success are captured for all enrolled students.

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2:00PM – 2:30PM
PARALLEL SESSION 12

Room	South	Centre	North	Hamersley	Goldsworthy	East	West
Parallel Session 12	**12A - EI**	**12B - RP**	**12C - GPR**	**12D - EI**	**12E - EI**	**12F - EI**	
2:00pm- 2:30pm	Using CHAID to shade students from the temptation of attrition	A framework for first year curriculum design and pedagogy: intersecting the Threshold Learning Outcomes, disciplinary knowledge and the first year pedagogy principles	Supporting student transition: embedding reading practices into the first year Science curriculum	Conceptualising a social marketing approach to widening participation in Australian higher education	Improving retention and academic achievements of African students in higher education through community development	A Journey to our core: An emerging initiative to refresh the BA	
	Salah Kutieleh and Ewa Seidel	*Jill Lawrence, Pamela Allen, Theda Thomas, Joy Wallace, Jennifer Clark, Adrian Jones, Bronwyn Cole, Lynette Sheridan Burns*	*Yvonne C. Davila, Neela Griffiths*	*Maria M. Raciti, Cathy Cupitt, Diane Costello, Lynne Eagle*	*Kwadwo Adusei-Asante, Isaiah Awidi, Daniel Doh*	*Margaret Forster*	
	Flinders University	*University of Southern Queensland, University of Tasmania, Australian Catholic University, Charles Sturt University, University of Adelaide, Latrobe University, Western Sydney University*	*University of Technology Sydney*	*University of the Sunshine Coast - National Centre for Student Equity in Higher Education, Curtin University, James Cook University*	*Edith Cowan University*	*Massey University*	

12

12A EMERGING INITIATIVE

Using CHAID to shade students from the temptation of attrition

Salah Kutieleh, Ewa Seidel
Transition Office, Flinders University

This paper reports on the Student Success Program (SSP) and its impact on increasing students' success and retention at Flinders University. Big-data is used to build machine-learning models to predict each student's risk of attrition. The predictive models have been extended to include first and second year students, commencing postgraduate coursework and International students who continue to be challenged with their transition into higher education. Of the 4796 students who have been contacted, 61% were 1st years, 33% were second years, and 6% were commencing postgraduates, of which 362 were International students. Communication with students has shown that their needs vary across these cohorts. For instance, while International students appreciate contact at all times, commencing postgraduate students prefer to be contacted later in the semester. Since it began in 2014, the SSP has saved 140 students. Recent findings and other associated details are also discussed in this paper.

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.

12B REFEREED PAPER

A framework for first year curriculum design and pedagogy: intersecting the Threshold Learning Outcomes, disciplinary knowledge and the first year pedagogy principles

Jill Lawrence
University of Southern Queensland

Pamela Allen
University of Tasmania

Theda Thomas
Australian Catholic University

Joy Wallace
Charles Sturt University

Jennifer Clark
University of Adelaide

Adrian Jones
Latrobe University

Bronwyn Cole, Lynette Sheridan Burns
Western Sydney University

The intersections between disciplinary knowledge, Threshold Learning Outcomes (TLOs) and first year pedagogy principles remain largely unexplored in the Australian context. This paper reviews how these perspectives developed, their implications for quality assurance and the ways they can be integrated to facilitate students' learning. The paper introduces a project funded by the Australian Government Office of Learning and Teaching (OLT): Renewing first year curriculum for social sciences and humanities. The project investigated what students need to learn in their disciplines in first year so that, upon graduation, they are able to demonstrate their discipline TLOs. The framework developed by the project positions and visualises the connections between the three perspectives and how they can be linked to assist academics to design curricula that not only enable first year students to engage with the changed ways of thinking and studying at university but also with their discipline knowledge and requirements.

12C GOOD PRACTICE REPORT

Supporting student transition: embedding reading practices into the first year Science curriculum

Yvonne C. Davila, Neela Griffiths
University of Technology Sydney

Although being able to critically read and comprehend scientific texts is fundamental, many students find reading the primary literature overwhelming and may lose self-confidence as a result. Our aim was to build first year science students' confidence in reading relevant and reliable sources of information and develop their critical reading practices through a First Year Experience Project focusing on supporting student transition. To achieve this, we utilised a flipped classroom approach to design and embed interactive online modules and a face- to-face workshop in a first year Science subject. Student participation and completion of the learning activities was evaluated with students commenting very positively on the usability, accessibility, usefulness and relevance of the reading practices resources. Based on the success of this initiative, we recommend that discipline specific, contextualised resources which develop effective reading practices should be integrated into the first year curriculum.

Biography

Yvonne Davila is a Lecturer in Higher Education Learning Design in the Faculty of Science at UTS. Yvonne is committed to developing sustainable curricula that enhance student learning of key scientific concepts and skills through a range of innovative strategies in a blended learning environment. Yvonne is a member of the UTS First Year Experience Strategy team and has lead FYE projects that support first year student transition and success by embedding Transition Pedagogy in curriculum design and classroom practice.

Neela Griffiths is a member of the Academic Language and Learning (ALL) Group at UTS. ALL developers at UTS are allocated to faculties where they work collaboratively with disciplinary academics on integrating domain specific and contextualised academic language and literacy, communication and professional practices into the curriculum. Neela works in the Faculty of Science and has been an active participant on multiple cross-disciplinary First Year Experience (FYE) grants as part of the UTS FYE strategy.

12D EMERGING INITIATIVE

Conceptualising a social marketing approach to widening participation in Australian higher education

Maria M. Raciti
University of the Sunshine Coast

Cathy Cupitt, Diane Costello
National Centre for Student Equity in Higher Education, Curtin University

Lynne Eagle
James Cook University

Education is transformative. Education delivers benefits to individuals, their families and communities; and it is this far-reaching impact that compels further research into understanding why under-participation by people from low socio- economic status (LSES) backgrounds occurs and finding new ways to attempt to assuage the situation. This paper is novel in many ways, most notably as it synthesises two similar yet different domains, being social marketing and widening participation. Drawing on a transdisciplinary body of knowledge and practices, we present a different lens through which to view the seemingly perennial issue of under-participation in higher education by people from LSES backgrounds. We present a conceptual model that reframes LSES participation in the social marketing Model of Goal-directed Behaviour. Our conceptual model provides fresh insights for use by researchers and practitioners alike.

Biography

Dr Maria M. Raciti is an Associate Professor in Marketing at the University of the Sunshine Coast. Maria's main research interests are in services marketing, social marketing and higher education. Maria has a particular interest in the pursuit of pro-social endeavours. Maria regularly publishes in quality refereed journals and has numerous refereed conference papers, five of which have received outstanding paper awards. She is co-leader of the USC Indigenous Studies Research Theme and is the recipient of two teaching awards.

Dr Cathy Cupitt was a Research Fellow at the National Centre for Student Equity in Higher Education (NCSEHE) in 2014-15. Cathy recently returned to her role as a Unit Coordinator in Academic and Professional Communications at Curtin University. Cathy has worked in higher education for seventeen years. In her role at the NCSEHE she researched student access, retention and success in higher education, with a focus on developing a theory/praxis equity framework for use in the sector.

Dr Diane Costello is a Project Research Officer at the National Centre for Student Equity in Higher Education. Diane has been involved in higher education, research and teaching for over 14 years. Diane's primary theoretical focus is underpinned by the principles of community psychology and has undertaken applied research within Indigenous, regional and remote communities from a social justice perspective. Diane is currently involved with research projects related to widening participation and student equity in higher education.

Professor Lynne Eagle holds a PhD from the University of Auckland in her native New Zealand. Her research interests centre on: marketing communication, new media, social marketing and trans-disciplinary approaches to sustained behaviour change. She has published in a wide range of academic journals, led the development of both Marketing Communications and Social Marketing texts as well as writing commissioned expert papers. Lynne is on the editorial board of several journals and her work has been cited extensively.

12E EMERGING INITIATIVE

Improving retention and academic achievements of African students in higher education through community development

Kwadwo Adusei-Asante, Isaiah Awidi, Daniel Doh
School of Arts and Humanities, Edith Cowan University, Western Australia.

Internationally, higher education stakeholders are constantly looking for ways to improve their students' retention. Normative approaches, which tend to involve student support services, have been found to do little to retain students, particularly those from low socio- economic status backgrounds. We propose peer-mentoring programs that promote community development as a practical approach to improving student retention. The paper draws on lessons learned from an HEPPP-funded case management and peer-mentorship initiative designed in 2015 to support African domestic students at Edith Cowan University. While the project is on-going, the results achieved so far have shown promise in peer-mentoring programs that heighten students' networking and integration. The sense of community created through the initiative has inspired the participants, most of who have demonstrated enhanced understanding of academic learning skills, which are expected to translate into their retention and improved academic achievements in the rest of their academic journeys at Edith Cowan University.

Biography

Dr Kwadwo Adusei-Asante is a Lecturer and Research Scholar at the School of Arts and Humanities, Edith Cowan University. Kwadwo has a background in education and over a decade of international experience in qualitative research. Kwadwo is currently the Chief Investigator of an HEPP- funded mentoring project that is addressing attrition, low academic achievements and retention of African undergraduate students at Edith Cowan University.

Dr. Isaiah T. Awidi is a Research Associate in educational technology research at the Centre for Education Futures, University of Western Australia. He also works as a Project Officer on a HEPPP funded project for mentoring students from low socioeconomic backgrounds at Edith Cowan University. Isaiah has researched extensively in e-learning implementation strategies and has produced works used by some universities in Africa to support their e-learning implementation process.

Mr Daniel Doh is social policy analyst, researcher and a PhD candidate at the School of Arts and Humanities, Edith Cowan University. His research interests are in social protection, ageing & vulnerability, youth development, policy evaluation, and institutions of governance. Daniel is an expert in research methodology and has trained a number of African Social Science Researchers in methodology short courses for PASGR in Kenya since 2011.

12F EMERGING INITIATIVE

A Journey to our core: An emerging initiative to refresh the BA

Margaret Forster
PVC-CoHSS, Massey University

At Massey University (Massey or MU) a strategic college-wide programme was initiated to refresh the BA and ensure it remains relevant and engages with contemporary audiences and issues. The goal is to "cultivate enquiring learners" (The Arts Qualification Review Working Party, 2014, p.6) who are "creative, innovative and connected contributors to society" (MU, 2015, p. 5) through a series of curricula review and adoption of a student-centred approach to teaching and learning. Central to this cultivation is enhancing the student tertiary learning experience to facilitate student transition, achievement, retention and success. This paper reports on the emerging initiative with a specific focus on efforts to enhance the first year learning experience. Key questions that have emerged are: how do we design to support engagement in an ever-changing environment and how do we know our efforts are working?

Biography

Dr Margaret Forster affiliates to the Rongomaiwahine and Ngāti Kahungunu tribes. She is Director BA (Programme), College of Humanities & Social Science, Massey University with responsibilities for refreshing the BA through a series of structural changes and initiatives designed to facilitate student success. She is also a senior lecturer at Te Pūtahi-a-Toi, School of Māori Art, Knowledge & Education teaching in the area of Māori knowledge and development.

3:00PM – 4:00PM

STUDENT PANEL
Factors that have influenced my success at University.

Facilitator

Professor Ron Oliver
Edith Cowan University

The Student Panel comprises a broad sample of students from the 5 WA universities who will each speak on their individual experiences as university students and the factors that have influenced their success.

The speakers will address in turn, one of the key themes of the STARS Conference: Students, Transition, Achievement, Retention and Success.

The session will provide plentiful opportunity for engagement between the delegates and speakers so that issues that emerge can be discussed and explored.

Students: Jonny Heir, UWA

Transition: Ms Claire Simms, school leaver, Murdoch University

Achievement: Mr Chris Gill, mature-age student, Curtin University

Retention: Ms Kimberly Smith, mature-age student, UNDA

Success: Ms Nandita Tuteja, international student, ECU

SATURDAY

SATURDAY 2 JULY 2016

Meetings on 5 - Level 5			
Room	**Meeting Room 4**	**Meeting Room 5**	**Meeting Room 6 & 7**
9:30am - 11:00am	**Transitions, Identity and Psychological Wellbeing SIG** *Lydia Woodyatt*	**WORKSHOP 5 Enhancing the student experience: Developing the 'One stop shop'.** *Kim Cartwright*	
11:00am - 11:30am	Refreshment break (SIG & Workshop Participants only)		
11:30am - 1:00pm	**Nursing Discipline SIG** *Jan Thompson*	**WORKSHOP 6 Transition Support for Students from Refugee Backgrounds in Higher Education** *Sonal Singh*	**Peer Programs SIG** *Victoria Menzies*
1:00pm - 1:30pm	Refreshment break (SIG & Workshop Participants only)		
1:30pm - 3:00pm	**Threshold Concepts SIG** *Jenny Kaighin*	**WORKSHOP 7 What's Uni Like? Deconstruction of a successful MOOC** *Josu Abrego-Sanz*	
3:00pm - 3:30pm	Refreshment break (SIG & Workshop Participants only)		

9:30AM – 11:00AM

TRANSITIONS, IDENTITY AND PSYCHOLOGICAL WELLBEING SIG

Psychological wellbeing, Transitional Periods and Identity

It has been established that university negatively impacts on the psychological well-being of many students, resulting in an increase in psychological distress for this population, with almost 20% of an Australian sample of university students estimated to have experienced mental health difficulties and over 67% reporting sub-syndrome symptoms (Stallman, 2010). This Special Interest Group will be focusing on why university may represent a unique stressor. In particular we will examine the ways in which university represents a period of transitional identity, why transitional periods may lead to particular vulnerabilities to psychological decline (Kopla-Sibley et al., 2015). We will discuss cognitive and social factors that may constitute increased vulnerability (e.g. perceived incompatibility with new social identities; Iyer et al., 2009). During this Special Interest Group (SIG) we will convene along areas of aligned interest to discuss various approaches (curriculum based, university wide programs, and dialogue about higher education and policy more broadly) that may help students to negotiate this transitional period. The goal of this SIG is to build our awareness of the research, share innovative practice, and develop potential cross institutional collaborations with others.

Convenor

Dr Lydia Woodyatt
Director of First Year Studies (School of Psychology), Flinders University

Dr Lydia Woodyatt the Director of First Year Studies (School of Psychology) at Flinders University, Adelaide. A passionate, and award winning teacher, Lydia innovates in the context of curriculum to support transition into, and out of, university. Lydia is an experimental social psychology, combining her research interest with her previous career in pastoral care, speaking regularly to schools, universities, organizations, community groups, and the media on the topic of self-forgiveness, shame, self-compassion, and coping with negative emotions.

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WORKSHOP 5
Enhancing the student experience: Developing the 'one-stop shop'. Collaborative workshop.

Kim Cartwright, Jenny Campagnolo, Rebecca Eaton
Griffith University

Students entering university learning environments from non-traditional pathways (NTP) commonly find the transition experience stressful and anxiety provoking. These students also often report feeling ill-equipped to meet the academic expectations of higher education (Catterall & Davis, 2012; Ertl, Hayward, & Holscher, 2010). In response to this, the School of Nursing and Midwifery at Griffith University developed a comprehensive Transition and Tertiary Preparedness (TTP) program aimed at NTP students entering the second year of the Bachelor of Nursing program. Grounded within Lizzio's (2006) Five Senses of Success framework, the TTP program is based on a facilitation model and involves planned intervention and interaction with NTP students from pre-semester (with intensive academic preparation and targeted orientation) and across the first semester of study (involving weekly, just-in-time workshops focused specifically on second year nursing assessment tasks). To ensure shared ownership and contribution, a strategic, systems orientation approach to the program is taken to provide a solid foundation for success for these transitioning students (Wilson, 2009).

Biography

After completing her PhD within the arena of positive health psychology, Dr. Rebecca Eaton worked as a Student Success Advisor at Griffith University assisting commencing Nursing and Psychology students make a successful transition into higher education. This led to her current role as Curriculum Consultant (Student Transitions) within the Griffith Health Executive, where she takes a strategic approach to identifying and addressing the changing transition needs of students, across all health-related programs, as they progress across the student lifecycle.

Jenny is currently an Information Literacy Librarian (Health) at Griffith University, providing research and referencing support to Academic and Research staff, postgraduate, and undergraduate students. Prior to joining Griffith, Jenny graduated with a Bachelor of Information Technology and has held various roles including software development, technical support, information management, and vocational education and training. Jenny received her Masters in Library and Information Management in 2012, and has been involved in project roles including Training and Change Management.

For the past 5 years I have been a Learning Adviser with Griffith University, Gold Coast, after completing a Masters of Education and working as a sessional lecturer here. Leading up to this I have also worked as a teacher trainer for Teach International, and an educational author for Heinemann Publishers. My teaching career has spanned more than 25 years, 4 countries (Australia, Indonesia, England and Spain), and all age groups (Primary, Secondary, Adult Education, Tertiary). I love the challenge of dynamic teaching and the results of collaborative projects which help ensure successful learning experiences for the students we all teach.

11:30AM – 1:00PM

Nursing Discipline SIG

It is my belief, having attended these conferences since their inception, when they were titled FYHE (First Year in Higher Education), that Schools of Nursing (and Midwifery) in this country, experience similar issues offering our programs and therefore share similar concerns about our undergraduate nursing students.

These generic issues include but are not limited to:

- We are usually the largest single discipline school in our University; this year Flinders University School of Nursing and Midwifery, has 900 students commencing the BN.
- We usually have the lowest entry score
- We have high attrition in first year
- We have a high proportion of "First in Family" students
- We have an increasing number of international students in our programs
- We have an increasing number of domestic students entering our programs for whom English is not their first language
- We have a large number of students entering our programs with very poor numeracy literacy
- We are facing increasing pressure to send students to rural placements
- We have large numbers of casual academic staff employed to deliver our programs
- We are seeing more and more psychosocial / mental health issues amongst our students
- We are seeing a rise in the number of "critical incidents" on clinical placement
- We are seeing students becoming more stressed in 3rd year, with the reduction of graduate positions

In the first half of the time allocated for this SIG I would like to explore one of these issues in some detail, that of poor numeracy levels on entry and the resulting dilemmas we face when students fail medication calculation tests repeatedly.

Flinders University School of Nursing and Midwifery has this year, introduced a well scaffolded approach to addressing this in first year which we will share with participants including the tools we are using. I would ask participants attending this SIG to also bring any tools and processes they use to address this issue to share.

In the second half of the time allocated for this SIG I am proposing that we reflect upon the list I have identified above, add any further common issues and look amongst ourselves for possibilities of joint research to explore these further.

Convenor

Jan Thompson
School of Nursing and Midwifery, Flinders University

Jan Thompson is a Senior Lecturer in the School of Nursing and Midwifery at Flinders University where she has been working for the past 25 years. She has been the Coordinator of the Undergraduate Nursing Programs for the past 8 years and for 2 of these, was the inaugural Director of First Year Studies in the School.

The content of the topics she has developed during this time and the way she has delivered them, reflect her strong commitment to social justice, fairness, equity, acknowledgment and celebration of diversity and adult negotiation.

Jan is particularly interested in developing Nursing curriculum that will challenge student nurses to be aware of the social, political and cultural factors that impact upon health status, access to health care and treatment outcomes.

As a general nurse and mental health nurse she has directed much of her recent work towards developing ways to support students to manage the stressors they encounter whilst trying to balance full time study and clinical placement, with the rest of their lives.

She is a recipient of a Carrick citation in 2007, for: "A courageous, long standing commitment, to developing curriculum and teaching health professionals about the impact of discriminatory practices on the provision of health care" and an OLT citation winner in 2013, for: "Sustained visionary leadership through innovative program implementation in supporting nursing students in their journey to become successful university students and professional registered nurses".

She is also the recipient of several Faculty Teaching and Learning grants and a Vice Chancellors award for Teaching Excellence.

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WORKSHOP 6
Transition Support for Students from Refugee Backgrounds in Higher Education

Ruth Tregale, Sonal Singh
Widening Participation Unit, Macquarie University

Providing support to students from refugee and asylum-seeker backgrounds in their education is becoming increasingly important in the context of resettling increasing numbers of people entering Australia on humanitarian-entrant visas. Macquarie University has been awarded a National Priorities Pool grant under the 2016 Federal Government Higher Education Participation and Partnerships Program (HEPPP) to build on the success of its LEAP-Macquarie Mentoring (Refugee Mentoring) Program. Specifically, the LEAP-University Preparedness project (LEAP-UP) will review international best practice and initiatives at Australian universities, develop a pilot enabling program specific to the needs of students from refugee backgrounds, and establish a National Community of Practice comprising researchers, equity practitioners and partner organisations active in supporting students from refugee backgrounds. This workshop will launch the National Community of Practice, and enable participants to share research, best practice, and to discuss future work in this space.

Biography

Ruth Tregale is Director, Widening Participation at Macquarie University, where she established the LEAP programs including the LEAP-Refugee Mentoring 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.

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.

Peer Programs SIG

Evaluating and evidencing the impact of a peer program.

The challenge of how to evaluate the impact of a peer program on learners confronts every program coordinator. Developing a comprehensive evaluation plan can seem a daunting task requiring specialist skills and knowledge. Without the necessary expertise, program coordinators turn to generic evaluation instruments that do not necessarily provide informative evidence that aligns with the intended program objectives. Questions arise as to: What does 'success' look like? What is 'impact' and what needs to be measured? What are the indicators of success? What changes can be attributed to the particular program? What is a realistic level of change?

As resources tighten and universities look for strategically aligned support services and systems, the importance of evaluation has increased with resources being directed to programs that can demonstrate a substantive impact. Historically programs have typically reported on measures of success focusing on the number of participants and satisfaction with the service. While important, these indicators do not tell a persuasive story of the real impact.

Evaluation is central to ongoing resourcing and sustainability of programs and is clearly reliant on the capacity of a program coordinator to evidence what works and how programs meet their intended objectives. In this SIG participants are invited to engage in conversation around the challenges and strategies for evaluating and evidencing the impact of peer programs on learners. Participants are encouraged to share program evaluation experiences and resources. In the SIG participants will also explore common shared objectives of peer programs e.g. fostering a sense of belonging, and explore potential indicators of impact. Finally the group will consider the possibility for aligned institutionalized evaluation processes with other support services.

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.

A/Prof Jacques van der Meer
University of Otago College of Education

Jacques van der Meer (PhD) is Associate Dean (Academic & Research) at the University of Otago College of Education. 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, peer-learning and student leadership approaches to enhancing student engagement.

1:30PM – 3:00PM

Threshold Concepts SIG

Threshold concepts are described as a portal which transform one's understanding of an idea. Meyer and Land (2003) identified five characteristics of a threshold concept suggesting they are likely to be: transformative, probably irreversible, integrative, bounded and potentially troublesome.

The experience of stepping through a threshold concept portal has been linked to developing a greater sense of professional identity. This has been described by students as 'thinking like a (insert profession)'.

The facilitator of this SIG has been framing the teaching and learning in a first year Social Work and Human Services unit around threshold concepts relevant to those professions. In this SIG Jenny will present findings from reflections of final year students in regards to their journey through the thresholds presented in first year.

First year Social Work and Human Services students clearly identify 'wanting to help' as a primary motivation for studying social work or human services. Their idea of themselves as a helper is a key part of their emerging professional identity. However in week one of first year, students are presented with the idea that helping people is complex. This threshold concept is identified by final year students as a core learning that they take from first year and continue to reflect on throughout their course. An understanding of the complex nature of 'help' and how students own values and beliefs influence 'helping'; is core to their emerging professional identity. Students describe moments of clarity about that journey as ' I realised I was thinking like a social worker'. However the journey towards this awareness, and indeed those moments of clarity are often troublesome and create dissonance between their initial motivation and identity of themselves as helper, and their understanding of the complex realities of helping and what being a social worker or human services worker might actually be.

This SIG will explore the links between threshold concepts and emerging professional identity and the at times challenging journey this is for students. We will consider the way we teach threshold concepts within our disciplines across the years and they ways we support students in developing a professional identity that reflects these threshold learnings.

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.

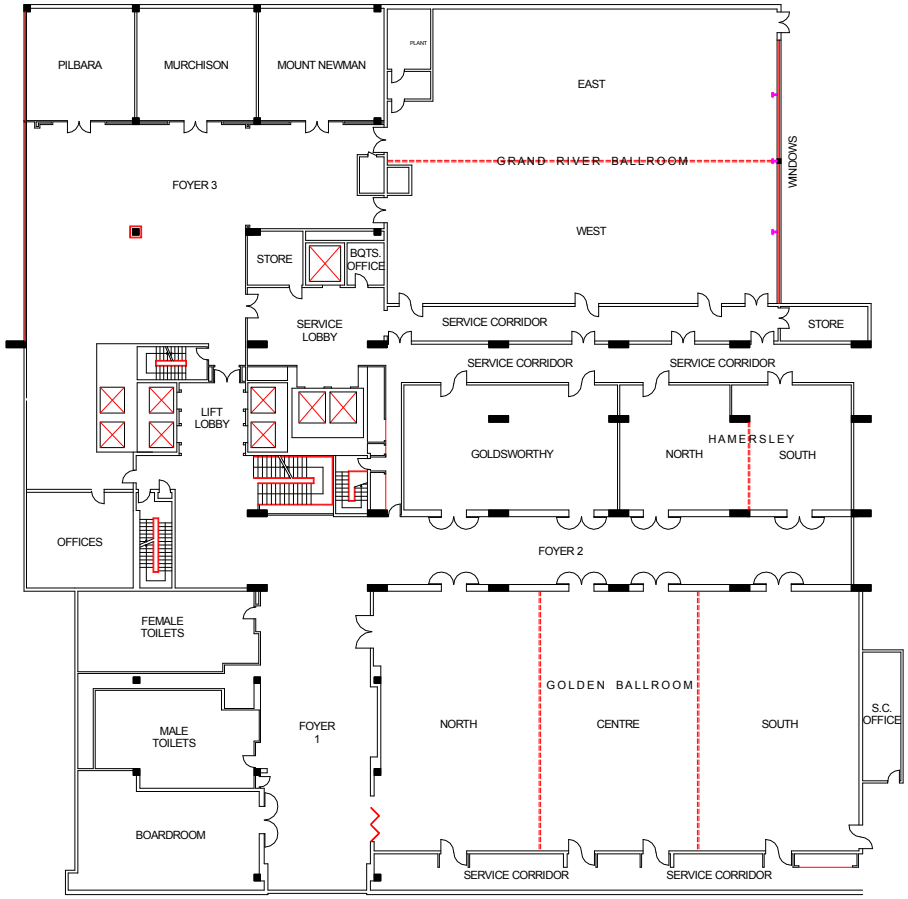
WORKSHOP 7
What's Uni Like? Deconstruction of a successful MOOC

Josu Abrego-Sanz
Academic Success, Office for Students, Charles Sturt University

Many low SES High School students are faced with the daunting decision of their educational futures in an environment where they often feel disengaged from the support available to them. What' s Uni Like? is an aspirational preparation online course which builds students' self-efficacy. The course assists them in making the right choice by answering the questions they have about the prospect of enrolling in and completing a university degree. This workshop proposes to deconstruct the functioning of What' s Uni Like?, an online course packaged as a MOOC which is directed exclusively at Australian students aged 14 to 22. The workshop highlights the effectiveness of the various interactive elements embedded in the course design and content. It also illustrates how this MOOC differs from more traditional academic online courses in its ability to engage students and assist their transition into tertiary education.

CONFERENCE VENUE

Pan Pacific
Adelaide Terrace, 207, Perth WA 6000



SATURDAY CONFERENCE ROOMS

Pan Pacific
Adelaide Terrace, 207, Perth WA 6000

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